

# Taking the Mountain to Mohamed: Transitioning International Graduate Students into Higher Education in Australia

Neera Handa  
Lecturer, Learning Skills Unit  
University of Western Sydney  
Locked Bag 1797  
Penrith South DC 1797  
Australia  
[n.handa@uws.edu.au](mailto:n.handa@uws.edu.au)

Wayne Fallon  
Lecturer, School of Management  
University of Western Sydney  
Locked Bag 1797  
Penrith South DC 1797  
Australia  
[w.fallon@uws.edu.au](mailto:w.fallon@uws.edu.au)

**Abstract:** This paper reports on findings of evaluative research into student perceptions of a structured academic development workshop, which was specifically designed to induct and orient international students into the academic expectations of their program of study at a university in Australia. With most Australian universities engaged in the business of internationalisation of higher education, there is some debate about the adequacy of practices adopted by these institutions to familiarise their NESB international students with the Australian academic culture. While the practices of some western universities are sometimes said to be inadequate, there also appears some consternation about international students' lack of motivation to learn and their inability to master western academic conventions. Against this backdrop, the paper outlines the impetus for collaboration between the university's Learning Skills Unit and faculty staff in designing and facilitating a tailored academic development workshop for graduate students. After laying out related literature and details of the workshop, there is discussion of the data collection methods, and an analysis of the data from students. The paper makes a call for repeat workshops at the beginning of every semester, as an indispensable component of the overall content delivery strategies in the faculty's graduate program. The paper concludes by contemplating the educational integrity inherent in program and faculty staff development initiatives, which are focused on addressing the academic and cultural proclivities of an international student cohort.

**Keywords:** international students, academic preparation, teaching practice, educational integrity

## Introduction

Australia's tertiary education sector places some significant reliance on an income stream generated from international students (Department of Education, Science and Training, 2005). For a time, international student fees accounted for a period of prosperity and growth in the sector, with lesser focus perhaps on the educational and cultural experience of those international students. More recently, however, contrary economic trends and stronger global competition in the international student market have, in addition to other factors, contributed to a measure of turbulence in the sector. At the same time, many Asian nations have implemented developments to their own education programs (Medew, 2005). Accordingly, some Australian tertiary education institutions now appear to give more careful attention to the predicament in which many international students find themselves as they cope with what for many of them is a foreign, if not to say alien, education system (Duemert, Marginson, Nyland, Ramia &

Sawir, 2005). Not that the impetus for such careful attention to the requirements of international students need only be driven by economic factors, but the economic gains to be derived from the international student body must inevitably provide an institutional rationale for addressing the difficulties faced by international students. This sets up a moral dimension to the need for higher education institutions to attend to the knowledge and skills base of commencing international students. The thrust of this paper is that, by admitting international students into their programs, Australian universities should first recognise the need to educate those students in the local academic culture and conventions; and to do that in ways that are relevant to and consistent with the circumstances of their international students.

Commencing with a discussion of the literature, the paper threads the difficulties faced by international students with some of the pedagogical strategies for addressing them. While universities often provide academic support and language courses for their international students, academic preparation programs especially designed for international students are still not the norm at every university in Australia (Ingram, 2005). What's more, students may not be aware of the generic academic preparation programs, or even realise their importance. Therefore, academic preparation programs which are anchored to faculty characteristics and expectations of students may have a better capacity to make a positive contribution to students' experience and learning.

The paper outlines the impetus for the collaboration between an Australian university's Learning Skills Unit and faculty staff in designing and facilitating such an academic preparation program. The resulting workshop was designed for students of the Master of International Tourism and Hospitality Management degree, a discipline-focused business management coursework program for graduate students. Almost all of the students in the program were international students, mainly from Asia or the Middle East and, with two intakes into the program each year, the cohort in any semester consisted of both new and continuing students. The paper reports on findings of research into these students' perceptions of the structured academic development workshop which was specifically designed to induct and orient them into the academic expectations of their program of study. There is discussion of the data collection methods, as well as an analysis of the data. Based on students' perceptions and evaluation of the workshop, the paper makes a call for repeat workshops at the beginning of every semester, as an indispensable component of the overall content delivery strategies in the Tourism and Hospitality graduate program.

The paper concludes by contemplating the educational integrity inherent in program and faculty staff development initiatives, which are focused on addressing the academic and cultural proclivities of an international student cohort. The conclusion proposes that this type of attention to the commencing skills base of international students constitutes a moral responsibility for Australian universities.

## **Related literature**

"For *most* students (not just international students)" induction into the discourse of higher education "involves fundamental challenges to their values and their identity, as well as the development of new and complex skills" (Leask, in press, p. 5). Therefore new students face adjustment issues in their first year at university (McInnis, 2001). However, for international students, this transition period can be even more challenging, with isolation and loneliness of particular concern (Deumert, et al, 2005). Their prior experience of their own education culture (Biggs

& Burville, 2003) where conventions of scholarship may be different from those in the Australian education system can create unique difficulties for them (Volet, 1999). Lack of skills in the western conventions of academic writing and critical thinking may lead to poor expression and unintentional plagiarism in their writing (Ryan 2000; Handa 2004) and for many of them tutorial participation can be hard and demanding (Wu, 2002; Handa, 2004). For students from a non English-speaking background (NESB), simply following the content of their subject matter in another language can be challenging (Mingsheng, 1999) too.

According to Handa (2004), “NESB international students’ inability to satisfy the cultural and educational requirements of their host institutes makes their transition especially difficult” (p. 38) as their cultural background and prior learning experiences in their country have an impact on their teaching and learning expectations (Fisher, Lee & Bert, 2002). In many education cultures emphasis is placed on learning and remembering (Pennycook, 1996; Volet, 1999) and reproducing what was learnt in books or classes rather than on what the students themselves think (Cortazzi & Jun, 1996). Therefore, the notion of expressing expert voice in their argumentative writing, the concept of borrowing ideas and words from others and acknowledging their sources may not have the same significance as it is in the western world (Pennycook, 1996; Handa & Power, 2003). Hence, poor quality of writing and lack of academic integrity in many such students could rightly be seen as just a lack of skills or a matter of not knowing the western academic conventions. Dominant literacy driven assessments and classroom practices (Mackinnon & Manathunga, 2003) as well as a lack of explicit instructions in how to accomplish them may also exacerbate their deficit.

The manner in which most students communicate and learn in a classroom situation is very much shaped by their culture (Nunan, 1988; Biggs, 1997; Littlewood, 2001) and as in many traditions more attention can be paid to written work, instead of classroom participation (Pennycook, 1996; Volet, 1999; Mingsheng, 1999; Handa, 2003) many international students may have developed a preference for working and communicating in written form, and may be unaccustomed to speaking out in class or tutorials or giving seminar presentations. Just as communication breakdowns can occur between foreign teachers and local students in eastern classrooms “when teaching methodologies developed in one educational context are exported to another educational context” (Mingsheng, 1999, p.14), international students from foreign educational and cultural backgrounds may find difficulty appreciating Australian classroom practices and can be expected to have difficulty following examples from Australian contexts (Handa, 2004). Similarly, educators who are unaware of the different learning styles of their international students may be unable to show a requisite degree of flexibility in their course delivery (Ward, 2001) and assessments. As a result, such a disjointed educational experience can lead to international students failing or even withdrawing from university altogether (Croninger, 1991; Birt, Sherry, Ling, Fisher & Lee, 2004).

It is incumbent upon universities, therefore, to acknowledge the difficulties experienced by their international students and to recognise their need for academic support and guidance especially during their transition time (Burns 1991; Jones et al. 1999; Leask 1999; Ryan 2000; McInnes 2001; Chanock 2003; Carroll 2004). What’s more academic staff must adapt “their own style of teaching” (Ballard & Clanchy, 1991, p. 109), considering the diversity of learners in today’s universities (Ireson, Mortimore & Hallam, 1999; Wu, 2002; Rayn & Hellmundt, 2003). Induction programs designed to clarify “how their programme will work, including assessment matters and early diagnostic exercises to identify those needing additional help” (Carroll, 2004, p 1) are considered valuable for all students and similar recommendations to improve the education experience of international students have also been

suggested (Phillips, 1990; Ballard & Clanchy, 1991; Ramburuth, 1999, Bretag, Horrocks & Smith, 2002; Volet, 2003).

While bridging programs and orientation activities at most universities do provide new students with important information and instructions, international students are sometimes known to arrive to campus late in their semester. Therefore they miss out on these orientation activities and, like domestic students, may not immediately realise their deficit (Cargill, Percy & Bartlett, 2003, p. 91). What's more, in a climate when higher education students generally engage in the "relentless pursuit of marks" (Maher, 2004, p. 52) and when students' motivations and expectations are "tell us what we need to do, [and] we'll do it" (Ottewill & Macfarlane, 2003, p. 34), the relevance of academic preparation programs can be overlooked by students, including international students. This approach can be thwarted, however, when academic preparation and support activities are built into faculty programs, and when academic reading and writing techniques are taught in the context of specific units of study (Beasley & Pearson, 1998; Weiland & Nowak, 1999). Therefore academic preparation programs embedded in their study program have been especially recommended for international students and positive outcomes have been reported from such initiatives (Harris & Bretag, 2003).

This identifies a place for a collaborative approach – between both faculty and learning skills staff involved in academic preparation – towards the delivery of academic skills preparation (Harris & Bretag, 2003) in content-driven faculty contexts. Moreover, there is further scope to create interactive, positive learning environments when such programs involve both international and domestic students, and new and continuing students. In such cases, and with something of a cross-pollinating effect, both domestic and international students can be found to benefit from each other's participation (Anderson & Baud, 1996; Cortazzi & Jun, 1997; Volet, 2003; Handa, 2004).

### **Rationale for the *Academic Development Workshop***

As a prerequisite for admission, students in the Master of International Tourism and Hospitality Management program were generally required to hold an undergraduate degree. Because the vast majority of these students were international students, their understanding and perception of tertiary education were garnered from their undergraduate experiences in their home countries. With such a large proportion of students in the program from Asia and the Middle East, the Australian tertiary education system and conventions contrasted with what students had previously experienced.

For this reason, the university had, as a matter of course, made available to all students, occasional training sessions and short courses to assist with the academic demands of university study in Australia. These training sessions and courses were delivered by the university's Learning Skills Unit, whose remit was to provide generic study and learning assistance for students: this was in addition to the usual discipline-focussed assistance provided by academics in the university's faculty. Attendance at the Learning Skills Unit's training sessions and short courses was on a voluntary basis, usually outside the timetabled classes in the program.

Although careful and direct invitations to attend these sessions and courses were made to these Tourism and Hospitality students, attendance was very poor. With the focus on academic preparation, analysis and writing, these

sessions and courses, by their nature, were not solely and immediately connected to the students' current units of study. Anecdotally, it had been found that the generic nature of this study and learning assistance was considered by students to indicate that the assistance was a somewhat dispensable element in their learning. This led to a stronger collaboration between the academic staff in the Learning Skills Unit with those in the discipline-based faculty. A joint staff roundtable discussion drew attention to the difficulties experienced by students and staff in teaching international students. The discussion articulated an apparent discord between students' and faculty expectations of the learning experience, with differences stemming from a range of perceived factors including students' unfamiliarity with academic analysis and writing, and staff's assumptions about graduate students' ability to engage in classroom discussion.

To address such matters, the Learning Skills Unit and faculty staff further collaborated in designing and facilitating the compulsory, full-day *Academic Development Workshop*, for both new and continuing students, in the second week of the spring semester 2004. Students were specifically required to attend the Workshop, which was explained to be a "compulsory" component of their course of study (although no sanctions for non-attendance were outlined). Some 42 students attended the Workshop.

The objectives of the *Academic Development Workshop* were:

- To explain to students what was expected of them as Masters students (including class attendance, taking an independent approach to study, meeting deadlines, participating in class discussions);
- To give students some of the general academic study and learning tools and techniques that would assist them in their studies and in completing assessments; and
- At an interpersonal level, to give students an opportunity to become acquainted with other students and faculty staff.

Some of the themes of the Workshop sessions included the need to be independent learners, explanations of the various forms of assessment, and instruction in academic writing, critical analysis, referencing, plagiarism and time and stress management. Most of the sessions included a student-based activity, and the topics were supplemented by an explanatory Workbook of the material covered.

## Workshop evaluation

Data was collected from students about their experience of the Workshop, and about their perceived value of it. In addition, in the last week of classes, students were surveyed again in a follow-up evaluation, for their reflective feedback, following their opportunity during the semester to apply the academic skills that had been covered in the Workshop.

Workshop evaluation consisted of these four substantive parts:

1. A rating of the usefulness of the Workshop, on a Likert scale ranging from 1 being “not much use” to 5 for “a great deal of use”, and this was followed by a space for general comment;
2. An indication of which parts of the Workshop were most useful;
3. Any suggestions for changes or improvements; and
4. Areas in which the student-respondent required further assistance.

The follow-up evaluation was similar to the one used at the conclusion of the Workshop, except that the sessions covered in the Workshop were listed, and students ticked those which they considered useful.

## Analysis of the evaluative data

From the 39 surveys completed at the conclusion of the Workshop, the mean rating on the “usefulness” scale was 4.1 (with a possible highest score of 5), and with no score below 3. 46% of students provided a general comment about their rating: these are grouped into four key themes and shown in Table 1 in order of frequency (from most to least frequent).

**Table 1: Key themes mined from student responses**

KEY THEMES	SAMPLE OF STUDENTS' RESPONSES
Workshop provided learning	“Workshop made the standards & requirements clear” “Clarified what is expected” “Specially useful for writing assignments”.
Great for new students	“Helpful for new students to settle in” “Should be offered at the start of each semester”.
Unspecific positive comments	“Workshop was perfect” “A great workshop” “Conducted with great spirit and dedication”.
Negative comments	“Should be shorter” “Workshop was too late for me because it was my last semester” “Mandatory attendance was not appreciated”.

Table 2 summarises (without exhausting) student responses on the remaining substantive parts of the Workshop Evaluation:

**Table 2: Summary of student responses on other parts of the Workshop Evaluation**

<p><b>MOST USEFUL PARTS OF THE WORKSHOP</b> (in order of most to least frequent)</p>	<ul style="list-style-type: none"> <li>• General study &amp; learning skills, including critical thinking and analysis, learning skills, referencing, time management</li> <li>• Academic writing and forms of assessment, including assignment and report writing</li> <li>• Group work/group assignments</li> <li>• General program &amp; miscellaneous matters.</li> </ul>
<p><b>SUGGESTED CHANGES OR IMPROVEMENTS</b> (in order of most to least frequent)</p>	<ul style="list-style-type: none"> <li>• Approximately 25% of students suggested changes that would require more of what was already included, for example more handouts, examples and more about assignments.</li> <li>• Follow-up workshops</li> <li>• Three responses were negative: “workshop was too long”, “change the room”, “too much about referencing”.</li> </ul>
<p><b>AREAS IN WHICH STUDENTS REQUIRED FURTHER ASSISTANCE</b></p>	<ul style="list-style-type: none"> <li>• Academic writing and analysis</li> <li>• Career development</li> <li>• Communication skills</li> <li>• Research and searching for information.</li> </ul>

For the end-of-semester follow-up evaluation, responses were received from 30 students. Their mean rating of the usefulness of the Workshop was 4.1, the same rating given at the conclusion of the Workshop. At the end of the semester, however, students seemed clearer about suggested improvements to the Workshop. They identified the need for:

- More information about critical thinking and analysis, assignment writing, academic writing and referencing;
- More examples and opportunities to practise; and
- More workshops.

The evaluative data collected from students indicates that, while academic study skills (such as academic writing, critical thinking and analysis) were areas of most benefit to students, some of these were at the same time the areas in which students continued to crave still further knowledge and skills. This appeared to be so for “seasoned” continuing students as much as for the new intake. This, coupled with the high overall “usefulness” rating by students, was taken to signal a call to conduct the Workshop every semester, and to trial the introduction of “lunchtime seminars”, during the semester, on those topics of particular concern to the students.

### **Concluding remarks**

In general terms, student feedback about the Workshop confirmed a level of their satisfaction about its usefulness. While the earlier “optional” generic academic preparation sessions formerly offered by the university’s Learning Skills Unit had been poorly attended, data suggested that the “compulsory” Workshop appeared to have some strong support among the students. This response may result from the Workshop’s alignment to their specific program of study, but there does seem to be some support for the notion that even when academic preparation activities are known to be useful and beneficial to them most students are disinclined to engage in these activities and that

sometimes for their own good these have to be “forced” upon them. In this context, at least, the attitude of international students might not be too dissimilar to their domestic classmates.

So, at some levels, as mentioned earlier, international students can be understood to respond to the education experience much like any other student; in a pursuit of marks and attending to instruction on what to do. Yet, with their different educational backgrounds, international students are nonetheless in need of academic preparation and, like other students, left to their own devices, may be reluctant to engage in that, without some clear indication of how that might contribute to the educational outcome in the form of a passing grade. This therefore points to the need for higher education institutions, in recognition of the plight of international students, to timetable academic preparations into faculty-level content delivery strategies. In this context at least, this study finds support from literature that records the benefits for international students of such an approach (Beasley & Pearson, 1999). Thus, in admitting international graduate students into their programs, it is thought to be obligatory for Australian universities to first recognise the need to impart to these students knowledge of, and skill in, the Australian educational culture and conventions – and in so recognising that need, to impart that knowledge and skill in ways that are relevant for and consistent with students’ circumstances.

Not unrelated to this institutional responsibility is the scope for faculty staff to factor knowledge of international students’ prior educational experiences into content delivery strategies. For example, simply expecting international graduate students to engage in in-class discussions or expecting them to produce flawless written academic texts especially in the first few weeks of their course, when the students are unfamiliar with these skills, might result in unsatisfactory experiences for both students and staff. Such skills may need to be developed over a period of time, starting with meaningful induction into the new academic culture and with staged activities which enable students to explore and learn the skills required to fully participate in the classroom discussions and engage in the discourse of their discipline. This type of attention to the commencing skills base of international students – which should perhaps be no less so than for domestic students – is understood to constitute a moral responsibility for Australian universities (Srikanthan & Dalrymple, 2002), when they accept international students (and international student fees) into their institutions.

This preliminary analysis indicates scope to mine the data for richer analysis, especially for the connection to students’ performance in assessments, and to students’ course experience feedback. This additional analysis would include an understanding of the broader pedagogical implications of the Workshop, and such additional analysis suggests possibilities to extend the study longitudinally.

## References

- Anderson, G., & Baud, D. (1996) “Extending the role of peer mentoring in university courses, Different Approaches: Theory and Practice in Higher Education” *Proceedings of the Higher Education Research and Development Society of Australasia HERDSA Conference* Perth, WA, July, 1996 (online). [www.herdsa.org.au/confs/1996/contents.html](http://www.herdsa.org.au/confs/1996/contents.html)
- Ballard, B. & Clanchy, J. (1991) *Teaching students from overseas; A brief guide to lecturers and Supervisors* Melbourne: Longman Cheshire.

- Beasley, C.J. & Pearson, C.A.L. (1999) "Strategies for student transformation: The story of an 'upside-down' course. In Transformation in Higher Education" *Proceedings of the 1998 HERDSA Annual International Conference Research and Development in Higher Education*, 21, 27 – 39 (online) retrieved August 2005 @ [Isn.curtin.edu.au/tlf/tlf1999/pearson-c1.html](http://Isn.curtin.edu.au/tlf/tlf1999/pearson-c1.html) - 32k -
- Beasley, C.J. & Pearson, C.A.L. (1998) "Facilitating the learning of transitional students: Strategies for success". In *First Year in Higher Education: Strategies for Success in Transition Years*. Proceedings of the Third Pacific Rim Conference 5-8 July Auckland, New Zealand, 2 (online) retrieved August 2005 @ [Isn.curtin.edu.au/tlf/tlf1999/pearson-c1.html](http://Isn.curtin.edu.au/tlf/tlf1999/pearson-c1.html) - 32k -
- Biggs, J. (1997) "Teaching across and within cultures, the issue of international students", paper presented at *The Learning and Teaching in Higher Education Conference*, Advancing International Perspectives, Adelaide, South Australia, 8-11 July 1997.
- Birt, J, Sherry, C., Ling A. Fisher G. & Lee, J. (2004) *Expectations of Learning: A New Zealand Perspective* Working Paper No. 7 September 2004 ISSN 1176-7383.
- Bretag, T. Horrocks, S. Smith, J. (2002) "Developing Classroom Practices to Support NESB Students in Information Systems Courses: Some Preliminary Findings", *International Education Journal*. 3 (4), 2002 *Educational Research Conference 2002 Special Issue* (online) Retrieved August 2005@ [www.flinders.edu.au/education/iej](http://www.flinders.edu.au/education/iej) 57.
- Burns, R. (1991) "Study and stress among first year overseas students in an Australian university", *Higher Education Research and Development*, 10(1), 61-77.
- Cargill, M., Percy, A., & Bartlett, A (2003) "Meeting ANESB students' LAS needs in an institutional context". In A. Bartlett & K.Chanock (eds) *The missing part of the student profile jigsaw: Academic skills advising for Australian tertiary students from non- English speaking backgrounds* Canberra: ANU.
- Chanock, K. (2003) "Before we hang that highwayman: the LAS advisers' perspective on plagiarism". In Marsden, H. & Hicks, M., (eds.), *Educational Integrity: Plagiarism and Other Perplexities, Proceedings of the Inaugural Educational Integrity Conference*, University of South Australia, Adelaide, 19-25 November 2003.
- Carroll, J. (2004) "Fair assessment, fair policing and fair punishment: building on reliability and validity" (Keynote Address) *Assessment workshop series - No6 Issues of validity, reliability and fairness* Oxford Centre for Staff and Learning Development, Oxford Brookes University, Oxford.
- Croninger, B. (1991) "The social context of schooling: What research and theory can tell us", *Intercultural Development Research Association Newsletter*, 18(5). 10-14.
- Cortazzi, M and Jun, L. (1997) "Communication across learning cultures". In McNamara, D and Harris, T (eds.) *Overseas students in higher education: Issues in teaching and learning* (pp. 76-90) London Routledge.
- Department of Employment, Education and Training, DEST (2005) *Selected Higher Education Statistics*, accessed 04 June 2005 @ [www.dest.gov.au/sectors/higher\\_education/publications\\_resources/statistics/default.htm](http://www.dest.gov.au/sectors/higher_education/publications_resources/statistics/default.htm). Retrieved September 2005
- Deumert, A. Marginson, S., Nyland, C., Ramia, G. & Sawir, E. (2005) *The Social and Economic Security of International students in Australia: Study of 202 student cases Summary report*, Monash Institute for the Study of Global Movements, Monash University, Australia.
- Fisher, G. Lee, J and Birt, J. (2002) "Differing expectations of international and Australian business students an exploratory study", Proceedings of the 2002 *Australia & New Zealand International Business Academy ANIZIBA Conference*: Queensland University of Technology, Brisbane, Australia.
- Guilfoyle, A. (2004) "Exploring the spaces in-between institutional services provided and international Postgraduate student experiences". *18TH IDP Australian International Education Conference International Education: The path to cultural understanding and development* Sydney, October, 2004.

- Handa, N. (2003) "From literature to literacy: Some reflections on my personal journey and some thoughts for the future". In P Zeegers & K Deller-Evans (eds.) *Refereed Proceedings of the Biannual Language and Academic Skills in Higher Education 2003 Conference*, Flinders University.
- Handa, N., & Power, C. (2003) "Bridging the gap: lack of integrity or lack of skills?" In Marsden, H. & Hicks, M., (eds.), *Educational Integrity: Plagiarism and Other Perplexities, Proceedings of the Inaugural Educational Integrity Conference*, University of South Australia, Adelaide, November 2003, 154-158.
- Handa, N. (2004) "What else did I need to bring with me? International students and their dilemma". Paper presented at the 15<sup>th</sup> *ISANA Conference of the International Students Advisors' Network of Australia (ISANA)*. Melbourne, December 2004.
- Harris, H., & Bretag, T. (2003) "Reflective and Collaborative Teaching Practice: Working Towards Quality Student Learning Outcomes", *Quality in Higher Education* 9 (2), 173-179.
- Hathorne, L. (1999) "Rethinking the impact of a cultural difference on learning: the evidence for asset versus defiant models". In G. Crostling, T. Moore and S. Vance (eds.) refereed Proceedings of the *National Language and Academic Skills Conference*, Victoria Monash University.
- Ingram, D. (2005) "English Language Problems in Australian Universities". In Jill Kitson's *Lingua Franca* Radio National, ABC Saturday 2 July (online) Retrieved August 2005. @ [www.abc.net.au/rn/arts/ling/stories/s1404921.htm](http://www.abc.net.au/rn/arts/ling/stories/s1404921.htm)
- Ireson, J. Mortimore, P. & Hallam, S. (1999) "The Common Strands of Pedagogy and Their Implications". In P. Mortimore (ed.) *Understanding pedagogy and its impact on learning* London, Paul Chapman Publishing.
- Leask, B. (1999) "Internationalisation of the Curriculum: Key Challenges and Strategies". The State of the Art in Internationalising the Curriculum, International Perspectives, *13th Australian International Education Conference*, Fremantle, October 1999 ABN 63 008 597 831(online) Retrieved September 2005@ [www.unisanet.unisa.edu.au/staff/homepage](http://www.unisanet.unisa.edu.au/staff/homepage)
- Leask, B. (in press) "Plagiarism, cultural diversity and metaphor" *Assessment and Evaluation in Higher Education*, 31(2), April, 2006, 183-199.
- Littlewood, W. (2001). "Students' attitudes to classroom English learning: A cross-cultural study", *Language Teaching Research*, 5(1), 3-28.
- Maher, A. (2004) "Learning Outcomes in Higher education: Implications for Curriculum Design and Student Learning". *Journal of Hospitality, Leisure, Sport & Tourism Education*, 3(2), 46-54.
- Mackinnon D & Manathunga C. (2003) "Going Global with Assessment: What to do when the dominant culture's literacy drives assessment", *Higher Education Research & Development*, 22(2), 131-141.
- McInnis, C. (2001) Researching the First Year Experience: where to from here? *Higher Education Research & Development*, 20(2), 105 -114.
- Mingsheng Li (1999) "Discourse and Culture of Learning--Communication Challenges". Paper presented at the Joint *AARE-NZARE (Australian Association for Research in Education & New Zealand Association for Research in Education) 1999 Conference* in Melbourne (online) Retrieved June 2005 @ [www.aare.edu.au/99pap/lim99015.htm](http://www.aare.edu.au/99pap/lim99015.htm)
- Medew, J. (2005) "Alarm for universities as flow of students slows", *The Age* 18 October 2005 (online) Retrieved October 2005@ [www.theage.com.au/news/business/alarm-for-universities-as-flow-of-students-slows/2005/10/17/1129401196264.html#](http://www.theage.com.au/news/business/alarm-for-universities-as-flow-of-students-slows/2005/10/17/1129401196264.html#)
- Nunan, D. (1988) *The learner-centred curriculum* Cambridge: Cambridge University Press.
- Ottewill, R. & Macfarlane, B. (2003) "Pedagogic Challenges Facing Business and Management educators: Assessing the evidence". *The Journal of Management Education*, 3(3), 33- 41.

- Pennycook, A. (1996) "Borrowing others' words: text, ownership, memory and plagiarism". *TESOL Quarterly*, 30(2), 201-230.
- Phillips, D.J. (1990) "Overseas students and their impact on the changing face of Professional education in universities. *Australian Association for Research in Education AAREA conference The changing face of professional education*" Sydney: Sydney University.
- Ramburuth, P. (1999) "Managing Language and Learning Diversity in Higher Education: Enhancing the Graduate Experience". Paper presented at the Sixth International Literacy & Education Research Network Conference on LEARNING at Penang, Malaysia, 27 - 30 September 1999 (online) Retrieved March 2003. @ <http://ultibase.rmit.edu.au/Articles/dec99/ramburuth1.htm>
- Ryan, J (2000), *A guide to teaching international students*, Oxford Centre for Staff and Learning Development, Oxford.
- Ryan, J. & Hellmundt, S. (2003) "Excellence through diversity: Internationalisation of curriculum and pedagogy", 17<sup>th</sup> IDP Australian International Education Conference October 2003, Melbourne. (online) Retrieved August 2005 @ [www.idp.com/17aiec/selectedpapers/Ryan%20-20Excellence%20through%20diversity%2024-10-03.pdf](http://www.idp.com/17aiec/selectedpapers/Ryan%20-20Excellence%20through%20diversity%2024-10-03.pdf)
- Srikanthan, G & Dalrymple, J. (2002) "Developing a holistic model for quality in Higher Education", *Centre for Management Quality Research, Business Faculty, RMIT University, Melbourne* (online) Retrieved 10 August, 2005, @ [www.cmqr.rmit.edu.au/publications/gsjdicit02.pdf](http://www.cmqr.rmit.edu.au/publications/gsjdicit02.pdf)
- Volet, S. (1999) "Learning across cultures: Appropriateness of knowledge transfer", *International Journal of Educational Research*, 31(7), 625-643.
- Volet, S. (2003) "Challenges of internationalisation: Enhancing intercultural competence and skills for critical reflection on the situated and non-neutral nature of knowledge". In P Zeegers & K Deller-Evans (eds.) *Refereed Proceedings of the Biannual Language and Academic Skills in Higher Education 2003 Conference*, Flinders University.
- Ward, C. (2001) "The impact of international students on domestic students and host institutions" *Export Education Policy Project of the New Zealand Ministry of Education* (online). Retrieved July 2005-08-24 @ [www.minedu.govt.nz/](http://www.minedu.govt.nz/).
- Weiland, R. & Nowak, R. (1999) "Academic preparation programs: A schema approach to learning in context". In K. Martin, N. Stanley and N. Davison (eds.), *Teaching in the Disciplines/ Learning in Context*, 467-473. *Proceedings of the 8th Annual Teaching Learning Forum*, The University of Western Australia, February 1999. Perth: UWA. (online) Retrieved June 2005 @ <http://lsn.curtin.edu.au/tlf/tlf1999/weiland.html>
- Wu, S. (2002) "Filling the Pot or Lighting the Fire? Cultural Variations in Conceptions of Pedagogy", *Teaching in Higher Education*, 7(4). 387-395.