

# ENGAGING STUDENTS IN TRANSNATIONAL COLLABORATIONS

Rebecca Maxwell Stuart



# Background

- BA(Hons) International Business
  - *University of Strathclyde*
  - *Exchange: University of South Australia*
- Vice President Education at USSA for 2 years
- Erasmus Mundus Masters in Research & Innovation in Higher Education (MaRIHE) 2013-2015
  - *Locations:*
    - Austria: Danube University Krems (Sem. 1 & 4)
    - Finland: University of Tampere (Sem. 2)
    - China: Beijing Normal University (Sem. 3)
  - *Thesis: Transnational Student Engagement*
- PhD at Heriot-Watt University
  - *Aim: Enhance the experiences of transnational students*

# Content

- Master's Thesis Findings
  - *Defining Transnational Student Engagement*
  - *Summary of findings*
  - *Apathy Cycle*
- Elements of engaging transnational students

# “TRANSNATIONAL STUDENT ENGAGEMENT: THE INVISIBLE STUDENTS?”

Available on [Academia.edu](https://www.academia.edu) or [ResearchGate](https://www.researchgate.net)

# What is TNE Student Engagement?

## Student-Led

*“Student engagement to me means **representing** the Uni A’s brand and getting to network within Uni A.... I think it is something that is more prominent in Scotland unlike the international centre, because I think it is the culture more, it is set up more in that way in Scotland. However, when it comes to the UAE, people don’t want to do a lot of stuff. **So it’s work, university and then I don’t want to do anything else, I don’t want to get engaged.**”*

## Staff-Led

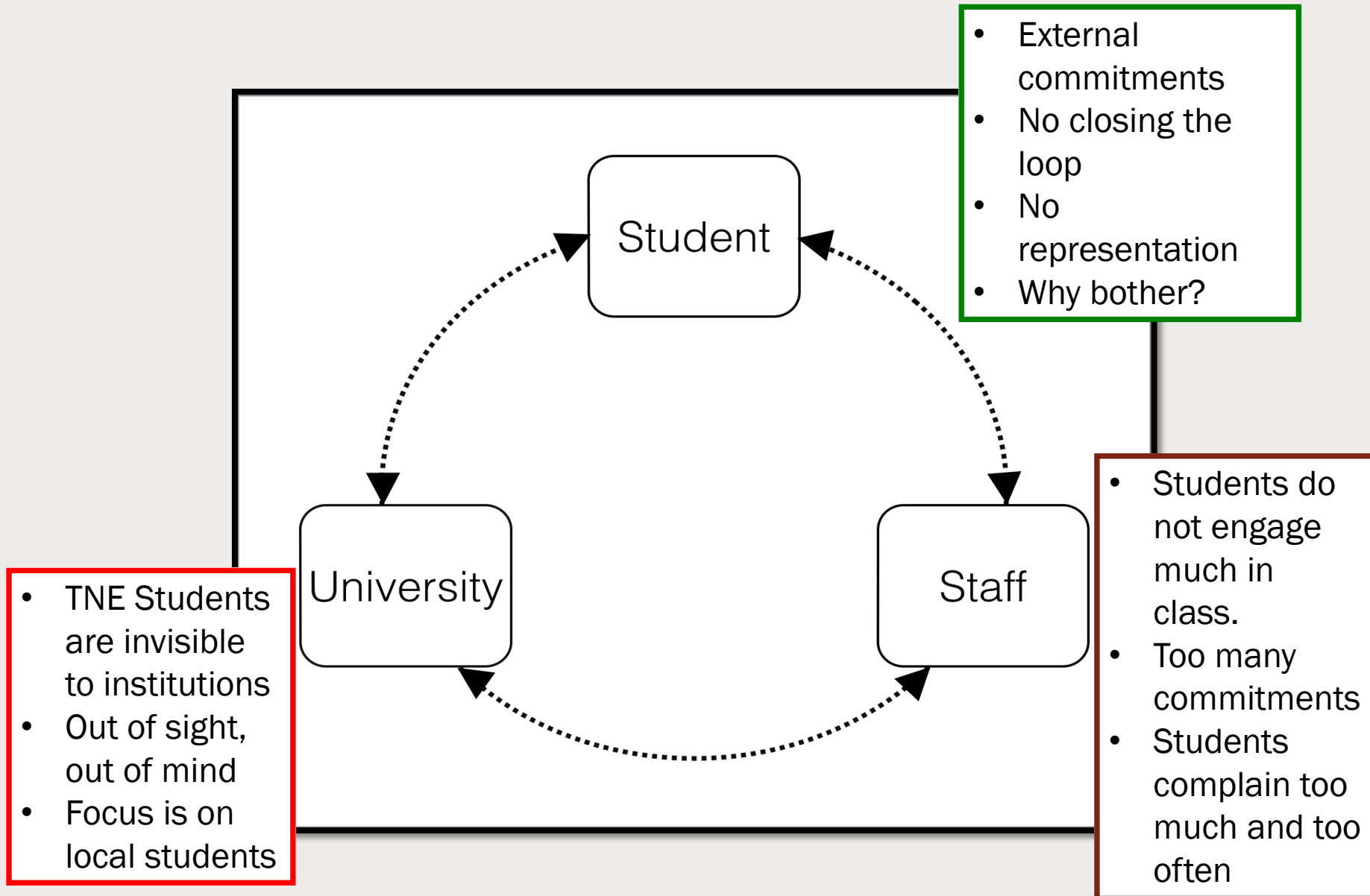
*“... I would define it as answering and **involving the student** into something, so that the student is engaging in a process, in a decision, in a strategy... Engagement is just involvement of a student.”*

*“...interact with the students is also important in order to interact with the lecturers.”*

# Key Findings

- Students are committed to their degree, to learning and personal development
- The classroom is where students feel most engaged
- No co-production of curriculum
- Students equate quality with challenging workload
- TNE students are alienated from the general university community
- Low partnership, high consumerism
- No closing the feedback loop
- Apathy Cycle

# Apathy Cycle



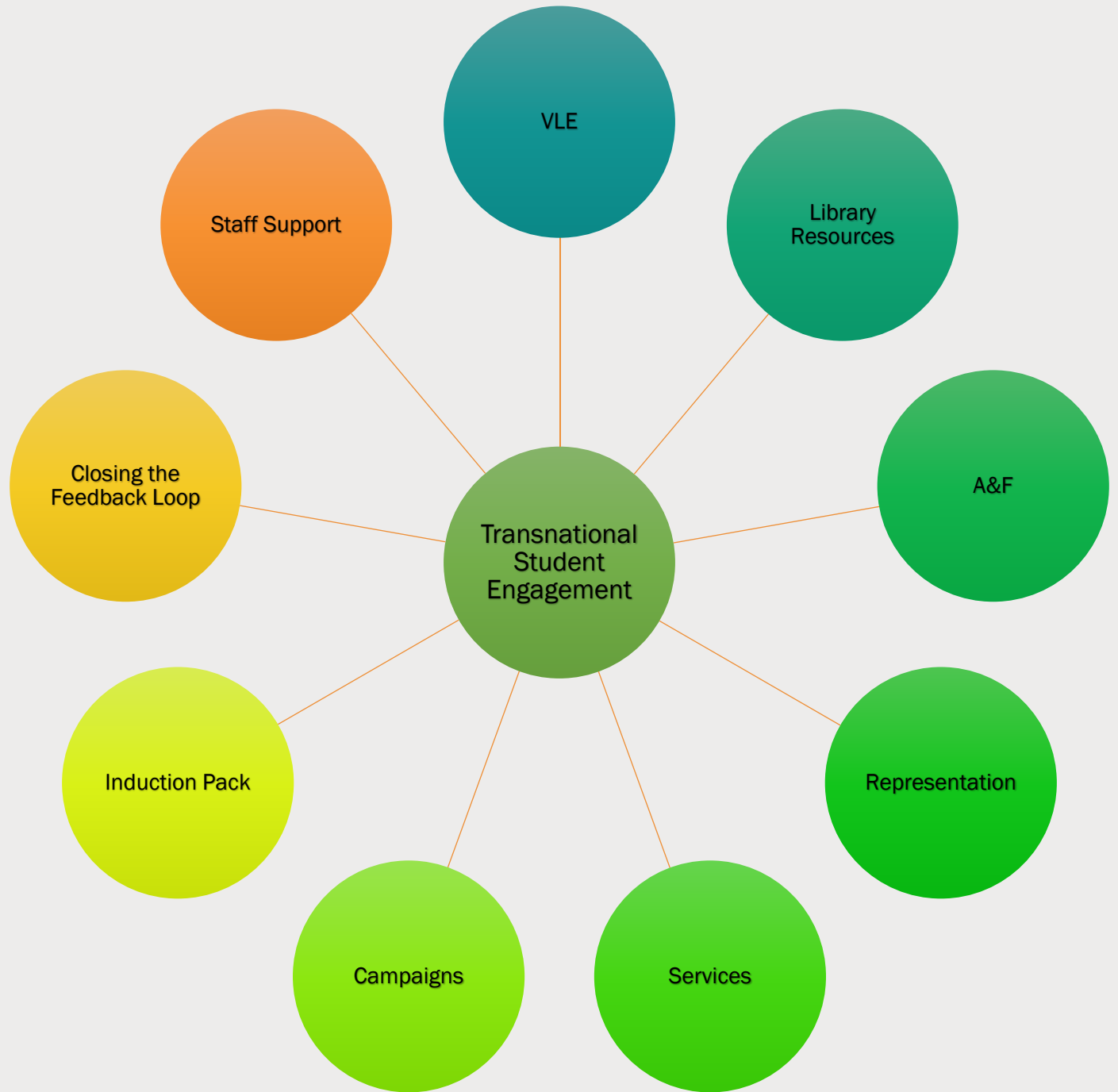


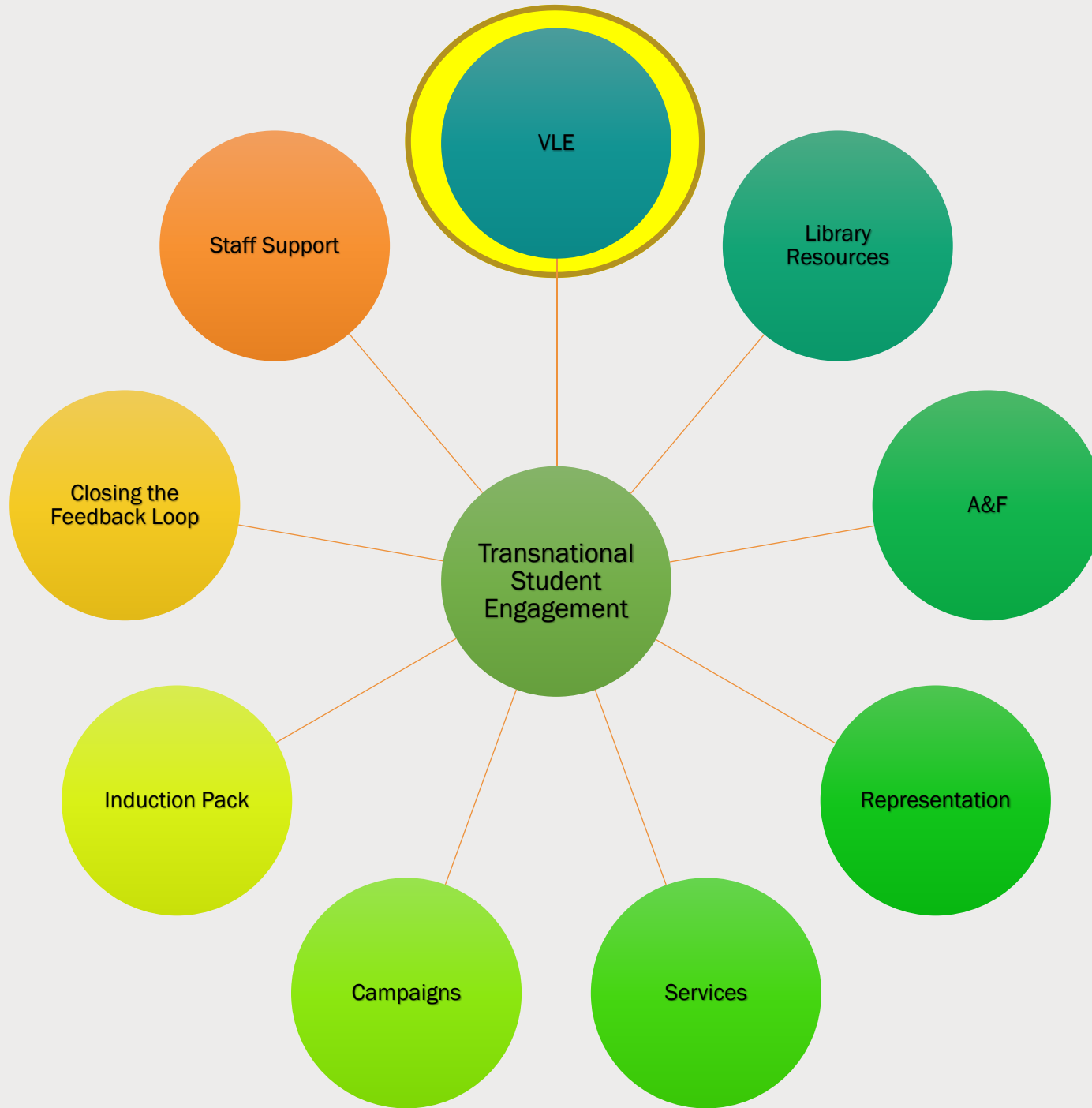
Who has the power to break  
this cycle?



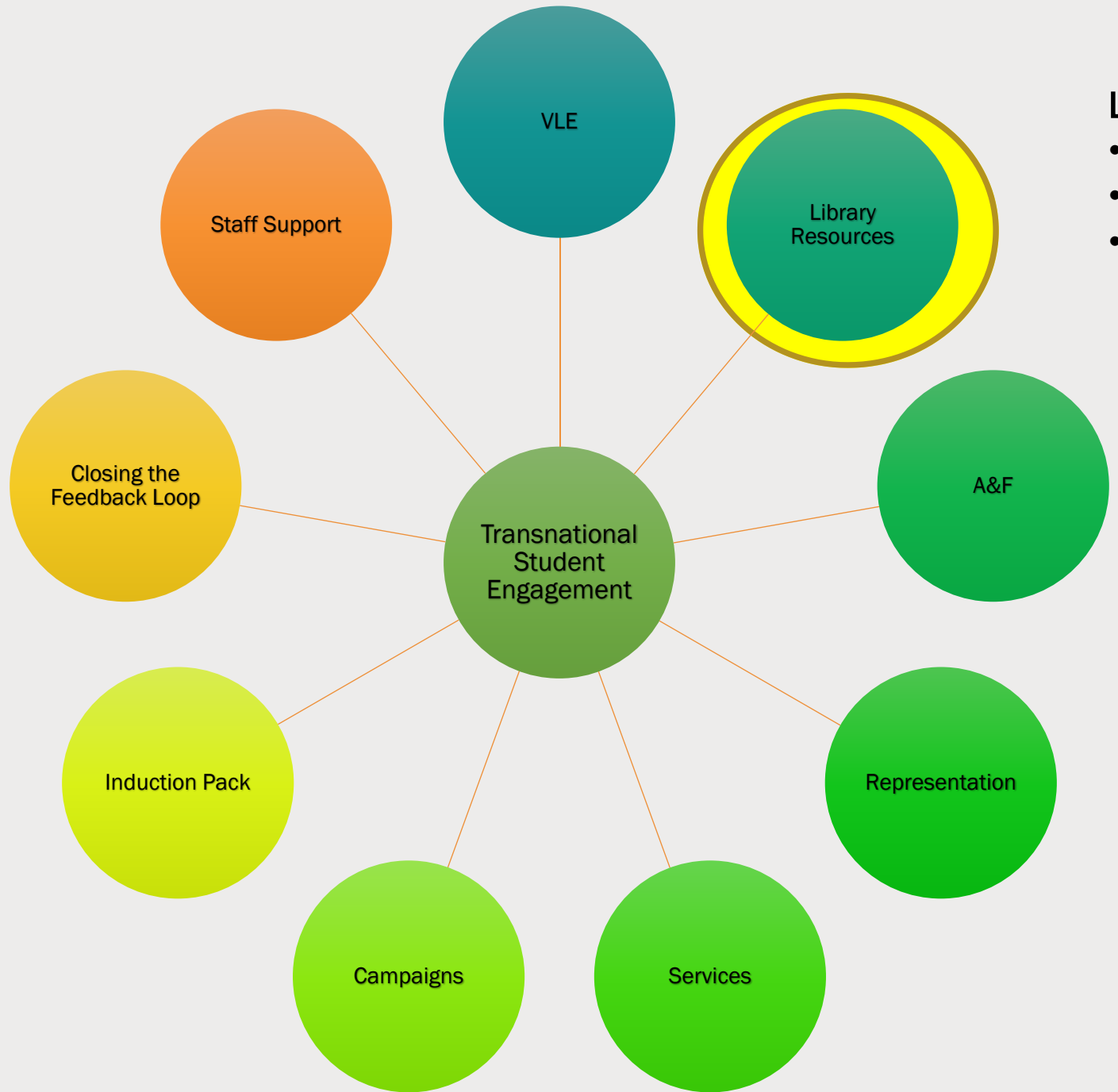
# ELEMENTS OF ENGAGING TRANSNATIONAL STUDENTS





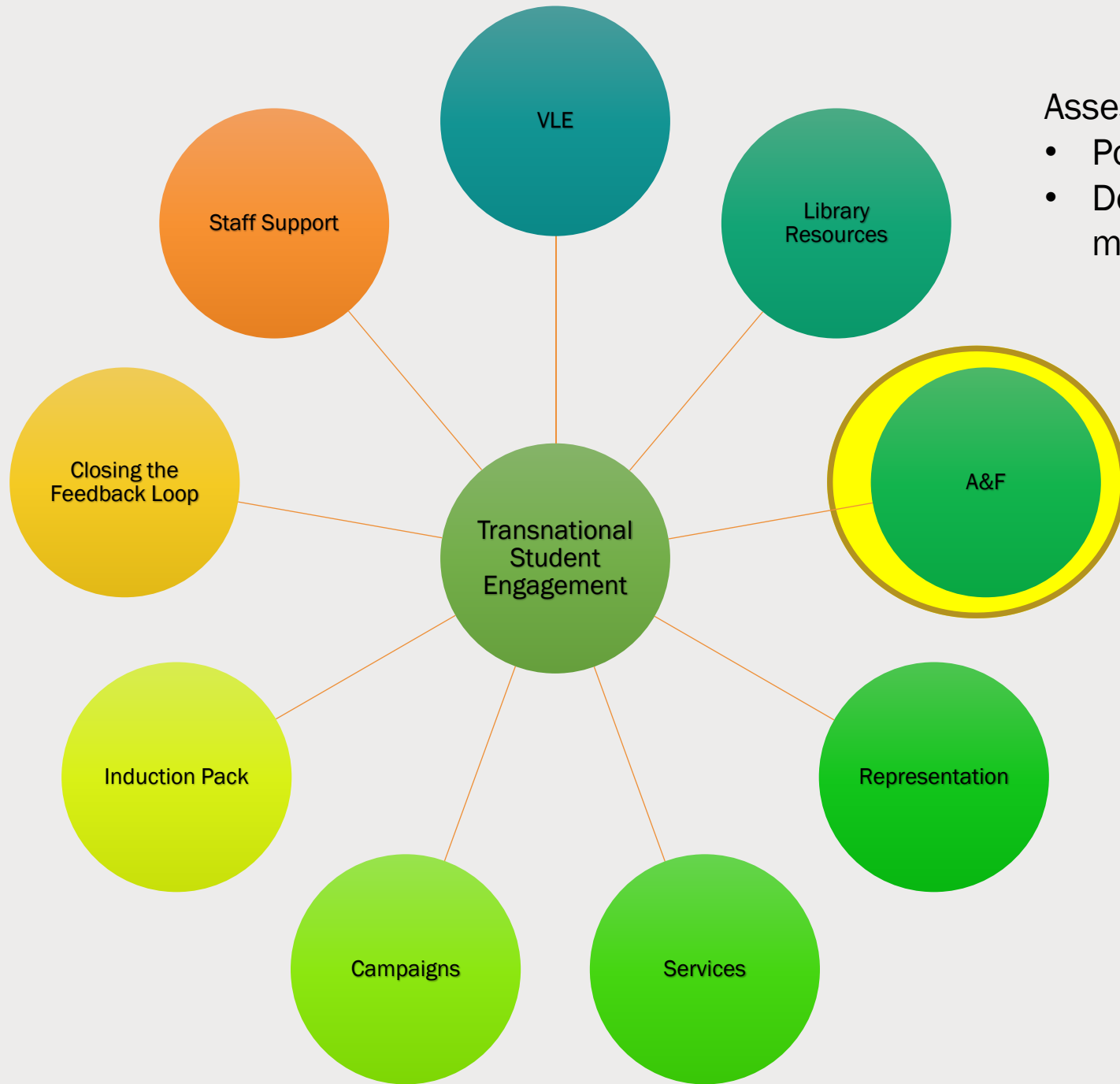


- VLE:**
- Communication
  - JD: Share one moodle?
  - Class reps?



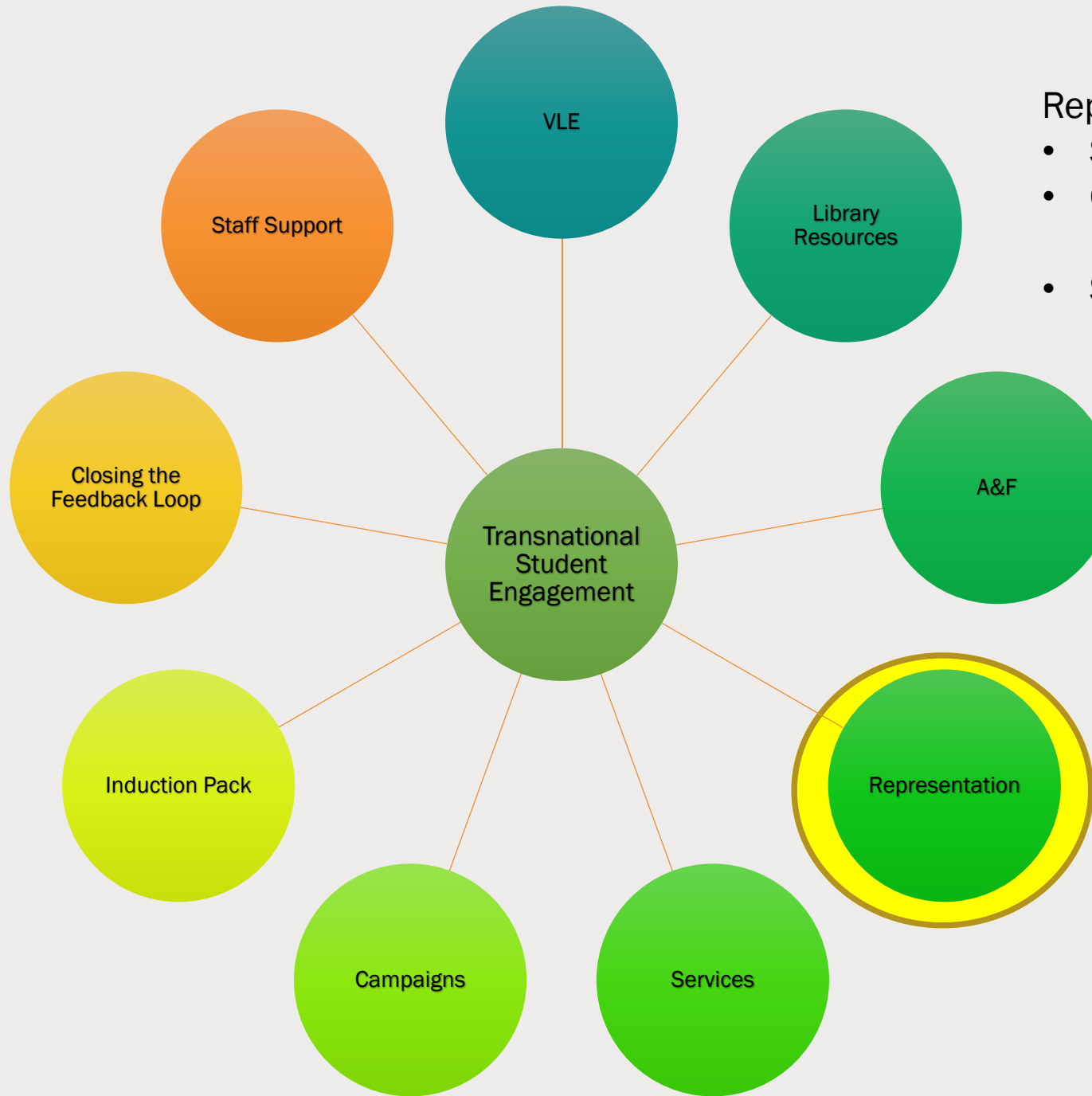
**Library Resources:**

- Access abroad?
- Full degree?
- Inform students



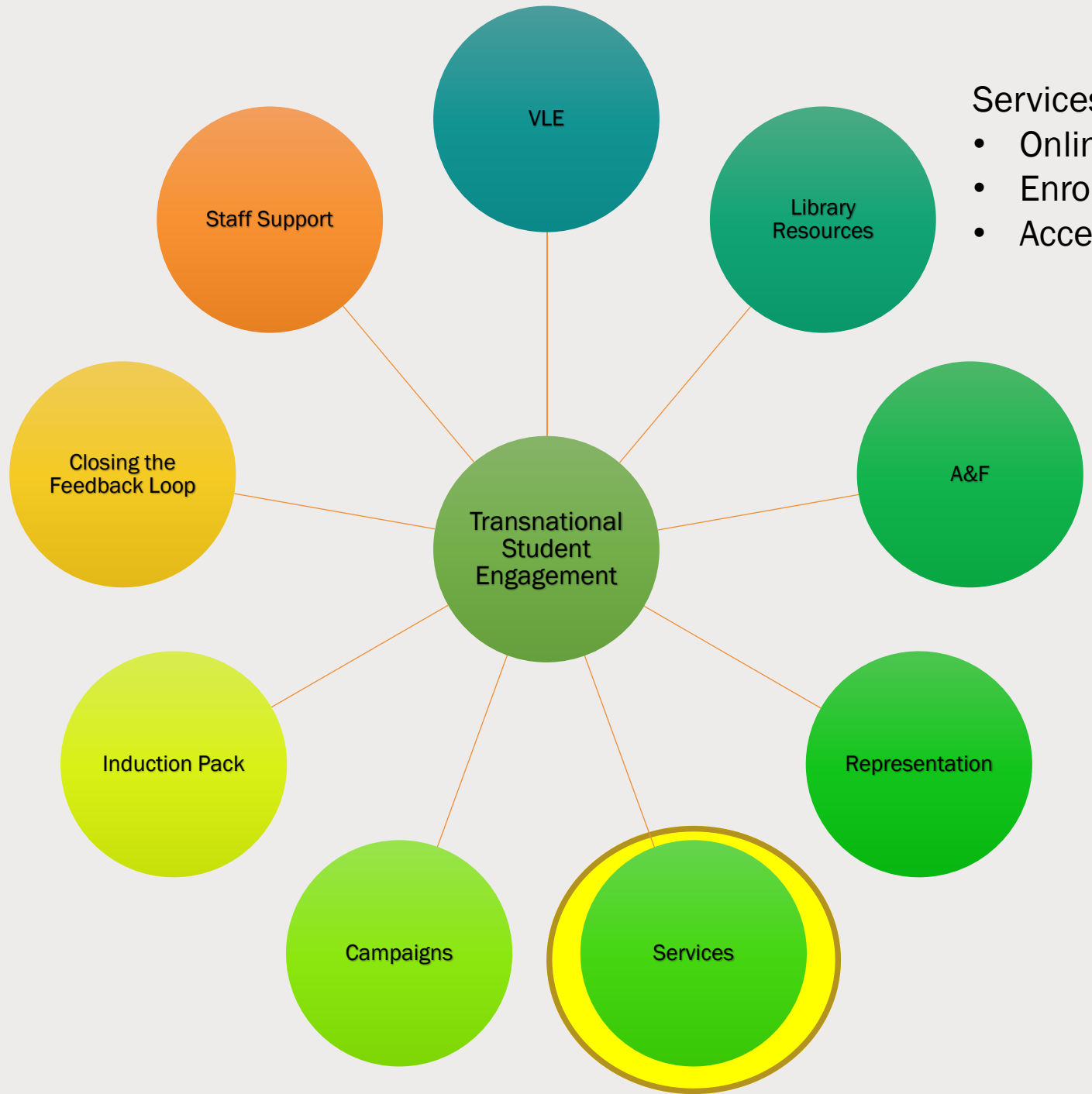
### Assessment & Feedback

- Policy
- Does curriculum match?



### Representation

- Student Union/Association
- Class Reps
  - Training?
- SSLCs



Services

- Online access?
- Enrolment
- Access for part-time students?

## Campaigns

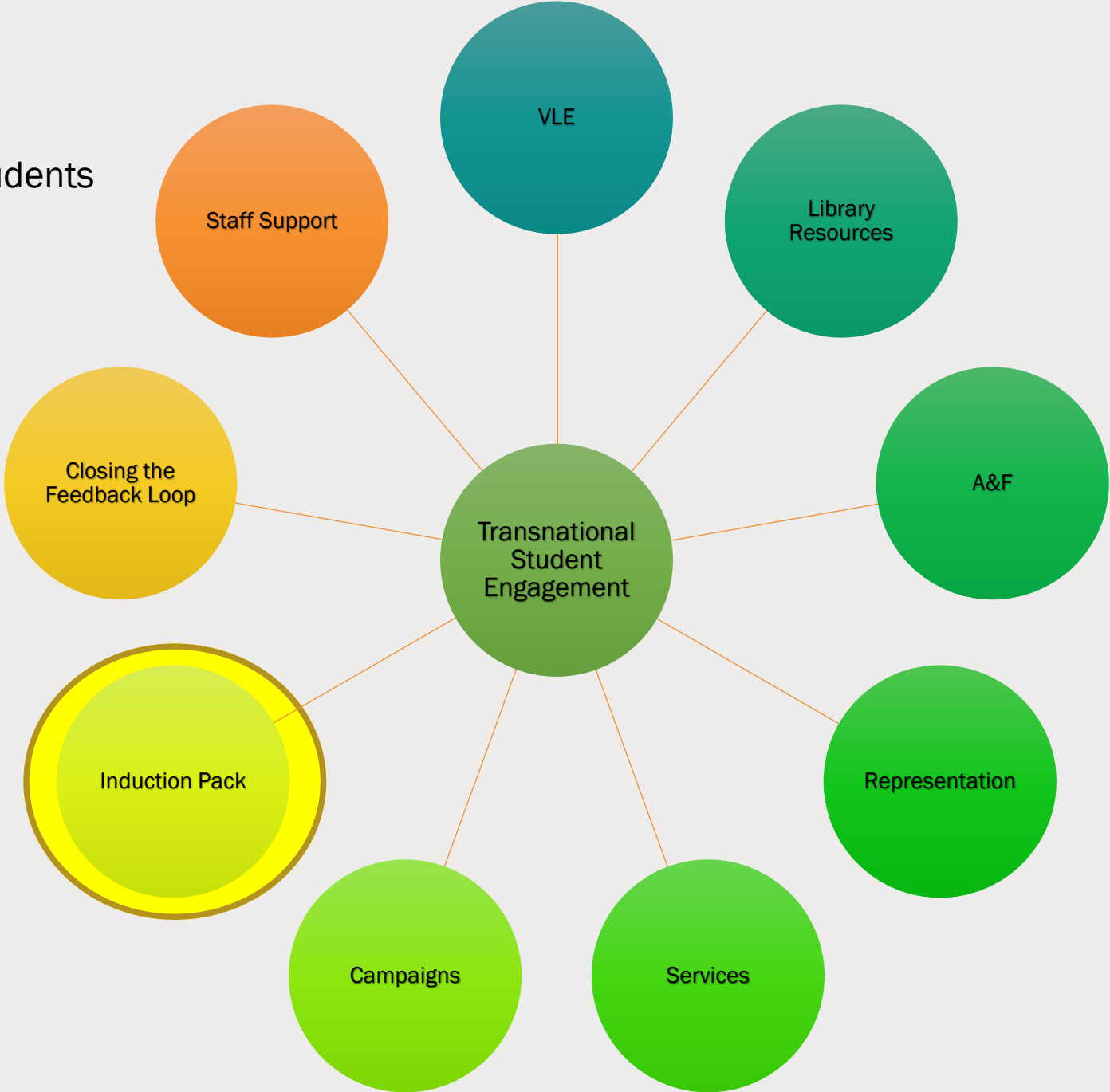
- Teaching Excellence Awards
- Newsletters





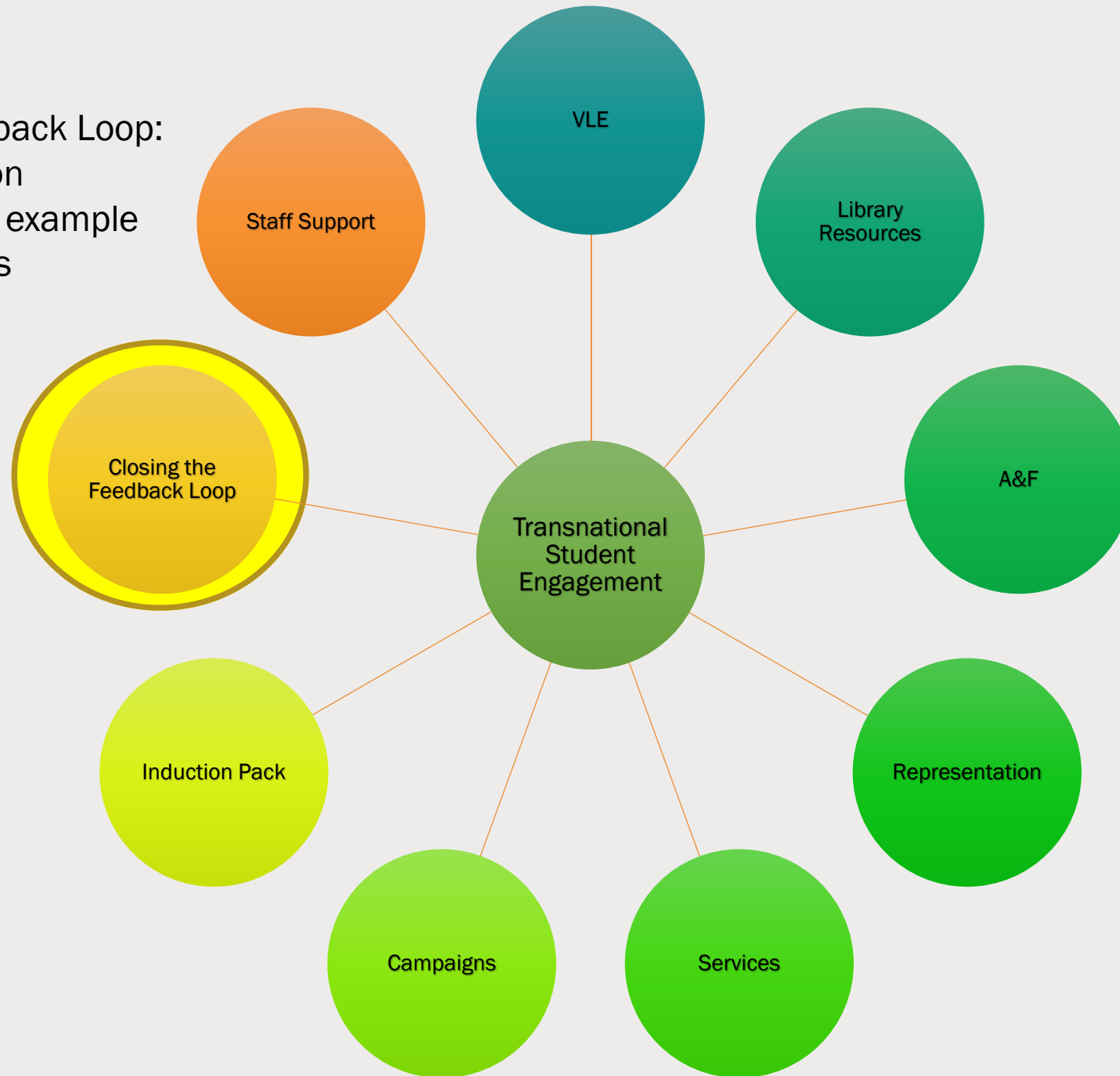
Induction Pack:

- What do TNE students get?



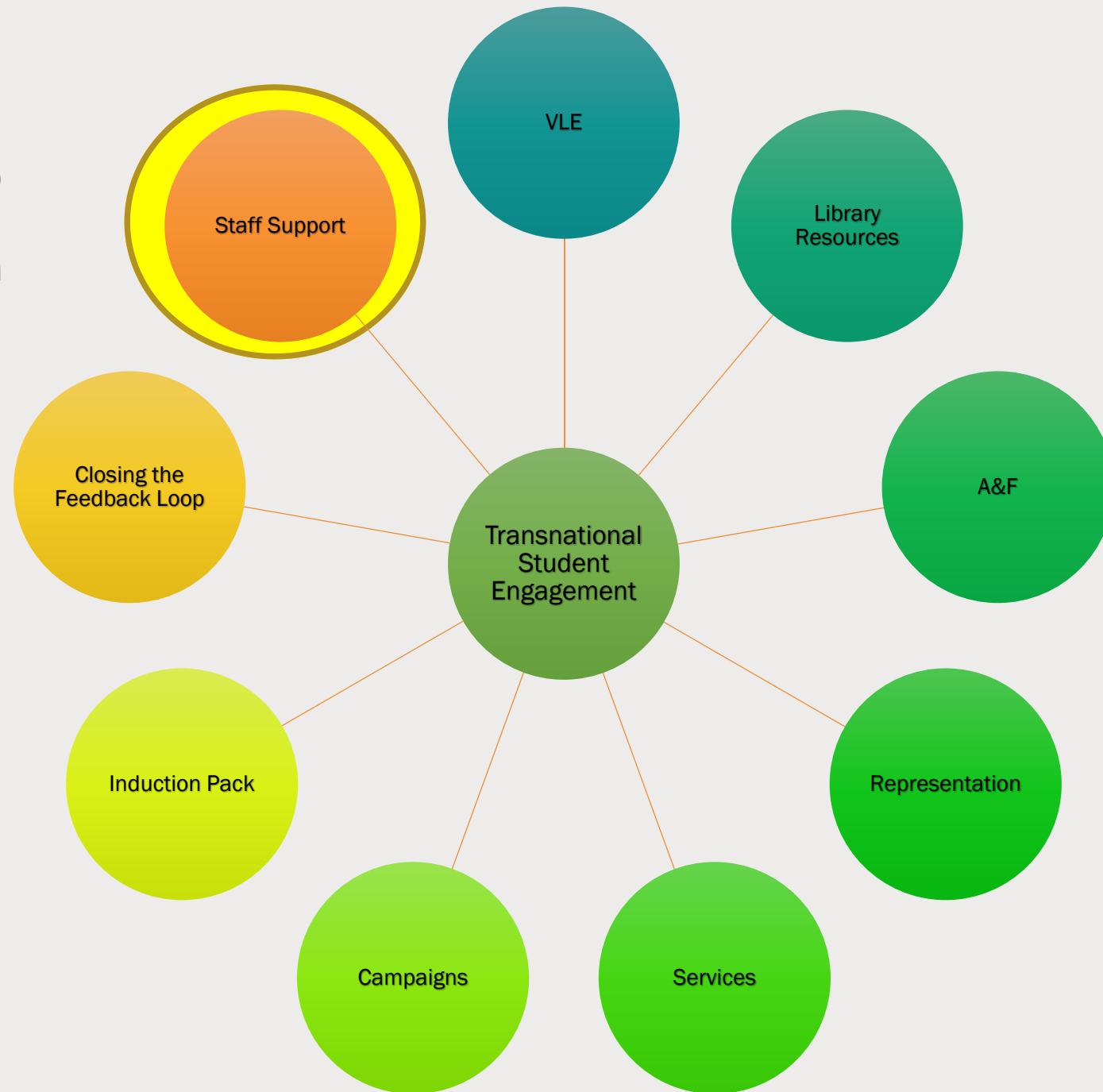
## Closing the Feedback Loop:

- Communication
- Comment Box example
- SSLCs minutes



### Staff Support:

- Training (tutors)
- Recognition
- Communication



# Conclusion

**If in doubt, ask the students:**

“... students are neither disciplinary or pedagogical experts. Rather, their experience and expertise typically is in being a student – something that many faculty have not been for many years. They understand where they and their peers are coming from and, often, where they think they are going.”

(Cook-Sather, Bovill & Felten, 2014, p. 15)



# THANK YOU

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