Learning and Teaching Investment Fund 2010: Final Project Report

Transnational Teaching for Learning

Theme
Innovation in the implementation of offshore teaching policy
Quality enhancement in Transnational Education

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Executive summary

The aim of this project was to enhance the quality of teaching and learning in the off shore delivery of the Bach App Sci, Construction Management. This involved implementing a transnational teaching and learning partnership in the final year course Research Project (BUIL 1222). The Bach App Sci Construction Management is delivered in Singapore by the School of Property, Construction and Project Management (PCPM) in partnership with SIM (Singapore Institute of Management) University.

In line with RMIT’s policies, values and mission, the project team sought to ensure that quality assurance was actively managed, supported and progressed through the reciprocal exchange of knowledge between on and off shore teaching staff.

Broadly, the project was designed to:

- Contribute to knowledge of existing professional knowledge bases of local and off shore teachers
- Create professional development learning for on and off shore teaching staff by building a partnership across the transnational teaching team
- Improve the quality of student’s learning and strengthen the integration of learning and work.

The project developed and implemented a transnational educational partnership comprising, on and off shore teachers, students, and local industry stakeholders. This educational partnership delivered three interactive workshops which were designed to integrate international and local contexts and student’s learning and work. The on and off shore teaching partnership introduced a change in teaching practice which meant that students engaged critically with the theme ‘Living in Singapore 2020’ through a partnership with their local and offshore teachers, each other and local industry. These workshops were designed to: engage students in critical debates; encourage students to refine and modify their understandings of the construction industry; situate the construction industry in Singapore in relation to wider local and international social, environmental and regulatory contexts and ensure the stronger integration of local knowledge through inviting industry based speakers to participate in the workshops. The partnership also sought to foster teacher’s critical reflection on teaching practice.

The project had six interrelated objectives:

- To support continuance in improvement in teaching skills and practice for local and off shore teachers
- To foster a professional dialogue and professional development for on and offshore teachers
- To improve student’s learning and engagement, and graduate outcomes
- To better understand student’s learning needs
- To support teachers to realise teaching and learning goals in the transnational classroom
- To support teachers to work collaboratively, and to reflect on and modify their practice in response to student’s needs and pedagogic identities.

To capture the impact of this project a number of measures were applied involving primarily qualitative data collection. Notably, the research design incorporated pre and post intervention measures to determine the impact of the intervention which comprised teacher and student pre and post surveys.

The project’s findings contribute institutional knowledge about quality enhancement in transnational education. Rather than forming a basis for empirical conclusions, the project’s findings illuminate particular aspects of transnational education which contribute to knowledge of:

- teacher’s professional development needs
- pedagogies which support best practice.
Findings also evidence aspects of translational education which warrant further investigation. These findings relate to:

- Culturally inclusive pedagogies
- Utilising peer to peer exchange to enable transnational teacher professional development
- Fostering and sustaining professional development in transnational education.

The accompanying project report presents a case study of the project’s transnational teaching and learning model and identifies:

- Valuable elements of the model which warrant further investigation
- Learning and teaching outcomes arising from an on and off shore teaching partnership approach to transnational education.

**Outcomes**

As curriculum innovation, the transnational learning and teaching partnership model harnessed RMIT teaching and local Singapore based teaching staff expertise and capability, as well as that of local industry experts to:

- Pilot and evaluate a model of intercultural learning to identify and foster best practice in transnational education.
- Enhance the quality of transnational learning and teaching by engaging students in local and internationalised learning facilitated by the off and onshore teaching team
- Create a community of practice to enable cross cultural learning pedagogies through the exchange of intercultural teaching skills, knowledge and expertise
- Cultivate an evidence base for future professional development for onshore and offshore staff
- Integrate industry based learning to actively foster student’s preparation for and in professional practice

The project used a pre and post test design to examine impact on student’s perceptions and learning, teacher’s perceptions and professional development. Outcomes from this project indicate that the implementation of the on and off shore teacher partnership model was, from the student perspective, effective in improving learning by supporting capability development, including professional communication, critical thinking and independent research capability. Of the 69 responding students, the majority perceived that this learning had occurred. Outcomes also evidenced strong learner engagement and the fulfilment of student’s expectations of how the teaching partnership would benefit them. Further, from the student perspective, there was a strong agreement/agreement (expressed by the majority) that the Research Project course would benefit their career, and that they would recommend the course to their peers.

For on and off shore teachers, findings suggest that broadly, for both groups, there were perceived benefits arising from the transnational teaching partnership. The project identified that on and off shore teachers perceived that the teacher partnership had delivered a positive professional development impact in relation to: increasing content knowledge; acquiring practical experience and teaching strategies; understanding what works from the student perspective and in fostering a team teaching approach. Results do show variances between the on and off shore teaching team, including in relation to respondent’s particular professional development learning needs, which for local teachers was grounded in the development of content knowledge and becoming more familiar with how to teach. By contrast, although RMIT off shore teaching staff also ranked becoming more familiar with how to teach as aligning closely with their professional learning goals, they identified becoming more effective in facilitating student’s learning as most closely aligned with their individual professional learning goals. The professional learning goals most frequently identified by RMIT teachers interestingly reflect a student centred learning approach.
As discussed in the accompanying project report, RMIT teaching staff expressed higher levels of agreement that the partnership’s intended professional learning outcomes had been fostered as compared to the local teachers. These findings may in part reflect the fact that the changes to the Research Project course were grounded in student centred pedagogies, which align more closely with westernised conceptions of teaching and learning best practice. Despite these differences, responding to local teacher’s perceptions of the partnership do signify that the partnership fostered useful professional learning. Two of the three participating local teachers expressed either strong agreement or agreement that the project had fostered their professional development. Overall, responses from both groups evidence useful learning and suggest that a further pilot phase is warranted.

In conclusion, the teaching partnership which underpinned this project was perceived, to varying degrees, by all participating on and off shore teachers as useful, with perceived levels of professional learning higher amongst RMIT off shore teaching staff. As discussed in the project report, the project did provide the impetus for reflection, for professional dialogue and peer exchange, and for the negotiation of meaning to inform future practice. The project created opportunities for teachers to reflect on teaching in relation to both process and content, with student data evidencing that the changes the transnational teaching team implemented in the Research Project course supported and enhanced their learning.
1.0 Project description and rationale

The transnational classroom is a complex learning site which offers rich opportunities for the enhancement of quality in learning and teaching. For students and educators, the transnational classroom also presents particular and significant challenges (Hoare, 2006; Leask, 2007). Such challenges include the development and delivery of quality education which reflects both localised and international contexts and the achievement of graduate outcomes which prepare students for futures unknown.

In partnership with SIM University (Singapore Institute of Management), the Bach App Sci (Construction Management) is delivered by the School of Property, Construction and Project Management (PCPM). The program is delivered primarily to mature age students who are working and attend evening classes. Students come from various built environment backgrounds, eg, quantity surveying, drafting etc. Program delivery consists of a teaching team comprising eight local Singapore and ten off shore teaching staff, with the majority of local teaching staff employed as sessional. At the time of the project, opportunities for professional dialogue and professional development between on and off shore teaching staff have been severely limited. This was due largely to issues of distance, time tabling and resourcing.

The 'Transnational Teaching for Learning' project sought to bridge this professional disconnect by creating a professional learning and teaching partnership. In a broader context, the project also sought to contribute to knowledge of how to redress some of the challenges transnational education can present for teachers and students, particularly in relation to the integration of local and international contexts, culturally inclusive pedagogies, and the delivery of effective professional development for transnational educators. Importantly, the project sought to contribute to knowledge of how to effectively support the professional needs of transnational teachers. Core to the changes implemented in this Research Project course was to foster students’ capacity and awareness of the role local and international culture plays in shaping professional practice.

During 2010, the project team developed and implemented an innovative transnational learning and teaching partnership model which was piloted in Semester 2 in the final year offshore semester course in Construction Management- Research Project: BUIL 1222. This transnational learning and teaching partnership model sought to:

- Enhance the quality of student’s learning and improve graduate outcomes, with a focus on preparation for, and enhancement of, professional practice
- Integrate the local and internationalised curriculum
- Simultaneously build the teaching capability of on and offshore teaching staff by creating a transnational learning and teaching community of practice.

1.1 A framework for curriculum change

Until 2010, the BUIL 1222 teaching and learning approach consisted of a group/teamwork approach whereby students worked in groups of four to five students to explore and research a predefined topic. There were difficulties with this approach and the lack of ongoing engagement with the research groups by the RMIT staff limited student learning outcomes for this part of the curriculum. In the new course, piloted as part of this Project, the theme ‘Living in Singapore 2020’ provided the project and teaching team with a framework for curriculum development and change. The course design for BUIL 1222 implemented the following elements. It contained:

- Interactive student workshops involving teachers, industry and students
- A focus on interactive discussion and debate
- An emphasis on processes as well as content
Figure 1 below describes the staged and interconnected elements of the transnational teaching and learning partnership.

1.2 Rationale
RMIT’s vision for learning and teaching conceptualises learning as an active, participatory process. In realising this vision, RMIT teachers are supported and expected to engage in critical self-reflection and professional development to improve their practice. At RMIT, similar to many Australian universities, the delivery of quality transnational education through offshore higher education partnerships provides a significant indicator of the university’s teaching and learning performance and forms a vital part of the university’s strategic plan, and its learning and teaching values and mission.

Transnational education plays a fundamental role in realising the university’s mission to embed itself as a quality provider of further education and training in local and global contexts. In line with RMIT’s Strategic Plan, this project was designed to enable the PCPM teaching staff to work with offshore partners in Asia by being a being part of “the cities of the region, their industries and their communities” (Priority 1). The project strongly supported the university’s priority to be “first choice provider of work- and industry-relevant learning” (Priority 2). And, in line with the Strategic Plan (Priorities 1 & 2), was designed to internationalise curriculum and pedagogy; “improve opportunities for staff engagement in international networks, and enhance cross-cultural skills and understanding”; and, actively support “high levels of graduate employability and ensure achievement of strong outcomes across our educational programs”.

Figure 1: Transnational project model
Further, the 2010 ‘Transnational teaching for learning’ project aligned closely with the university’s Offshore Teaching Policy. This policy requires that “teaching and learning materials are contextualised for an international focus” and that quality assurance is delivered which includes through staff professional development with partner teaching staff. In the broader context, this project was designed to: promote innovation and internationalisation of curriculum; enhance work based learning through strengthened industry partnerships; and ensure continuous improvement in the quality of teaching and learning by:

- Ensuring that in the offshore context “teaching and learning materials are contextualised for an international focus”
- Ensuring that as Model 2, quality assurance, including through staff professional development with partner teaching staff, is provided.

As the Council of Europe’s ‘Code of Good Practice in the Provision of Transnational Education’ articulates, transnational education should encourage the awareness and knowledge of the culture and customs of both the awarding institutions and receiving country among the students and staff (Council of Europe 2001). In line with the university’s teaching and learning mission and values, the project team adopted a definition of good practice which encompasses the implementation of a range of teaching processes that assist students to learn about their local and international contexts, and which foster preparation for futures unknown through attribute development.
2.0 The Research Approach & Methodology

By exploring the multiple realities and experiences of students and teaching staff, (Patton, 2002) the project sought to provide insight into how to foster continuous improvement in transnational teaching practice. The theoretical framework which underpinned the project draws upon constructivist theory, recognizing the subjective nature of human experience. The project team adopted a case study approach because this offered the means of capturing rich experiential data. Analysis of data captured through the roll out of the project informed the on going refinement and development of the ‘transnational partnership model’. Qualitative data collection was the predominant form of data collection in this project. The research design sought to enable a depth and breadth in the data collection.

2.1 Research Methods

To measure the impact of this project, a variety of approaches involving primarily qualitative data collection were used:
- A focus group conducted with local Singapore teachers prior to the roll out of the project to support collaboration and the engagement of local teaching staff
- Student pre and post course surveys which were designed to capture student learning goals, preferences and outcomes, and project impact
- Pre and post course teacher surveys which were administered to both on and off shore teachers, and designed to capture professional learning aims, interests, needs and project impact

Qualitative data to evidence the student and teacher learning journey and project outcomes was captured through:
- One on one student course entry and exit surveys involving 69 (Male=30; Female=39) students
- One focus group conducted prior to the commencement of the course with local Singapore teachers to: brief and engage teachers in the project, to inform staff about the focus and purpose of the project’s research, and to also foster their own reflection on professional development
- Pre teacher surveys with responses from three Singapore and four Melbourne teachers
- Post teacher surveys with responses from three Singapore and eight RMIT Melbourne based teachers to capture the impact of the transnational education partnership.

All students were provided with paper copies of a survey and asked to complete these in the class. Pre and post-course surveys were compiled using Excel to allow data to be analysed. In addition to this, post-course surveys were entered into a secure online survey using Survey Monkey for the purposes of data analysis. Pre and post course teacher surveys were completed online using the Survey Monkey website.

Data from the teacher surveys and interviews were analysed to identify themes and patterns. Data was further evaluated in light of current and recent research as discussed in the literature. The student data was also analysed to determine themes and patterns and where possible variables of gender and years in industry were used to establish patterns within the data. Summary notes of all interviews sessions were taken and sent back to the contributing participants for review and approval before being included in the final project report. All captured data was analysed using qualitative data coding techniques to identify main themes. Patterns and themes arising from the data informed the project report’s findings, including recommendations for the future development and implementation of transnational teaching partnerships in a second phase in 2011.
All data was numerically coded in the project report, with negative comments reported as general findings and thus not attributed to any individually coded participant. For all teachers, both on and off shore, participation in the partnership model and the project’s research was voluntary. This is noteworthy for the purposes of the study, as on and off shore teachers agreed to work collaboratively and the project team can therefore assume the participating teachers had some level of interest in, and commitment to, improving their teaching. For Singapore students, participation in the project’s research was also voluntary.

2.2 External Validity
Whilst there were as discussed limitations in the study, captured data illuminated findings which may warrant further investigation. These findings include the application of the model in other off shore courses and programs delivered across RMIT. Continued dissemination and refinement of the model is vital to understanding this project’s applicability to other offshore teaching contexts. Observations were also made by one of the Project Leaders during the Industry Night, and informal discussions with teachers and students were also made to confirm survey responses.

2.3 Pilot BUIL 1222 change
As described in Section 1.1 and shown diagrammatically in Figure 1, the project team piloted a change in course curriculum for BUIL 1222: Final Year Research Project. Prior to the commencement of the semester, a preparatory workshop was undertaken with students and staff. The workshop was used to explain proposed changes and gather baseline data from students and staff, explained further in Section 2.1.

Although the original intention was to run four, only three industry workshops were undertaken due to time constraints. It was decided to run the workshops during the time the RMIT teachers were teaching in Singapore to keep costs low. Workshops were undertaken from July-September to coincide teaching times of RMIT teachers. The workshop themes were: Sustainability; Property and Construction, and Economic and Social Contexts of the construction industry. Each workshop was led by an RMIT teacher. The workshop assessment contributed to 30% total of the overall score, with each workshop assessment being 10% of the total. The remaining 70% assessment comprised of 30% for the poster presentation and viva at the Industry Night and 40% for a written paper.

The workshop worked as a “constructionarium”\(^1\) where students worked on tasks for a short period of time. The focus was on high level response, not detailed information. Each workshop consisted of three hours. The first hour involved a presentation by the lecturers: a combination of off shore and on shore teachers. The lectures responded to the workshop themes.

The second hour included student engagement (in their groups), with the lecturers/guest lecturers working with the students. The third hour involved students presenting to the class their responses and in-class assessments by the off shore and on shore teachers.

Each workshop addressed five questions. The students addressed these questions in their groups and presented the responses to the class in the third hour. To assist students in answering questions, they will be given prior reading materials.

\(^1\) A concept first conceived by Professor Chris Wise at Imperial College London in 2003.
Students submitted their responses as a record to their lecturers via the learning hub on a standard template. The questions for the workshop were:

- What is living in Singapore going to be like in 2020? from a sustainability perspective; from a property and construction perspective and from economic and social perspectives?
- What needs to be done to maximise benefits?
- What areas need to be prioritised in each sector?
- Suggest at least two ways in which changes can be facilitated
- How can these changes give a competitive edge for Singapore companies?

An Industry Night was held at the end of the semester where students presented their work and submitted a written report. The Industry Night was well attended by staff of SIM University, including administrative staff and other members from the industry.

3.0 Project Outcomes and impacts

3.1 Understanding effective learning

To examine the impact of the transnational educational learning and teaching partnership it is essential to define effective teaching and learning in the transnational classroom.

The project team applied the following principles to conceptualise effective learning as that which:

- Is orientated to and focused on students and their learning
- Incorporates appropriate teaching skills and practices
- Facilitates appropriate student learning outcomes
- Responds to and meets the particular requirements of the transnational context in which learning takes place.

The teaching partnership sought to facilitate a professional dialogue about teaching practice amongst the on and off shore teachers. The approach was underpinned by a valuing of different teaching practices and expertise and the validation of the different perspectives held by on and off shore teachers. This project conceptualised teaching as a process which supports students to change their understandings of the subject they are being taught (Ramsden, 1992).

3.2 Project Outcomes & Impact

This section discusses the project’s outcomes and impact. Accompanying evidence is provided as required. In discussing the outcomes and impact of this project, it is noteworthy that the sample size of the teacher group is small and as such the resulting data cannot be considered statistically significant or extrapolated to a wider group. The sample size of the total teacher group was sixteen, with eight Melbourne based and eight local Singapore teachers. The sample size of the student group was considerably larger in comparison, with 69 students participating in the course and accompanying research.

Of the 69 students who participated in this study, 39 were female and 30 were male. Fifty three indicated that they were currently working in the construction industry. Of these 70% (38) had been employed for between one-five years and 18.5% (10) for between five-ten years in the industry with the remaining six having been in the industry for over ten years.
In line with the project’s objectives, the project delivered the following learning and teaching outcomes:

- Commenced a teaching partnership between on and off shore teaching staff
- Contributed base knowledge of the professional development needs of on and off shore teachers through a suite of survey instruments
- Fostered learning about teaching in transnational education for on and off shore teachers
- Implemented a curriculum intervention which:
  - enhanced the quality of learning and teaching in BIUL 1222
  - supported the development of student's professional practice capabilities, skills, and expertise
  - improved learning outcomes

Results from this project have illuminated areas of professional development in transnational education which warrant further investigation and which have contributed professional development knowledge for transnational teachers. Results from this project have also provided insight into the impact of the partnership on the student learning journey.

A key deliverable from the project was the building of the foundation of a professional learning partnership amongst on and off shore teachers. This partnership actively fostered teaching capability through the sharing of teaching and discipline-based knowledge, skills, and expertise. The project built on existing and unrealised opportunities to enhance the quality of students learning offshore through a team teaching approach and in doing so, delivered some professional development learning for both on and off shore teachers. The building of teacher professional knowledge and the enhancement of student's learning project represents a fundamental aim and outcome from this project. Outcomes from this project contributed to transnational learning and teaching knowledge within the school of PCPM and across the wider university by going beyond the core business of course and program renewal.

As a curriculum innovation, the transnational learning and teaching partnership model harnessed RMIT teaching and local Singapore based teaching staff expertise and capability as well as that of local industry experts to:

- Enhance the transnational learning experience and graduate outcomes by engaging students in local and internationalised learning facilitated by the off and onshore teaching team
- Create a community of practice to enable cross-cultural learning pedagogies through the exchange of intercultural teaching skills, knowledge, and expertise
- Cultivate an evidence base for future professional development for onshore and offshore staff
- Integrate industry-based learning to actively foster student’s preparation for and in professional practice
- Pilot and evaluate a model of intercultural learning to identify and develop best practice in transnational education.

In doing so, this project:

- Created professional practice learning and development opportunities for on and off shore teachers through engagement in a community of practice to support quality teaching and learning
- Fostered teacher’s reflection on professional development needs and priorities to enhance the quality of learning and teaching and enhance teaching capability for on and off shore teachers
- Fostered a local culture to support improvement in the quality of learning and teaching
- Contributed to knowledge and understandings of how to support continuous improvement in teaching and learning through peer learning
- Implemented a teaching approach which localised and internationalised the curriculum
- Enhanced student learning and fostered student’s pride in work through recognition and rewards presented at the industry night.
To capture outcomes and determine the impact arising from this project, the project team adopted an interactive focus group and case study approach, which encompassed pre and post test measures. This enabled the project team to systematically explore, document and analyse student’s learning outcomes; and the project’s impact on teaching practice and the building of professional knowledge. To determine outcomes and impact a suite of survey instruments were developed and implemented.

It is noteworthy that:

- Student surveys focused on student’s perceptions of the skills and knowledge they acquired through BUIL 1222 and in particular, how their learning supported their preparation for or current professional practice.
- Student surveys emphasised the usefulness of the course in fostering graduate capabilities, and learner engagement.
- Teacher surveys focused on understanding teacher’s professional knowledge expectations, and their perceived benefits from the model.

4.0 Findings and discussion

4.1 Pre-intervention course teacher survey
The pre-course teacher survey (See Appendix A), focused on the expectations of teaching staff to the course they were embarking on. In particular it captured teacher’s level of experience and professional development goals. The survey was completed by eight teaching staff – three were local Singaporean staff and five RMIT, also teaching in the Singapore program. Respondents had between three and 32 years of experience as an academic teacher. The average (mean) number of years for teaching experience is fifteen years. Respondents had been teaching for between three and eighteen years in an offshore program with an average (mean) of nine years’ experience between them. One respondent indicated that they are currently teaching in seven programs and six are teaching in one program. For ethical reasons the details of the programs are not mentioned.

Beyond demographic details about participants in the study, including years of transnational teaching experience, the pre teacher survey captured the level of importance teachers attributed to the professional learning goals that the partnership was designed to foster. These learning goals and the perceptions of both teacher groups are detailed in Figure 2 below:
As detailed in Figure 2, the statement ‘Becoming more effective in facilitating student’s learning…’ achieved the strongest response when the on and off shore teacher’s responses were combined. ‘Becoming more skilful’ and ‘becoming more collaborative’ were ranked next as most important, with ‘becoming more familiar with how to teach’ ranked as least important.

When the respective responses of the on and off shore teaching group were analysed and compared, different professional learning priorities and conceptions of teaching were discerned. Analysis and comparison of the professional learning goals between each teacher group (on and off shore) revealed differences in levels of agreement regarding the degree to which the project’s professional learning goals aligned with teacher’s individual professional learning needs. Singaporean local teachers viewed the development of content knowledge and becoming more familiar with how to teach as most closely aligned with their professional learning goals. Whereas by contrast, although RMIT off shore teaching staff also ranked becoming more familiar with how to teach as aligning closely with their professional learning goals, they identified becoming more effective in facilitating student’s learning as most closely aligned with their individual professional learning goals. These differences may relate to differences in culturally located ways of knowing, with the transmission of knowledge and content valued highly by students in the transnational classroom and by local teachers (Leask, 2004; Smith, 2010). The professional learning goals most frequently identified by RMIT teachers interestingly reflect a student centred learning approach.

Given the size of the sample, the differences in the professional development learning priorities between the on and off shore teacher groups warrants further follow up for general conclusions to be drawn. But, these findings may reinforce the importance of tailored, localised professional development models, which as needs based, understand and respond to the different needs and interests of each cohort.
4.2 Post-intervention teacher survey

This survey (See Appendix B) sought to discern the learning and teaching outcomes of the transnational educational partnership from the teacher’s perspectives. The survey was completed by eight teachers, five from Melbourne and three from Singapore.

The figure below shows teacher’s responses to a series of statements which describe the different outcomes the partnership was designed to foster.

Teacher’s responses to the statement ‘The BUFL teacher/industry partnership helped me to........’

<table>
<thead>
<tr>
<th>Statement</th>
<th>Melbourne</th>
<th>Singapore</th>
</tr>
</thead>
<tbody>
<tr>
<td>Become more familiar with what to teach- increasing content knowledge</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>62.5% (5)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>25% (2)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Neither</td>
<td>12.5% (1)</td>
<td>66.7% (2)</td>
</tr>
<tr>
<td>Not useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Become more familiar with how to teach- acquiring practical experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>25% (2)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>75% (6)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Neither</td>
<td>0% (0)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Not useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Become more skilful as a teacher- acquiring teaching strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>25% (2)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>75% (6)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Neither</td>
<td>0% (0)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Not useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Becoming more effective in facilitating students learning- finding out what works from the student perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>50% (4)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>50% (4)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Neither</td>
<td>0% (0)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Not useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>Not at all useful</td>
<td>0% (0)</td>
<td>0% (0)</td>
</tr>
<tr>
<td>100%</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Become more collaborative as a teaching team- team teaching approach between off and on shore teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Very useful</td>
<td>62.5% (5)</td>
<td>33.3% (1)</td>
</tr>
<tr>
<td>Useful</td>
<td>37.5% (3)</td>
<td>33.3% (1)</td>
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<tr>
<td>Neither</td>
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<td>33.3% (1)</td>
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<tr>
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<td>0% (0)</td>
<td>100%</td>
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Table 1: Breakdown of on and off shore teacher’s perceptions of the usefulness of the partnership

As detailed in Figure 3 (above), RMIT teaching staff expressed higher levels of agreement that the partnership’s intended professional learning outcomes had been fostered as compared to the local teachers. These findings may in part reflect the fact that the changes to the Research Project
course were grounded in student centred pedagogies, which align more closely with westernised conceptions of teaching and learning best practice. Despite these differences, responding to local teacher’s perceptions of the partnership do signify that the partnership fostered useful professional learning. Two of the three respondents expressed either strong agreement or agreement with the professional learning outcomes detailed in Figure 3. Overall, responses from both groups evidence useful learning and suggest that the professional development model warrants further investigation.

Teachers were also asked to select one of the following statements to indicate the extent to which the teaching partnership addressed their professional development needs. These responses are shown in the table below.

![Bar chart showing teacher's perceptions of the degree to which the partnership addressed their professional learning needs.](image)

*Figure 3: Teacher’s perceptions of the degree to which the partnership addressed their professional learning needs*

These responses evidence that for all RMIT teachers the project did go some way towards addressing some of their professional learning needs. Two of the three responding Singapore staff expressed the same view, with one teacher indicating that the partnership did not address any professional learning needs. The teaching partnership delivered differing degrees of professional learning for the participating teachers. The project did provide some impetus for professional dialogue and peer exchange to inform teaching practice, which included the creation of opportunities for teachers to reflect on teaching in relation to both process and content.

### 4.3 Pre-course student survey

There were 69 respondents to the pre-course student survey (See Appendix C) and all respondents were in full time work at the time of responding. The respondents were aged between 20 and 45 years of age – 45 respondents were aged 26-35 and 22 were aged 20-25. Only two respondents were aged 36-45. The gender breakdown was 30 males and 39 females. Students were also asked why they had enrolled in the Bach App Sci, Construction Management. The most frequent responses to the question was a combination of ‘improving employment prospects; career development; and personal satisfaction’ comprising 18 responses, closely followed by ‘career development’ with 16 responses.
Students were also asked whether their learning so far in the BCM Program supported their professional practice (see Figure 6). Fifty-three (80%) of 66 respondents agreed that the BCM program has supported their professional practice. Seven respondents (11%) agreed and disagreed with the questions, while just 6 (9%) disagreed with the question (see Figure 5 below).

This question also had an open-ended format whereby students could provide qualitative data as to the learning outcomes they perceived the BCM had fostered. The key themes that emerged from students’ responses are:

- Industry knowledge
- Technical knowledge
- Career development – present and future
- Capacity as a learner – research skills
- Knowledge building – relevance depth
- Confidence
- Discipline knowledge – contract law, management skills dispute resolution, costing and budgeting
- Broadening of understanding of other fields related to construction
- Fitting learning into a cultural experience and geography.
These findings contribute to understandings of student’s learning goals, interests and priorities. Interestingly, although the majority of students were working at the time of the project, they viewed the further development of professional practice capabilities as core to their learning so far in the BCM Program. Notably, students also identified dispositional factors such as self confidence as learning outcomes they had developed prior to the final year Research Project course. As detailed in Figure 7 below, students were also asked to identify their preferred learning styles. The changes to the Research Project course led to an emphasis on student to student, and student to teacher interactions. Understanding student’s individual learning preferences deepened the project team’s understandings of how the changes introduced through the teacher and learning partnership intersected with student’s individual learning preferences. Understanding the degree to which the partnership aligned with student’s preferences also contributes to knowledge of culturally located ways of knowing for local Singaporean students.

![Figure 6: Student’s preferred learning styles](image)

Students ranked group work directed by the teacher followed by face to face work directed by the teachers most highly. Students were also asked to identity their expectations of BUIL 1222. Forty five (85%) of 53 respondents agreed that BUIL 1222 would ‘deliver useful and relevant learning.’ Two respondents (4%) indicated that the course would not deliver useful learning, while six respondents (11) indicated both.

### 4.4 Post-course student survey

Students were asked to rank the list of outcomes and aptitudes arising from the teaching partnership using the following scale: Strongly agree, agree, neutral, disagree, and strongly disagree (See Appendix D).
Figure 7: Students’ perceptions of their developed learning outcomes and capability development

These results evidence that learning through the partnership fostered student’s capability development. Broadly, the majority of students strongly agreed or agreed that they had developed the capabilities detailed above. In summary, from a student perspective, the project was effective in improving learning by supporting capability development including professional communication, critical thinking and independent research capability.

These findings were also analysed according to gender.

- Women were overall 21% more likely to choose ‘neutral’ as a response to these statements than men
- In all but two of the statements there was not a high level of variation between the men and women in choosing neutrality; 7.4% of men and 27% of women chose ‘neutral’ to the statement ‘ability to make ethical decisions in the workplace’; 7.4% of men and 27% of women chose ‘neutral’ to the statement ‘ability to make ethical decisions about the impact of the construction industry in Singapore’
- In all but one of these statements a higher proportion of men responded ‘strongly agree’. ‘Working in teams’ was the only statement where a higher proportion of women responded ‘strongly agree’.

These findings suggest some possible relation between gender and preferred learning style. Students were also asked to choose a statement which best describes their perspectives about BUIL 1222 (see Appendix D).

Figure 9 represents the results of this question.
The majority of students perceived that learning had occurred. From the student perspective, there was a strong agreement (expressed from the majority of students) that the Research Project course would benefit their career, that they would recommend the course to their peers, with the partnership perceived by the majority as having improved their learning.

The perception from students that the course would benefit their career was also evidenced at the Industry Night Presentation, where the majority of students invited colleagues from industry, and presented their work to the management at RMIT University and SIM University.

5.0 How does the project utilise and contribute to existing knowledge?

This section responds to the question, ‘how does the project utilise and contribute to existing knowledge’ by situating the project in relation to current and recent Australian and international literature and research in the field of transnational education.

After decades of off shore program delivery, enhancing the quality of transnational learning and teaching remains a challenge for Australian universities (Garrett 2004; Leask, 2007; Smith, 2009). As Dunn and Wallace (2006) identify, effective transnational teaching requires a range and depth of skills and capabilities to ensure cultural inclusivity in curriculum and pedagogy to deliver quality learning outcomes.

As Smith (2009) notes, research which investigates professional development in transnational education is rare. When professional development does occur it tends to be informal rather than embedded in teaching practice. As the literature confirms, (Leask, 2007 Smith, 2009), opportunities for teacher professional development which is responsive to the particular challenges confronting on and off shore teachers are at best infrequent and uncommon. As the literature also identifies, professional development for teachers working in transnational education has tended to focus on the experience of teachers of the parent institutions rather than those employed locally in the partnering country (Dunn & Wallace 2006; Debowski, 2005, Smith 2009).

As discussed in this report, the ‘Transnational teaching for learning’ project established a partnership between on and off shore teachers which sought to equally understand, recognise and respond to the professional development needs and capability of both teaching groups of teachers. Ostensibly, this was created by bringing both teaching groups together in the classroom to observe, participate and to share and reflect on their engagement in and experience of three interactive workshops. Yet as Debowski (2005) identifies, Australian teachers are often viewed by
their institution, and by partner organisations, as role models for local teachers, with research into the role of local staff on the teaching and learning process rare (Debowski 2003).

As discussed here, the project investigated the professional development needs and outcomes for both off shore and local teachers. The project introduced a change in pedagogy through the on and off shore teaching partnership. As the literature identifies, a change in practice can offer professional development learning for teachers (Dunn & Wallace, 2006; Smith, 2009; Leask, 2004) and as discussed the teaching partnership did deliver differing degrees of professional learning for the participating teachers.

As the literature confirms, professional development is most effective when it encourages reflective practice (Day 1993; Smith 2009). Drawing upon the literature, the project team sought to create sites for critical reflection through bringing an otherwise disconnected group of teachers together. As supported by the literature, the project introduced a curriculum change. As Ramsden identifies, introducing curriculum change creates the conditions in which teachers can 'merge thinking and doing' (Ramsden, 1992 p 6). The partnership model created opportunities for reflection and action achieved in part through the process of collaboration between on and off shore teachers. As Smith (2009) argues, intercultural teaching can foster reflective practice which leads to a perspective transformation. The project team viewed perspective transformation as a professional development opportunity. Smith (2009) argues that new and novel experiences can lead to critical reflection and transformative change in teaching practices that constitute professional development experiences. This project sought to alter the usual course format in itself a novel experience as described by Smith (2009). In doing so, the change created professional learning experiences for both teacher cohorts.

The literature highlights cultural practice and intercultural understanding as an important area in the professional development of transnational teaching staff (Leask 2004; Dunworth 2008; Smith 2009). As the literature identifies, pre-packaged transnational curricula does not foster the conditions in which curriculum development and teaching practice is reflected upon and negotiated in response to student learning needs. A customised, top down approach as formulaic, is not responsive to the particular intercultural challenges and opportunities for learning the transnational classroom can present. As Ramsden (1992) identifies, improvement in teaching practice is also linked closely to teacher’s conceptions of teaching. Moreover, the areas of e-learning, cross-cultural communication skills, curriculum design and instructional techniques are also identified as necessary areas of staff development (Debowski 2003). In line with some of these key elements, the project focused on curriculum design, instructional techniques and also cross cultural communication skills. Intercultural learning and understandings were facilitated between off shore teachers and their students, and between on and off shore teachers.

6.0 Critical success factors and challenges

The project team encountered challenges which are also acknowledged in the literature as particular to transnational education (Devlin, 2008; Leask, 2007; Smith, 2010; Zhang, 2009). These challenges were interrelated and non-linear.

The project was funded to develop and implement a professional development model over one semester. As the literature confirms, longer term interventions are necessary to foster and sustain cultural change (Devlin, 2008). A key challenge was the time span of this project and the difficulties associated with measuring teacher effectiveness as a result of a short term intervention over one semester. A longitudinal research design would go some way towards deepening understandings of the impact of a transnational teacher partnership, offering the opportunity to capture and track impact over time. And, the negotiation of a change in practice in ways which are respectful of culturally located ways of knowing.

There are also complex challenges associated with establishing and sustaining a formalised framework for professional development in transnational education which, to be effective, needs to bridge distance. As the project team experienced, such challenges commonly relate to issues of
time tabling, employment conditions of staff (on-going vs. sessional) which, when combined mean that opportunities for on and off shore teaching staff to come together to collaborate within a program/teaching team can be severely limited. Such issues are compounded by the nature of transnational education.

As the project team experienced, there were logistical issues associated with creating the space in which teachers were able to collaborate, and the management of this process on the ground in Singapore was essential to the formation and development of the teaching partnership, and to its sustainability. The management of staff and the support of SIM based staff, including administrative support, was also vital.

As the literature identifies, there are also particular issues associated with gaining critical feedback from students in the off shore context. As an example, a study based on a program being run in Singapore found that Australian teaching staff found it difficult to get genuine critical feedback from students (Dunn & Wallace, 2004). As Smith (2010) also outlines, there are many challenges inherent in encouraging students in the transnational classroom to engage critically with the content and delivery of a course. An additional issue that arises commonly in the literature is the phenomenon of students in transnational programs considering western teaching staff as ‘expert’ and sometimes even holding them in higher esteem than the local teaching staff (Leask, 2004). It is also acknowledged through the literature that in Singapore, for students to be able to demonstrate appropriate respect, a more formal and defined relationship might be necessary (Dunn & Wallace 2004; Dunworth, 2008). As the project team discovered, bridging these issues on the ground requires relationship building, and time, with the guaranteed anonymity of students vital to gaining their feedback.

As the literature also confirms, (Davis & Olsen, 2000; Leask, 2007) off shore students are traditionally steeped in the notion of teacher as expert, acculturated into more didactic ways of knowing. As experienced by the project team, this presents a challenge for researchers seeking to capture and interrogate the student learning journey in transnational education. In its endeavour to address this challenge, the project team incorporated student briefings in the project design to make explicit to students the purpose of the project, and the imperative to capture their critical perspectives of their learning and teaching. An emphasis on student’s anonymity was critical to achieving this goal.

The development and resourcing of a formalised framework for professional development of transnational teaching staff, which includes the provision of an online database of materials and activities designed to support staff going off-shore and encourage reflective practice, represents a key challenge in continuing to foster quality learning and teaching in transnational education.

7.0 Extension of this project to other programs/contexts within RMIT and beyond

The curriculum intervention introduced in the course BUIL 1222 is applicable to diverse disciplines, both on and off shore. The teaching partnership established by the project was built upon the establishment of trust, the building of relationships, the established presence of RMIT in Singapore, the input of RMIT and local staff in Singapore, and on a communication with students which respected and responded to culturally located ways of knowing. This project design has the potential to be adopted for application across wider RMIT off shore programs, with a professional development teaching partnership applicable to a breadth of program delivery.
8.0 Dissemination Strategies and Outputs

Project outcomes will be disseminated via the following:

- Continued dissemination within the school of PCPM
- Teaching and Learning Committee, 2011
- PCPM Teaching and Learning forum planned, 2011
- Publication through Open line
- Contribution to IDEArmit
- Contribution to the learning and teaching website (LTIF)
- Scholarly publications, journals (both national and international) conferences, colloquia, 2011
- Continued participation in internal forums, such as the L&T Expo

A final copy of this report will be disseminated to the Head of School, PCPM, to the participating teachers, the wider school and RMIT University through the LTU.

The evaluation strategy adopted by the project team was designed to explore:

- How the teacher partnership model implemented by the project impacted on the teaching staff
- The expectations and experiences of the teaching staff and any variations between the Melbourne and Singapore staff
- The impact of the changes to BUIL 1222 on student’s learning.

The project was designed to contribute to institutional understandings of how to foster continuous improvement in transnational teaching practice for both on and off shore teachers by bringing teachers together to support learning about transnational teaching in higher education. The research methods included a dissemination phase during and after the project. The projects’ preliminary findings were disseminated within the school and discussed with peers at a colloquia at the 2010 L&T Expo.

9.0 Linkages

As discussed in Section 5 of this report, this project links to current research in the field of transnational education, and utilises and builds on existing knowledge about the enhancement of the quality of teaching and learning through professional development (Davis & Olsen, Day, 1993). Specifically, the project links to research undertaken to identify principles which effectively enhance quality assurance and which investigates principles to enhance quality teaching and learning in the transnational classroom.

As the literature identifies, there exists the strong need to support and develop capacity of academic leaders and teachers (Debowski, 2003; Jones & Brown, 2007 Leask 2009; Sanderson, 2007). This includes the need to learn more about the processes and qualities that make for successful intercultural communication and collaboration, including between teachers. The transnational teaching partnership implemented by this project sought to foster and deepen communication between on and off shore teachers, and to transcend some of the boundaries which work against a collaborative approach between the teaching staff in the delivery of transnational education.
This project is also linked to more recent ALTC research investigating transnational education and quality improvement and teaching capability. Such research includes the recently completed ALTC project (Sanderson, 2008) which investigated collaborative approaches to teaching and learning and was designed to create a framework for collaborative moderation and a transnational community of practice. By seeking to dissolve the boundaries between on and off shore teaching staff, this project has similarly adopted a community of practice approach to transnational education.

Given that one outcome from this project was to enhance student’s professional practice in the offshore classroom, the project also links to other RMIT offshore campuses and programs, including WIL Interdisciplinary Projects (Vietnam) and other recent LTIF supported initiatives, which enable students from both Melbourne and Vietnam campus to share a work integrated learning experience in Vietnam. This project will also inform future expansion of offshore delivery of delivery by PCPM in Vietnam. And, the school's continued off shore program delivery of the Construction Management undergraduate program in Singapore.

10.0 Conclusion

This project sought to harness the skills, knowledge and expertise of an on and off shore teaching team for the benefit of students learning by actively fostering staff professional development. As discussed, this project developed a professional learning partnership which facilitated the exchange of ideas and knowledge, and reflection within the transnational teaching teams. Findings illuminate useful professional learning which warrants further investigation.

As discussed in this report, the curriculum intervention piloted through this project delivered outcomes which suggest that a professional learning and teaching partnership in transnational education can offer benefits for teachers. Inherent in facilitating a professional dialogue and peer to peer exchange amongst on and off shore teachers are many complex challenges. Primarily, these challenges relate in part to the logistics of building from this pilot phase to ultimately embed transnational professional development in the core business of transnational education within this university. Doing so raises issues of resourcing, which includes designated coordination and project management on the ground off shore.

Studies in transnational education reveal a disjunct between westernised views of adult learning, facilitative and informal, and the culturally embedded expectations of the students being taught. The project sought to facilitate a bridging of the disjunct between westernised views of facilitative informal learning, and the culturally embedded expectations of Singapore teachers and students through an on and off shore teaching partnership approach. Its findings suggest there is untapped potential for learning about teaching from such work.

As discussed, professional development is integral to the continual improvement of learning and teaching. In the transnational classroom, embedding professional development and exchange between on and offshore teachers is fundamental to the enhancement of quality learning and teaching in this field (Leask, 2004). Formalising sustained professional development is acknowledged in the literature as offering the real potential to deliver a number of significant benefits, which include retaining transnational teaching staff to avoid knowledge loss (Dunn & Wallace, 2006; Leask 2007). As this report has discussed, transnational education is challenging for educators in higher education. It requires staff to negotiate across distances and culturally embedded ways of knowing to ensure and continually improve the quality of education. This project has endeavoured to make a contribution to knowledge of how to actively foster quality transnational education through teacher professional development, and in doing so, to ultimately realise the rich potential the transnational classroom offers for both students and teachers.
References


Appendices

Appendix A

Pre BUIL 1222 Teacher Partnership Survey

Please provide your feedback by completing this survey. The purpose of this survey is to gain insight into your teaching background and your professional development goals and needs. Please note that all responses are anonymous.

1. **Demographic**
   a. How long have you been employed as an academic teacher?
   
   
   b. How long have you been teaching into an off shore program?
   
   
   c. Which off shore programs do you currently teach in?
   
   
   d. Do you have teaching experience in other off shore programs?
2. The following goals reflect some of the professional learning aims of this project. Rank each of the following to indicate how important each goal is to you:

1 = Strongly Agree

5 = Strongly Disagree

- Becoming more familiar with what to teach – increasing content knowledge
- Becoming more familiar with how to teach – acquiring practical experience
- Becoming more skilful as a teacher – acquiring teaching strategies
- Becoming more effective in facilitating students learning – finding out what works from the student perspective
- Becoming more collaborative as a teaching team – team teaching approach between off and on shore teachers
Appendix B

**Post BUIL 1222 Teacher Partnership Survey**

Rank each of the following statements to indicate how useful the teacher/industry partnership was to you

1=very useful, strongly agree
5=not at all useful, strongly disagree

1. The BUIL teacher/industry partnership helped me to:

   - Become more familiar with what to teach – increasing content knowledge
   - Become more familiar with how to teach – acquiring practical experience
   - Become more skilful as a teacher – acquiring teaching strategies
   - Become more effective in facilitating students learning – finding out what works from the student perspective
   - Become more collaborative as a teaching team – team teaching approach between off and on shore teachers

2 Which of the following statements best describes the usefulness of the BUIL teaching and learning partnership to you? Please select one

A I don’t think the teaching approaches will work well in my classroom

B I have gained some useful ideas about teaching that I may try in my classroom

C I have gained some useful ideas about teaching that I plan to try in my classroom

D It is too soon to tell

3 Select one of the following statements to indicate the extent to which the teaching partnership addressed your professional development needs:

A it addressed my professional learning needs completely

B It addressed some of my needs

C it did not address any of my professional learning needs
4Which of the following statements best describes the likelihood that you will apply what you have learnt to your teaching practice?

A I look forward to applying new skills and teaching approaches in my classroom

B I would like to apply the skills I have learnt but I need more support to do so

C I don’t think that anything I have learnt is applicable to my classroom

5. Which of the following statements best describes the usefulness of the teaching partnership?

A the teaching industry partnership was more useful than other teacher professional development I have participated in

B the teacher industry partnership was less useful than other pd I have participated in

C I don’t have an opinion because I have not participated in any professional development in the last 12 months

D I don’t have an opinion because I have not participated in any teacher professional development
Appendix C

Student Pre Course Survey

The purpose of this survey is to better understand what you think about the BCM Program and in particular, the BUIL 1222 course. Your feedback will inform the continual development of this course and will help to ensure that your learning is relevant, interesting and is meeting your individual learning needs. This survey is voluntary. You do not have to take part in this survey. The survey will be used collectively, and no individual information will be revealed. All feedback given by you is anonymous. Any information provided by you will help your teachers to evaluate the BUIL 1222 course so that we can continue to improve the quality of learning and teaching in your program. Thank you for your time.

1. Please provide the following information about yourself.
   a. Are you employed? If so, what type of employment status do you hold?
      Please tick as appropriate.

      | Employment Status | Ticked |
      |-------------------|--------|
      | Not employed      |        |
      | Full time         |        |
      | Part time         |        |
      | Casual            |        |
      | Other: (Please explain) | |

   b. What age group are you in?

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   c. What is your gender?

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2. Why have you enrolled in the BCM program? Please tick any of the following which apply to you?

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<th>Improve employment prospects</th>
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<td>Career development/promotion</td>
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<td>Personal satisfaction and fulfilment</td>
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<td>Employment conditions</td>
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3. Has your learning so far in the BCM Program supported your professional practice?

   Yes
   
   If so, how? (please state how in a few words)

   No

   If not, why not? (please state why not in a few words)
4. Please tick one or more of the following:
What is your preferred learning style?

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<th>Learning Style</th>
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<td>Face to face, teacher directed</td>
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<td>Working in groups directed by teacher</td>
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<td>Working in groups directed by you/your fellow students</td>
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<td>Working individually</td>
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<td>Working individually with mentor from industry</td>
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<td>Working in groups with mentor from industry</td>
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<td>Other, please state.</td>
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5. What skills and knowledge do you want/hope to gain from studying the course BUIL 1222?
6. What are your expectations of BUIL 1222?

- BUIL 1222 will deliver useful and relevant learning. Please state why you think this may happen.

- BUIL 1222 will not deliver useful and relevant learning. Please state why you think this may happen.

7. Do you have any concerns or questions about this course?
   If yes please explain
Student Exit Survey BUIL 1222

This survey is designed to obtain your views about your learning in the course BUIL 1222. The purpose of this survey is to capture baseline data that will inform the future development of the BUIL 1222 course. Please note, all your responses are anonymous.

SECTION 1

Using the scale (Strongly Agree=A, Agree= B, Neutral=N, Disagree=D, Strongly Disagree=SD), rank the degree to which BUIL 1222 helped to develop your skills, knowledge and expertise in the following:

The BUIL 1222 course helped to develop my:

<table>
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<th>Ability to source research material from a variety of sources</th>
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<td>Ability to evaluate research material from a variety of sources</td>
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<td>Understanding of current /emerging issues in the local construction industry context</td>
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<td>Understanding of current/emerging issues in the international construction industry context</td>
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<td>Ability to apply critical thinking skills</td>
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<td>Ability to work in teams</td>
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<td>Ability to work independently</td>
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<th>Ability to communicate effectively in spoken English</th>
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<th>Ability to communicate effectively in written English</th>
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<th>Knowledge and skills relevant to my workplace</th>
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<th>Ability to think globally and consider construction management issues from local and international perspectives</th>
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<th>Ability to evaluate diverse views to take an informed position on differing viewpoints</th>
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<th>Ability to make ethical decisions in the workplace</th>
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<th>Ability to make ethical decisions about the impact of the construction industry in Singapore</th>
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SECTION 2

Please circle one of the following

2.1 What is your gender?  
Male/Female

2.2 Are you currently working in the construction industry?  
Yes/No

2.3 How long have you been employed in the construction industry?  
1-5 years
5-10 years
10-15 years
15 or more years

SECTION 3

Course Evaluation—please circle one of the following to best describe your perspectives about this course

3.1 Your learning from BUIL 1222 will benefit your career?  
Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree

3.2 You would recommend BUIL 1222 to other students?
Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree
3.3 The BUIL 1222 course has partnered your Singapore, Melbourne teachers, and industry.

Do you think that this partnership approach has improved your learning?

Strongly Agree/Agree/Neutral/ Disagree/Strongly Disagree

3.4 What were the key things you have learnt from these Workshops? Name them.

SECTION 4

4. Is there anything else you would like to tell us about your experience as a student in this course?