Enhancing Programmes Integrating Tertiary Outbound Mobility Experiences (EPITOME)

Final Report 2016

Western Sydney University
Macquarie University

Project leaders

Tonia Gray & Timothy Hall

Western Sydney University

Senior team leader

Greg Downey

Macquarie University

Requests and inquiries concerning these rights should be addressed to:

Enhancing Programmes Integrating Tertiary Outbound Mobility Experiences (EPITOME)

Final Report 2016

Western Sydney University
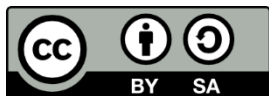
Macquarie University

Project leaders

Dr. Timothy Hall Western Sydney University

Associate Professor Tonia Gray Western Sydney University

Professor Greg Downey Macquarie University

Project manager

Dr. Peter Bailey Western Sydney University

Project team and authors

Associate Professor Tonia Gray Western Sydney University

Dr. Timothy Hall Western Sydney University

Professor Greg Downey Macquarie University

Dr. Benjamin Jones Western Sydney University

Dr. Son Truong Western Sydney University

Associate Professor Anne Power Western Sydney University

Dr. Peter Bailey Western Sydney University

Dr. Colin Sheringham Western Sydney University

Evaluator

Dr. Garry Allan RMIT University

Website

http://www.epitomeabroad.com

Acknowledgements

The project team would like to acknowledge the following people, whose expertise and commitment (often in a voluntary capacity) has contributed immensely to the project.

Reference Group

Mr Brad Dorahy

Founder and Executive Director

CIS Australia

brad@cisaustralia.com.au

Mrs Jo Byng

Director International Strategy, Mobility and Operations

Western Sydney University

j.byng@westernsydney.edu.au

Associate Professor Kate Lloyd

Faculty of Arts

Macquarie University

kate.lloyd@mq.edu.au

Dr. Maureen Bell

Senior Fellow (Hon.)

Academic Development Unit

University of Wollongong

mbell@uow.edu.au

Table of Contents

List of Tables

List of Figures

'OUTBOUND MOBILITY EXPERIENCES' = OME

Although the international education sector has professional bodies, it has no clear 'professionalisation' or training process, and study tours are often designed by academics with no training. With millions of dollars to be invested and thousands of students to participate in outbound mobility, a careful study of the dynamics of positive transformational overseas experience was conducted and resources to guide program design were published to assure that investment in developing and promoting OMEs was well spent.

WWW.EPITOMEABROAD.COM

KEY FINDINGS

72% OF STUDENTS SAID,
"NO, OMES ARE NOT SOMETHING I TALK ABOUT WITH FRIENDS"

WOMEN ARE TWICE AS LIKELY TO PARTICIPATE IN OME (n=118)

ALMOST 1/4 STUDENTS (n=118) HAD ALREADY LIVED **OVERSEAS FOR 6 MONTHS** OR MORE...

5 CONSIDERATIONS STUDENTS HAVE WHEN THINKING ABOUT WHETHER TO GO:

FINANCE

TIME

OTHER OVERSEAS TRAVEL

DESTINATION UNAPPEALING

WORK COMMITMENTS

5 THINGS NONPARTICIPANTS THINK OF OMEs

The problem is not that they think study abroad is unappealing or unimportant. It's the conflicting considerations in their lives that stop them from going.

FUN

LIFE CHANGING EXPERIENCE

MORE ATTRACTIVE TO EMPLOYERS

INCREASE MY CONFIDENCE

UNIVERSITIES OFFER LIMITED SUPPORT

OVER 80% OF PARTICIPANTS-TO-BE (n= 68). REPORTED NO TRAINING FOR INTERCULTURAL COMMUNICATION

1 MONOGRAPH

2 PEER REVIEWED JOURNAL ARTICLES (AS OF JULY 2016)

4 INTERNATIONAL OR NATIONAL CONFERENCE PRESENTATIONS

1 NATIONAL NETWORKING SYMPOSIUM (WITH 15 UNIVERSITIES PRESENTING / ATTENDING)

International student mobility is an increasingly important element in Australian Universities.

Study abroad and exchange programs are recognised as contributing to important generic graduate qualities, such as globally oriented citizenship, and to campus internationalisation more generally.

The EPITOME study has provided a deeper understanding of transformational outbound mobility experiences (OMEs) by simultaneously investigating these experiences from the perspective of both students and university staff responsible for developing and implementing these programs.

Our findings reveal the key aspects that create successful trans-formative programs and identify how to adopt these practices into higher education settings.

epitome
Enhancing Programmes Integrating Tertiary Outbound Mobility Experiences

WESTERN SYDNEY UNIVERSITY

Australian Government

Office for Learning & Teaching

MACQUARIE University
SYDNEY · AUSTRALIA

Executive Summary

Project Background

Australian universities are placing increased emphasis on the internationalisation of their curriculum and students. In progressively globalised world, this development is in keeping with tertiary education trends that recognise the importance of an international outlook and cross-cultural competencies. As Australia ventures deeper into the Asian Century, there has never been a greater need for outward-looking, global-minded graduates. Student outbound mobility is one of the most effective ways to foster internationalisation through transformative experiences. The project, entitled Enhancing Programmes Integrating Tertiary Outbound Mobility Experiences (EPITOME), conducted student-focused research into outbound mobility experiences (OMEs) with a view to providing a comprehensive and usable best-practice guide for tour operators and academic staff.

Project Aims

The EPITOME project pursued four key goals:

- To understand the student experience of current OME programmes;
- To provide empirical data on the key factors that attract students to OMEs and the principle obstacles that hinder participation;
- To create a curriculum resource to guide OME leaders and other key personnel; and
- To enhance expertise within Australian universities in global programming and international mobility support by providing robust, evidence-based research to advance the field.

Project Approach

The approach was student focused with a genuine desire to understand the student experience of outbound mobility. To gain a holistic portrait of the student experience, a longitudinal study was formulated to capture responses before, during, and after the study abroad experience. Recognising the demands on students' time, EPITOME developed a series of interviews and survey tools that captured demographic and experiential data. Having passed ethics clearance and obtained contact permission from tour leaders, students were invited to take part in the surveys by email and were incentivised with the opportunity to win shopping gift cards. The data collected from surveys was supplemented by a series of in-person, semistructured interviews. These interviews were recorded and transcribed by the EPITOME team. The approach allowed the interviews to focus on transformation while being attentive and responsive to the students, allowing them to tell the stories they wanted to share. The interviews were not restricted to students who had taken part in a university OME. With take-up rates for outbound mobility at less than 15%, the team also approached those students who chose not to participate in OME opportunities to ask about their thoughts and expectations concerning OMEs. The data offered a valuable first-person perspective, which was strategically incorporated into several EPITOME outputs.

A photography competition was organised to harvest the often-untapped resource of student digital images taken while on the OME. The competition asked students to select an image that was meaningful to them and to compose a short narrative explaining its significance. This approach collected rich qualitative data about the transformative qualities of the study abroad experience. The students' narratives helped to clarify the research team's understandings of the significant contributions of these events, in particular producing many powerful primary accounts that have fed into further research outputs.

Finally, a survey was designed for academic staff members who operated or supervised OMEs. Tour organisers see firsthand the magnitude of change in students and are an important source of both qualitative and quantitative data regarding the impact of OMEs. The survey asked staff members about their travel histories, their overseas experience, and the level of support offered by their home institutions. This data was invaluable to the EPITOME research project and illuminated discrepancies that exist in terms of staff preparedness and institutional support.

Project Outputs

The EPITOME project compiled data from university staff and students relating to OMEs. Research findings have been disseminated in a number of ways, including

- publications in both the academic and mainstream press;
- research presentations at international and industry conferences;
- three EPITOME newsletters and a website (www.epitomeabroad.com);
- a networking symposium;
- an invited panel speaker at the Forum Abroad conference in the United States; and
- a monograph, entitled *The Globalisation of Higher Education Developing Internationalised Education in Research and Practice* (2017), by Palgrave Macmillan.

EPITOME has made a notable contribution to existing student mobility literature through a series of academic and nonacademic publications. In June 2015, an article titled "We Need to Get Serious About Connecting With Asia" was published in *The Australian* (Jones, 2015). It argued that university OMEs could be an effective method of achieving some of the strategic goals set out in the 2012 *Australia in the Asian Century* white paper. An article titled "Jafari and Transformation: A Model to Enhance Short-Term Overseas Study Tours" was published in the peer-reviewed journal *Frontiers: The Interdisciplinary Journal of Study Abroad* (Hall et al., 2016). Drawing on the tourism model articulated by Jafar Jafari in the 1980s, the article argued the same ideas could be adapted to enhance OMEs in the age of social media. A third publication of note is titled "If You Build It, They May Not Come: Why Australian University Students Do Not Take Part in Outbound Mobility Experiences" (Jones et al., 2016) which was published in the peer-reviewed *Journal of University Teaching and Learning Practice*. The article draws on key data obtained through EPITOME's student surveys to outline common barriers to OME participation.

The research findings were disseminated at a range of local, national, and international events. One of the highlights was a group presentation of research findings at the 2016 Asia–Pacific Association for International Education conference, a key opportunity for EPITOME to showcase its research to colleagues and industry experts. In June 2016, EPITOME organised and delivered a networking symposium, Developing Global Perspectives in Higher Education. Bringing in keynote speakers and delegates from across Australia and overseas, this two-day event allowed participants to hear from a range of experts on student mobility and internationalisation. With 90 national and international delegates from 13 universities, the symposium was invaluable, not only as a vehicle of resource sharing but also for the networking opportunities, allowing a wide pool to benefit from the research undertaken by the EPITOME team. Some unsolicited comments from attendees included:

A very genuine thank you to you and to your wonderful team for the exceptionally rewarding two-day symposium in Sydney last week. This was one of the best symposiums/conferences I have ever attended.
— Dr. Deborah Henderson |Associate Professor Queensland University of Technology

Thank you for a great symposium. I usually do not go to conferences. I use my resources to go and work in the developing world instead. — Dr. Vinesh Chandra |Associate Professor Queensland University of Technology

Project Impact

As a generality, research impact has come to be defined as the effect of research beyond academia. As articulated by the Australian Research Council, impact is the noticeable contribution that research makes to the economy, society, culture, national security, public policy or services, health, the environment, or quality of life, beyond the influence to academia. The research undertaken in this project aimed to have a direct impact on tour operators and academic staff members who run OMEs. Additionally, the project has had a more general influence on OME practice by contributing new literature on the value and impact of OMEs. Part of the legacy of the EPITOME project will be the good-practice guide eBook and the edited collection.

I am inspired by the work of the academics . . . their enthusiasm to continue improving global education in Australian classrooms (and beyond) — Andy Houghton I The Global Society

Publications arising from this research provide practical assistance to universities and individual tour operators while promoting OMEs as a valuable tool for both personal transformation and increasing cross-cultural competencies.

Key Findings

A number of key findings have emerged from the EPITOME research:

- Women are twice as likely as men to take part in study abroad.
- Almost one quarter of OME participants had lived overseas for six months or more.
- 72% of students do NOT talk about study abroad with their friends.
- Over 80% of OME participants receive little or no intercultural communication training.
- Individual academic staff members are often responsible for designing their own study abroad experiences with little institutional guidance or support.
- Nonparticipants also acknowledge the value of study abroad.

The EPITOME Story

The EPITOME Team

With funding from the Office for Learning and Teaching (OLT), the EPITOME team set out to research outbound mobility experiences (OMEs) and their transformative potential. EPITOME stands for "Enhancing programmes integrating tertiary outbound mobility experiences." The EPITOME team brought together experts from diverse backgrounds with a range of research interests in OMEs to solicit a wide variety of perspectives. The entire EPITOME team worked collaboratively with each other and with Western Sydney University (WSU), Macquarie University (MU), the OLT, and various stakeholders to produce the research outcomes outlined in this report.

The team had two project leaders: Tonia Gray and Timothy Hall. Tonia is Associate Professor at the Centre for Educational Research at WSU and a specialist in pedagogy and learning. Timothy is an Academic Course Advisor in the School of Business at WSU, with extensive experience leading outbound mobility tours. Professor Greg Downey, Senior Team Member, is Head of the Department of Anthropology at MU, with fieldwork experience in South America and the Pacific. The Project Manager was Dr. Peter Bailey, former principal of Illawarra Sports High School with the Department of Education.

Other EPITOME team members included Anne Power, Colin Sheringham, Son Truong, and Benjamin T. Jones, all of whom are based at WSU. Anne is Associate Professor and Secondary Specialist in Music Education, Service Learning, Curriculum Change, and Pedagogy. Colin is the Academic Course Advisor, Postgraduate Interdisciplinary in the School of Business. Son is a Lecturer in Health and Physical Education in the School of Education. Benjamin is an Adjunct Researcher in the School of Humanities and Communication Arts. A reference group was also integrated into the project design, which met three times during the project (pre, mid and near completion) to provide advice on EPITOME's design, implementation, and ongoing iterative evaluation. The reference group, composed of individuals deemed experts in the field from industry, government, and academia, currently work in outbound mobility.

Background and Aims

Internationalisation and the education of outward-looking, global citizens are prominent goals for most tertiary institutions. In 2013, Universities Australia unveiled four strategic goals for the higher education sector. One of these was internationalisation. Developing global perspectives and producing graduates to live and work in an increasingly connected world are fundamental goals within the tertiary education landscape (Bell, 2008; Power, 2012). Definitions of internationalisation vary, but generally, three features characterise the concept: "prioritising a global outlook in the curriculum, attracting international students, and encouraging domestic students to take part in an outbound mobility experience (OME)" (Jones et al., 2016). Central Queensland University defines an OME as

"the total international study experience including the academic programme and cultural interaction through an overseas institution/organisation" (2015, p. 10). In the past decade, universities have increased the number of OMEs that they provide (Daly & Barker, 2005; Downey, Gothard, & Gray, 2012). The percentage of Australian undergraduate students taking part in a university OME is surprisingly low—just 13.1% in 2012 (Olsen, 2013, p. 14).

With the widespread adoption of greater internationalisation as an institutional goal (Chupp & Joseph, 2010; Clyne & Rizvi, 1998; Clyne & Woock, 1998; Daly & Barker, 2005; Leask, 2009), many universities have sought to increase the overall number of students participating in study abroad experiences. Although terms like "study abroad" and "exchange trip" are popular at some institutions, EPITOME has employed "OME" as a generic term encompassing the whole experience of studying or interning abroad as part of one's tertiary education. OMEs include spending time overseas to gain academic credit and the parallel socio-emotional and cognitive processes that can include personal growth and transformation (Jones et al., 2016).

The mission of our research team has been to find the authentic student voice and understand the student experience of outbound mobility, including students who do not participate. Through a mixed methodology including surveys and interviews, EPITOME researchers sought to understand how students discover and experience OMEs from the point of first communication and idea germination, to the reflection process months after the sojourner has returned home. This holistic approach was taken not only to maximise our understanding of the student experience, but also to derive insights which can be used to improve existing programmes and guide the development of new ones.

EPITOME is a response to the 2012 *Australia in the Asian Century* white paper, which recommended using skill and education to "strengthen links between Australia and the region" (Commonwealth of Australia, 2012). Buoyed by new funding through the New Colombo Plan and AsiaBound grants, along with OS-HELP, a new emphasis has been placed on outbound mobility as a vehicle to build cross-cultural competencies and, especially, Asia literacy.

In 2007, 3,626 Australian university students participated in OMEs; this number increased to 10,282 students in 2011, and then to 12,569 in 2012 (Olsen, 2013). With the availability of government funding (New Colombo Plan commitment of $100 million over five years) and changes to OS-HELP loans, Australian universities will likely see a further significant increase in student participation in existing and new OMEs in coming years. The overarching mission statements for study abroad provide broad generic goals, such as that the programmes should be "transformational, deepening Australia's relationships in the region, both at the individual level and through expanding university, business and other stakeholder links" (Commonwealth of Australia, n.d.). For this reason, we need to better understand how maturation to a more global perspective is to be achieved beyond the provision of funding to universities and documented reporting requirements (Stone, 2009).

The programmes are increasingly ambitious pedagogically, as well; the New Colombo Plan, for example, outlines a desire for these OMEs to be "transformational" and not merely credentialing or study-tourism opportunities. These aims demonstrate an inherent expectation that students participating in OMEs will undergo a more deeply affecting experience (Brown, 2009; Gray, 2012; Gray & Downey, 2005, 2012; Lean, 2011; Mezirow, 2000; Neppel, 2005). However, this raises the question: Are these expectations realistic given the diversity of student backgrounds and range of academic discipline groups participating in study abroad? Furthermore, no conclusive empirical evidence quantifies the claim that these experiences consistently provide these sorts of profound learning experiences or, more importantly, that any changes are enduring (Stone, 2009).

Weaver and Tucker (2010), for example, interviewed students after they had returned from a short-term international study tour to Singapore and Vietnam. Students were asked a range of questions around issues such as employability, discipline skills, social perspectives, and general improvement, and the researchers found the experiences of students varied greatly. Some emerged more culturally aware, while others found the experiences personally traumatic as they exhibited classic signs of "culture shock." While this research provides insight into the student perception of OMEs, it does not address the nature of transformational experience. In part, this gap could be attributed to sojourners referring to their "transformation" in stereotypical terms such as their time being "a trip to remember" or "a trip of a lifetime." Gray (2012, p. 5) suggests that "teasing out the processes that underpin these types of statements . . . is not entirely obvious. What is even more ubiquitous . . . is anecdotal evidence has, for the most part, remained relatively underdeveloped." Moreover, Lean (2011) points out the "dearth of a balanced corpus of academic literature exploring the transformative potential of international exchange, especially why and how a person might transform as a result of studying abroad" (cited by Downey et al., 2012, p. 9). Although students and educators alike are convinced that overseas experiences can cause deep changes, precisely how this change occurs, or what types of experiences are most likely to produce profound effects, [is unclear].

The EPITOME project focused on four key goals:

- *To understand* the student experience in current OME programmes;
- *To investigate* the key factors that attract students to OMEs and the principle obstacles that hinder participation;
- *To create* a comprehensive curriculum resource to guide OME leaders and other key stakeholders in programme design; and
- *To contribute* to expertise in Australian universities in global programming and international mobility support by providing robust evidence-based research to advance the field.

Through a better understanding of how students discover, perceive, and experience OMEs, EPITOME has sought to offer data, articles, and key findings to help shape the design of future tour programmes.

Approach and Methodology

One of the key methodological issues confronting the field of international education is bringing together qualitative and quantitative approaches to advance our profession. With the aim of this project being to better understand the transformational OME, a balanced approach was taken. Building on the work of Daly and Barker (2005) and Leask (2008, 2009), EPITOME researchers considered students presented with outbound mobility opportunities (both those who did and did not take up the opportunities) and staff responsible for their implementation and delivery. These perspectives were sought across faculties (arts, education, and business) and across two institutions (WSU and MU).

The EPITOME team's research design has been mixed method. Three separate but connected data collection techniques were employed to generate complementary data pools. The first method explored barriers to OME participation. The second made use of EPITOME's photographic competition. The final approach was EPITOME's online survey of staff and students—both those who did, and did not, participate in OMEs.

Barriers to Participation Survey

A chief focus for EPITOME was to understand why students do not take part in the variety of OME programmes on offer, especially when they have been offered scholarship opportunities that made these programmes more financially accessible. A mixed-method approach was adopted to generate quantitative and qualitative data. Surveys were designed for undergraduate and postgraduate students to gauge their attitudes towards OMEs. Data supplemented by a group discussion forum in which students were encouraged to discuss their impressions, reservations, and expectations in a casual environment with their peers (see Table 1). Participation was voluntary.

Table 1: *Three student cohorts examining the barriers to participation*

Cohort	Size	Items explored
Undergraduate students	n = 109	• Awareness of OME opportunities • Whether they had previously travelled • Why they would/would not take part in an OME • Their intention to engage in study abroad • Whether expectations of internationalisation were instilled in undergraduate students
Postgraduate students	n = 66	• Awareness of opportunities to participate in a two-week OME where they would gain valuable work experience • Whether they had previously travelled • Why they would/would not take part in an OME • Their intention to engage in study abroad • Whether expectations of internationalisation were instilled in undergraduate students
Final year undergraduates	n = 48	• A university-endorsed, partially subsidised OME with direct industry relevance • Collection of quantitative and qualitative data on the perceived barriers to OME participation

Selected results are included in the Key Findings section of this document, while detailed results can be found in EPITOME's publication, "If You Build It, They May Not Come" (Jones et al., 2016). In particular, this research revealed barriers to participation once the question of financial viability had been addressed through direct support.

The Visual Image: Photo Elicitation and our Photographic Competition

The origins of photo elicitation are found in anthropological and sociological research (Collier & Collier, 1986). Photo elicitation, also known as "photo-interviewing" (Hurworth, 2003), "photovoice" (Wang, 1999), or "photo feedback" (Sampson-Cordle, 2001), is a cluster of reflection techniques using a visual image or images in an interview or activity. Photography has long been associated with travel, providing a unique way to bring experiences to life and enabling us to share them with others (Gray & Downey, 2012; Lean, 2011). The proliferation of digital cameras and social media has radically altered the way we travel and how we share our stories. Student photos and comments sent to digital networks often highlight the extent to which they have engaged in a local culture. Images of students in typical dress, visiting landmarks, eating exotic foods, and observing different cultural practices are particularly popular. Digitisation of the travel experience allows sojourners to broadcast live to a virtual audience (Gray & Downey, 2012).

EPITOME's photographic competition allowed the authentic student voice to emerge and highlighted some of the high impact events during OMEs. From a qualitative perspective, our visual methods produced rich data through poignant and engaging personal narratives. If a picture "paints a thousand words," our research suggests that much can be gleaned about the student experience through the images they choose to share.

The images that students chose to share of themselves and their surroundings can tell us a great deal about their experiences and also the transformative power of OMEs. We know that taken as a prosopographical whole (see Verboven, Carlier, & Dumolyn, 2007), students strongly value taking photos while abroad. On some of the recent trips with EPITOME staff, students commonly took over 1,000 photographs in a two-week period. The issue, however, is whether students are willing to share those photos with the educators and whether those photographs suggest meaningful learning is occurring. EPITOME set up a Facebook page, launched a Twitter hashtag (#epitomeabroad), and also encouraged students to load photos through Instagram. While these channels collected a number of images, the best results were achieved through a competition, which incentivised direct participation with shopping vouchers as prizes. Students submitted photos directly to the project team, typically choosing their preferred images after returning home.

The aim of the EPITOME photographic competition was to gain insights into the student experience through images and stories, as well as to see what types of images the students chose to represent their time overseas. The entry criteria were deliberately simple to encourage students to choose the types of images that they found most indelible and evocative (although invariably, they also chose with an eye on the competitive

dimensions). Students were asked to select a photograph taken overseas that was meaningful to them. The image could be a memory that stood out, a significant experience, or something that represented what the trip meant to them. The photo had to be accompanied by a short narrative that could include something that they learned, a crucial experience, a breakthrough or epiphany, an obstacle they faced, or any kind of lasting memory from their OME. There was no word limit, but it was suggested a successful entry needed to be at least a few sentences in length to discourage overly brief discussion. The process was as nonprescriptive as possible to try and learn, from the thousands of photographs taken, which images really stood out for the students and what stories accompanied them, both in terms of the initial experiences but also in the sense of how students reflected on their experiences and whether they focused on events that might have transformed them.

The Outbound Mobility Experience Survey

The outbound mobility experience survey (TOMES) was designed to draw in a wide range of responses from both students and staff to understand how they perceived OMEs. TOMES recruited four groups of participants: Three were samples of students and one was a sample of staff. The samples of students were students who had no intention to participate in an OME programme ("nonparticipants"), students who planned to participate ("participants-to-be"), and students who had already participated ("participants"). Each group completed an online survey corresponding to the characteristics of their group.

Key Findings

Research undertaken by the EPITOME team has produced a number of key findings. The targeted surveys explored (1) the student experience, (2) barriers to participation, and (3) the staff experience. The findings are divided below into three categories relating to the various research topics investigated by the EPITOME team: The first set of findings emerged in the area of barriers to OME participation, the second set of findings originated in the data gathered from the photographic competition, and, finally, EPITOME's most significant research findings emerged from TOMES.

The online survey drew data from 208 students. Forty-eight nonparticipants in OMEs accessed the online survey, although nine exited the survey after the "Demographics" section. The analysis was based on responses from 39 students in the nonparticipants group. The participants-to-be and participants groups completed the surveys satisfactorily, so all responses were kept for the analysis, making the sample size 68 for the participants-to-be group and 50 for the participants group. Sixty-seven staff accessed the online survey: 16 staff did not enter responses and were removed from analysis. The results for the staff survey are based on responses from 51 staff (see Table 2).

Table 2: *Numbers of Participants by Group and Gender*

	MALE	FEMALE	TOTAL
Non-participant	11	28	**39**
Participants-to-be	19	49	**68**
Participants	16	34	**50**
Staff	28	23	**51**

i.   Nonparticipants (n = 39)

Nonparticipants were asked to rate the influence of various factors on their decision not to take part in an OME using a 5-point Likert scale, ranging from 1 = "extremely important" to 5 = "not at all important." Participants and participants-to-be reported whether they were capable of actioning 17 items linked to their intercultural competence; those items originated from the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI) survey (Sutton & Rubin, 2004, 2010). Staff (n = 51) were asked a range of questions relating to their experience with OMEs and the support they received from their institutions in planning, supervising, and completing study tours of various types.

The mean and standard deviation are summarised in Table 3. The lower the mean, the more important it is in affecting nonparticipant students' decisions not to take part in the OME. The mean scores range from 1.97 to 4.51. The most important factor was financial consideration (*M* = 1.97, *SD* = 0.96), followed by time and the level of interest students had in the OME destination country (*M* = 2.38, *SD* = 0.89). The three least important factors students considered in their decision making were their preference not to fly (*M* = 4.51, *SD* = 0.76), religious considerations (*M* = 4.41, *SD* = 0.82), and a friend's discouragement (*M* = 4.26, *SD* = 0.97). The descriptive statistics of students' opinions about OME are shown in Table 4.

Table 3. *Barriers: Factors Influencing Students' Decisions Not to Participate*

Items	Mean (*M*)	Standard Deviation (*SD*)
Financial considerations	1.97	0.96
I don't have the time.	2.31	0.89
The OME host country did not appeal to me.	2.38	1.07
I had other plans to travel overseas so this option was not appealing.	2.56	1.19
I had work commitments.	2.67	1.08
Simply not interested.	2.77	1.06
Being away from friends and family?	2.79	1.13
The trip interfered with my study schedule or plan to finish my degree.	2.82	1.07
The application process seemed too complicated or difficult.	2.97	0.90
Not enough information was provided by the University.	3.23	0.87
Concerns for my safety convinced me not to participate in the trip.	3.41	1.29
There were other events or activities on at the same time.	3.59	1.12
My family would not permit me to travel or discouraged me from participating.	4.05	1.21
Although I considered it, my friends discouraged me actively or were not interested.	4.26	0.97
I decided not to participate for religious reasons (e.g., difficulty observing rituals, concerns...	4.41	0.82
I prefer not to fly or am afraid to fly.	4.51	0.76

Nonparticipants generally have a positive opinion about OMEs, as the mean scores for all items are above the midpoint of the rating scale. This finding is especially interesting given that these students were the pool that chose *not* to participate. Generally, students believe the experience of OME is fun (*M* = 4.08, *SD* = 0.62), life changing (*M* = 4.00, *SD* = 0.80), and will increase their attractiveness, as employees, to employers (*M* = 3.79, *SD* = 0.70). In addition, related to the information provided about OME, students find it useful (*M* = 3.49, *SD* = 0.64). Eleven students (28%) were willing to share OME opportunities with their friends (see Figure 1); this was less than half of students who chose not to share (28, 72%).

Table 4: *Students' Opinion About Study Abroad and an OME*

| Items	Mean (SD)
Taking part in an OME would be fun.	4.08 (0.62)
Participating in an OME will be a life changing experience.	4.00 (0.80)
Taking part in an OME will make me more attractive to employers.	3.79 (0.70)
Taking part in an OME will increase my confidence.	3.77 (0.81)
There is limited University centralised support for OMEs.	3.46 (0.64)
My problem is that academic credit is not available and it is difficult to finalise (R)	3.23 (0.78)
Usefulness of Information Provided about OME	3.49 (0.64)

Despite having a generally positive opinion about OMEs, only 28% of nonparticipants indicated that they spoke about these travel opportunities with their friends (see Figure 1). This indicates a potential difficulty with increasing the participation rate. One of EPITOME's chief findings is that a travel culture needs to be fostered to see the student body internationalised through high OME involvement (Jones et al., 2016). Many students have an interest in OMEs but ultimately make their decision based on whether or not their friends are participating. As such, the degree to which an OMEs is a discussion topic among students is a key figure for understanding participation rates.

Figure 1. **Number of students sharing and not sharing OME opportunities.**

ii   Participants-to-be (n = 68)

Student perception of their cross-cultural competency has a direct impact on OME participation. They are more likely to take part when they feel they have the skills to successfully traverse other cultures, or confidence that they will be prepared by staff. Figure 2 summarises the response of students to items from GLOSSARI. The item that most students claimed they were able to do is "being patient and flexible when interacting with people" (66, 97%). When it comes to "pacifying an angry person in a foreign culture," equal numbers of students selected "yes" and "no." There are three items that more students had difficulty in actioning than those who claim they did not, including "giving coherent, logical directions in a foreign country," "understanding jokes that would be funny," and "having concern about military presence in the host country."
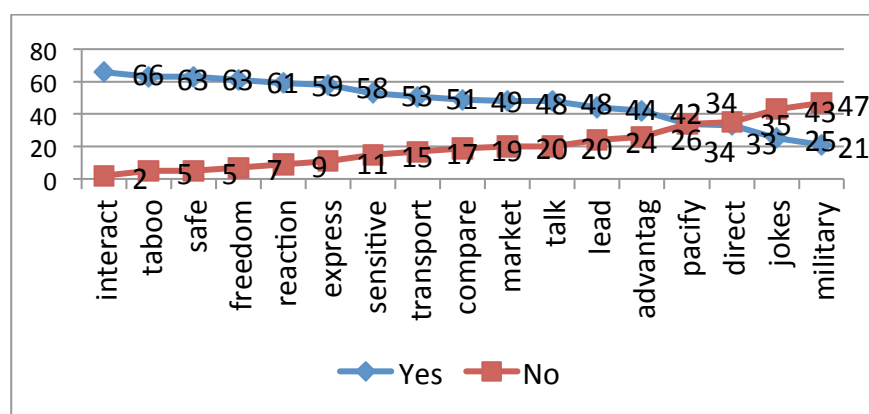
Figure 2. **Distribution of participants-to-be in different knowledge.**

The mean scores of four dimensions contained in the GLOSSARI are above the midpoint, and three of them are over 0.8 (See Figure 3). Students believed they performed the best in "knowledge of interpersonal accommodation," with a mean score of 0.97 (*SD* = 0.17) followed by "knowledge of cultural sensitivity" (*M* = 0.82, *SD* = 0.30) and "knowledge of world geography" (*M* = 0.80, *SD* = 0.29). The lowest of four types is functional knowledge, with a mean of 0.65 (*SD* = 0.26). The total score of GLOSSARI was 0.82 (*SD* = 0.15). These scores should be understood as self-perceptions prior to the OME, so they reflect students' confidence in their ability to function overseas.
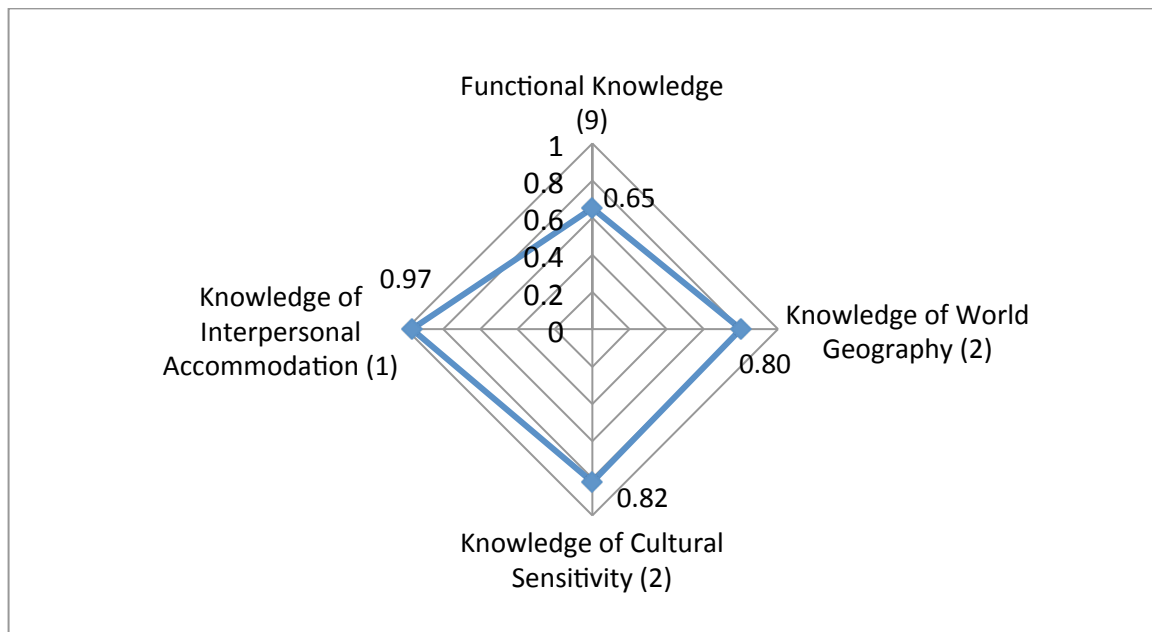
Figure 3: **Mean scores of four dimensions of GLOSSARI.**

The "length of stay" and "language proficiency of host country" for the participants-to-be group are summarised in Figure 4 and Figure 5. The majority of students (94.1%) planned to stay in the host country for between one and three weeks. Only one student reported that they would stay less than one week, whereas three students reported their stay would be over three weeks. **In terms of language proficiency, a significant majority of the students were from "very poor" to "poor" (0 to 2 in the scale) in the language of their host country** (51, 75%). Seven students rated their language proficiency of the host country to be above the midpoint of 5. In other words, high language proficiency was not a prerequisite for students' desire to participate in an OME in a non-English-speaking country.
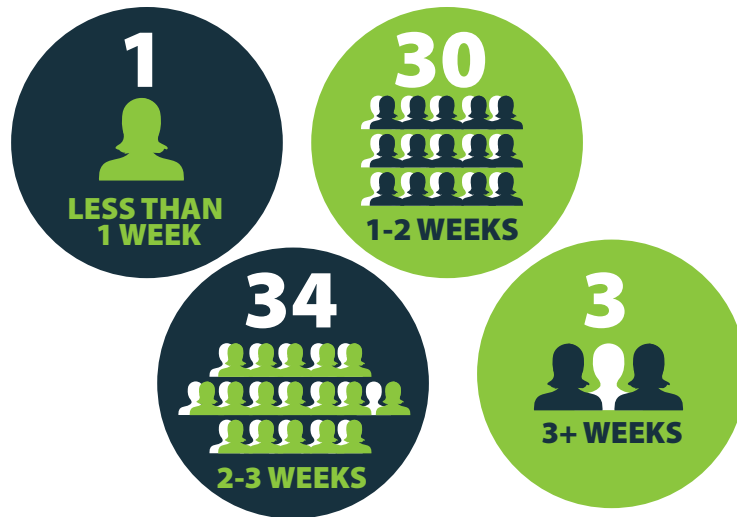
Figure 4. Length of stay abroad (participants-to-be group).
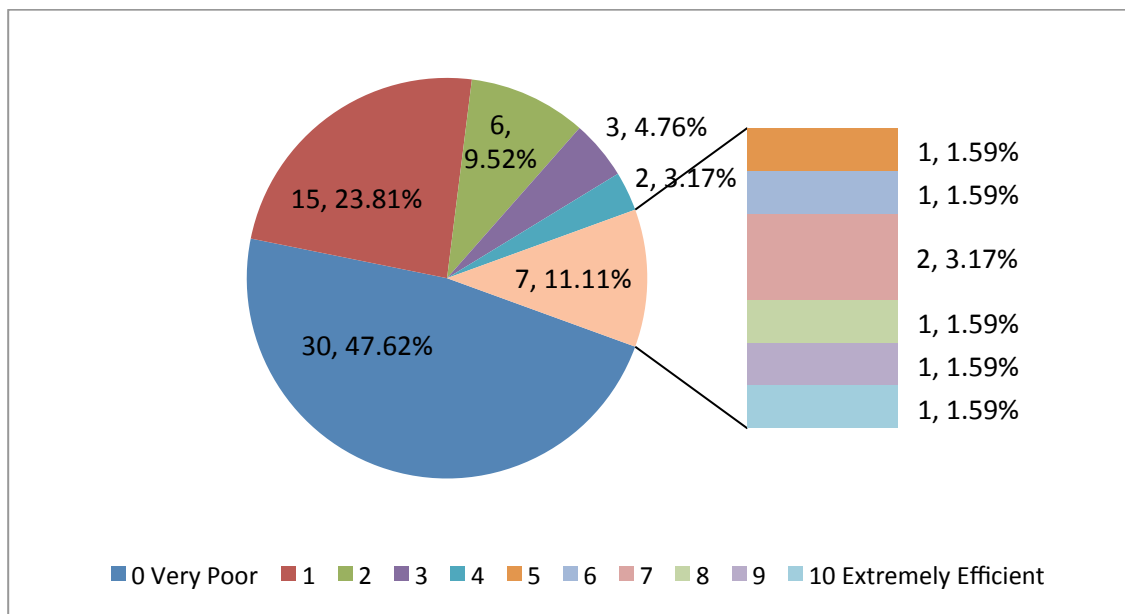
Figure 5. Language proficiency of host country.

iii   Returned OME participants (n = 50)

Fifty participants who had returned from OMEs completed the survey about their experience. The EMPITOME team compared the responses from participants to those of participants-to-be across using *t*-tests on each of four dimensions of GLOSSARI, trying to plot the difference in the groups before and after their overseas sojourn. The results (Figure 6) show generally that the percentage of students who claim to be competent in various areas is higher among the participants group, after they travel, than the participants-to-be group. The only exceptions were being able to pacify an angry person and talking their way out of difficult situations of functional knowledge, and knowing the importance of flexibility and patience of interpersonal accommodation knowledge. The clear indication is OME participation increases a student's cross-cultural competency and

confidence operating in unfamiliar surroundings but also may lead to a reassessment of their own limits.
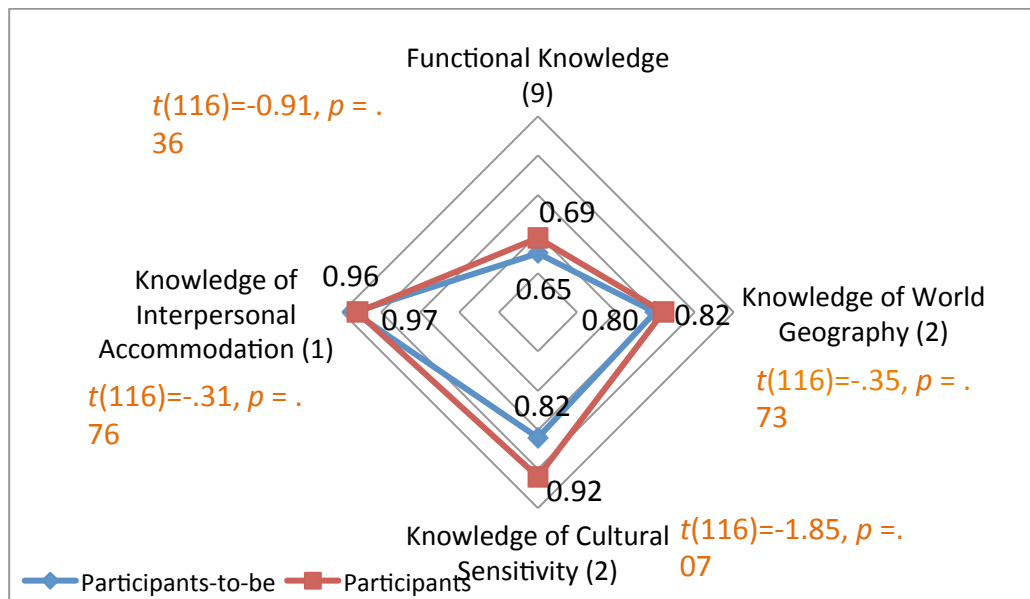
Figure 6: **Mean scores of four dimensions of GLOSSARI between participants-to-be group and participants group.**

Why Do Students Not Participate in OMEs?

Universities around Australia constantly seek to improve and expand the range of OMEs on offer to their students. With support like OS-Help, AsiaBound, and New Colombo funding, more money than ever is available to offset student costs (see Evans et al., 2008 on costs as a barrier). One of the key issues problematised by the EPITOME team is why so few Australian students take part in OMEs, especially given the environment of availability and support. As part of our research, we asked undergraduates to express, in their own words, why they "probably" would or would not take part in an OME.

The undergraduate survey revealed 12 different reasons why students do not take part in OMEs. In some cases, an OME is simply not appropriate or feasible for a student. These can be referred to as "concrete" reasons and include family or partner commitments. In many cases, these students were parents or full-time carers, and spending even a short period of time away from home was simply not an option. Work commitments can also fall into this category. Among the 157 respondents, there were 38 concrete reasons: These are cases where the university would not want to pressure the student into taking part, and no form of support would likely change the student's ability to participate. To increase participation rates, the remaining 119 cases, the "pliable" reasons, should be addressed (see Figure 7).
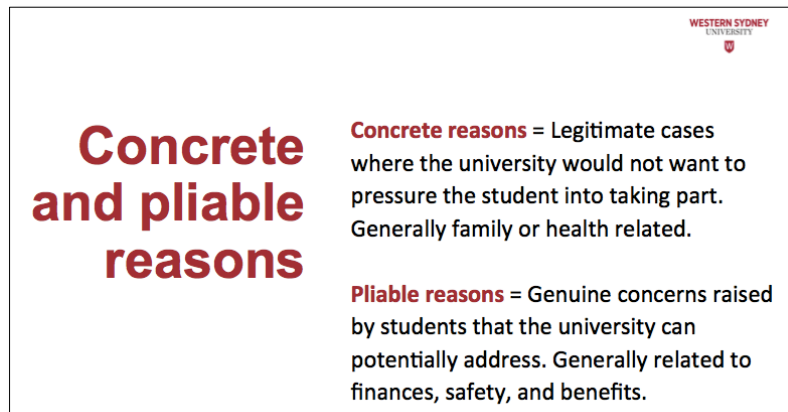
Figure 7: **Concrete and pliable reasons why students do not participate.**

The pliable concern most commonly voiced by students was money. As one student put it, "[I'm] too busy working and surviving." An OME may well seem an unobtainable luxury to a struggling student. This perception raises issues of both communication and social justice. As a strategic goal for the Australian Government, a range of scholarships and funding options exist, especially for OMEs to Asia. Nonetheless, money is a major concern for students, and more could be done to demonstrate the affordability of OMEs as well as the value of the OME to justify their involvement.

The third and fourth most-cited reasons correlate. Worries about living in a foreign country and a lack of information were expressed 19 times each (Figure 8). Especially for students who have not travelled abroad before or have not travelled independently, the prospect of spending two weeks away from home may be daunting. Beyond that, students worried about potential problems. What if I get sick? What if there are issues with the university? Will I be safe? These concerns can be summarised as, "How much support will my home university give me while I am away?"
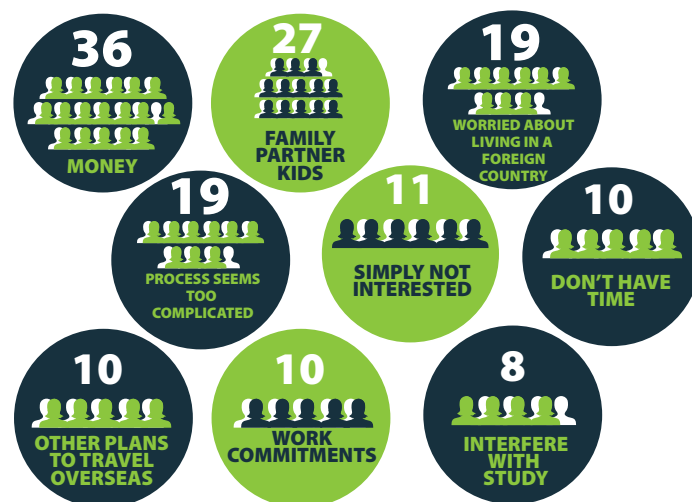
Figure 8: **Students' reasons for nonparticipation in OMEs.**

The findings in this survey were mirrored by focus groups, postgraduate surveys, and an online survey. Three major recommendations emerged from this research. The first one is to build greater awareness. When advertising OMEs, information can be difficult to find on the relevant university websites, and when OME ambassadors are only given a couple of minutes before the start of a lecture to explain the opportunities on offer, an indirect message is sent that OMEs are not really important. Longer presentations in a tutorial setting where students are able to ask questions would have a far greater impact. This type of promotion is only possible if the university takes a comprehensive and proactive approach to enabling the internationalisation of students. Support for OME promotion would need to be part of the university's strategic commitments and be led by the senior academic figures, along with all teaching staff.

The second need is to highlight the professional relevance of OMEs in the Asian Century. The impression that OMEs are entertaining holidays needs to be balanced with a more substantial discussion of the professional and even national benefits. With ever-increasing demands on students' time and finances, a significant investment usually needs to be tied to tangible benefits. Plentiful evidence highlights that the skills acquired during an OME are important to employers (Bell, 2008; Downey et al., 2012; Sutton & Rubin, 2010). A successful study abroad marketing campaign will feature not only the potential for personal transformation and growth but also the direct links to increased employability and professional skills.

Finally, to truly internationalise the tertiary teaching and learning landscape, a culture must be fostered in which OMEs are the norm rather than the exception. When first-year undergraduates sit through their first orientation lectures, they are asked to consider their major, unit selection, and career aspirations, but rarely are they asked, "What kind of OME will you take part in?" OMEs may be mentioned briefly, which impacts the ability to develop a culture of expectation that students will participate in outbound mobility as part of their studies. Ideally, the question should not be "if?" but "when?" students will spend time overseas as part of their degrees (see Figure 9).

Photo by Simmy Frappier

Figure 9: **Keys to increasing participation in a travel and engagement culture.**

Photographic Competition

Many poignant photos and evocative stories were received, but three in particular illustrated the transformative power of OMEs. Figure 10 was taken in Vietnam by an Australian student with Vietnamese heritage. In this case, the OME was deeply personal—he was not simply exploring a foreign country; he was also discovering the land his family had fled years earlier. He writes:

> This was my first attempt at street food on the trip and it opened my eyes to the simple pleasures that come with hard work and struggle that the Vietnamese people face every day. The Vietnamese people do not have much. They do not have stacks of money, they do not have the designer brands, they do not have safe drinking water, but what they do have is a kind-hearted spirit which is dedicated to family and bringing people together.

> I see people posting photos of landmarks and brands being exposed for the Western culture all around Vietnam, but once you stop and appreciate the little things in life, you learn that straying off the path most often taken is much more exciting and captivating. The purpose of my trip to Vietnam was to experience the authentic culture and get back to my Vietnamese roots, and this photo and moment was the start of my journey in finding and appreciating the various cultural experiences a country has to offer.

Photo by Andrew Chan

Figure 10. **My Vietnamese heritage through the eyes of a study abroad experience.**

Another of our students was deeply affected by the poverty she saw when on an OME to New Delhi, India (see Figure 11). Along with this image of a girl begging on the street, she wrote:

> I found that I was particularly challenged when very young street children approached our mode of transport to beg for money or food. As a fourth year social work student, this challenge illustrated the importance of creating further awareness to Western Society of the many disadvantaged in the world and notably the privileged conditions we are afforded. At this juncture, I hope that my future role as a social worker will help make a difference in the plight for equality and justice to some individuals or families.

Photo by Dawn Leigh

Figure 11. **The poverty experienced in New Delhi.**

Finally, this simple photo came from another student in India. Part of his OME involved a three-day camel safari in Jaisalmer. The photo (Figure 12) is of his guide, Napu. He writes:

On our travels I asked Napu to show me his small village where I met his family. Houses are made from mud, and water is pulled from a well. During our second night, we sat in front of our fire on the sand dunes under the stars, and I asked Napu about his life. He told me how his father passed away three years ago after being very ill for many years. As the only able working male in the family, Napu has supported his grandmother, mother, and two sisters for many years now . . . I noticed that Napu had badly blistered feet which was confusing given he wore sandals. He told me that the sandals and the clothes he wears are his uniform; they do not belong to him. His boss lends them to him for work after which he has no shoes . . .

I was honoured to give him my shoes . . . Napu never asked for a single thing from me while we were together. In fact, it took quite some convincing before he graciously accepted the shoes as a gift. I have to say that during my time in India, I had been given countless enlightening lessons that I will carry with me forever. Meeting Napu had surely been one. I'm sharing this story because it is such a real exposure into how so many in our world live, and a deep reminder about how easy it is for many of us Westerners to lose a bit of perspective. I constantly tell myself to think about what's really important, what's necessary, and what's authentic because of this experience.
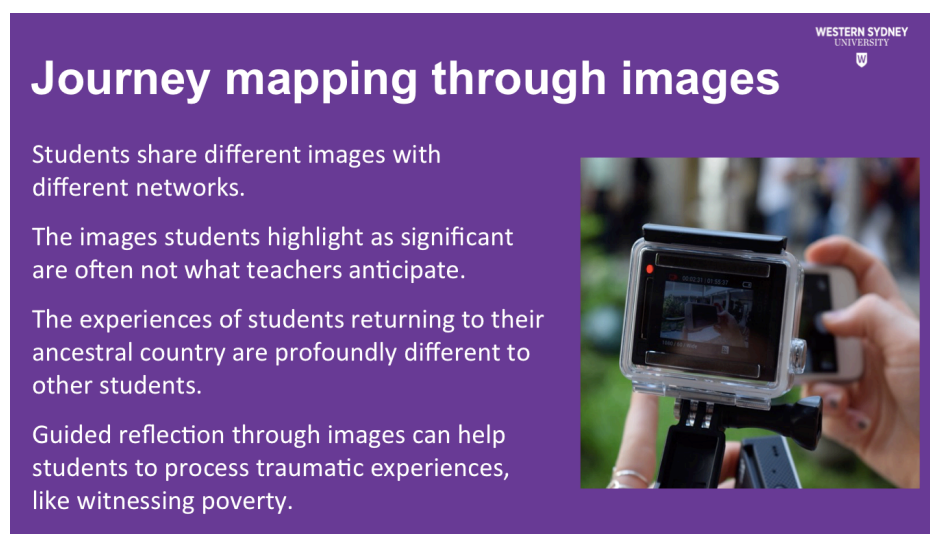
Photo by Sam Lane

Figure 12. **My guide while in India wearing my shoes as a gift.**

One distinctive element that came through the photographic competition was how, in this context, the "selfies" that are so prominent in students' self-presentations through social media disappeared (see Figure 13). The experience of the EPITOME photographic competition suggests that when students are encouraged—albeit with the incentive of prizes—to reflect deeply on their travel experience, the most extraordinary narratives and insights emerge. They already have powerful narratives of transformation, but they need to be encouraged to emphasise these as hallmarks of their OMEs. Other powerful student stories spoke of overcoming severe anxiety, building confidence, teamwork, leadership skills, and personal growth. Interestingly, a significant number of our best entries reflected on social justice issues, which, in spite of students concerns about practicality and employability, continue to be some of the most salient parts of their OMEs.

Most universities have post-trip meetings or reflection exercises to process the travel experience, but photos also are a powerful medium to map the emotional journey and may be used even in the absence of face-to-face debriefing activities. The deeply affecting moments can never be fully planned, but a better understanding of what makes some intercultural experiences transformative for students is a vital resource for travel organisers. At the very least, it helps us to plan itineraries and programmes with the greatest chance of being meaningful for our students.

WESTERN SYDNEY UNIVERSITY

Journey mapping through images

Students share different images with different networks.

The images students highlight as significant are often not what teachers anticipate.

The experiences of students returning to their ancestral country are profoundly different to other students.

Guided reflection through images can help students to process traumatic experiences, like witnessing poverty.

Figure 13. Journey mapping through images.

Staff Surveys

A total of 51 staff surveys were obtained through an online survey.

- 63% (n = 32) reported more than 10 years' working experience at a university,
- 19% (n = 10) have worked at a university between 6–10 years.
- 14% (n = 7) worked at a university between 2–5 years, and
- 4% (n = 2) reported their working experience with a university less than 2 years.

The staff's OME experience is summarised in Figure 14.

Figure 14. **Staff's OME experiences.**

Staff workload is a major issue that can impact the success of an OME. The support that staff members receive directly impact their ability to plan and organise an OME. In the majority of cases (36), staff reported that they were unassisted developing their OME itineraries. Figure 15 shows the different types of staff workload compensation and the number of staff that reported having received the types of compensation. The most frequent workload compensation for staff contributing to OMEs is having time in the country. Doing students' assessments ranks second as the most common workload compensation for staff, and predeparture sessions rank third.

Figure 15. **Staff workload compensation.**

Staff also reported their estimated cost of OMEs to the students and possible subsidies for students (see Figure 16).
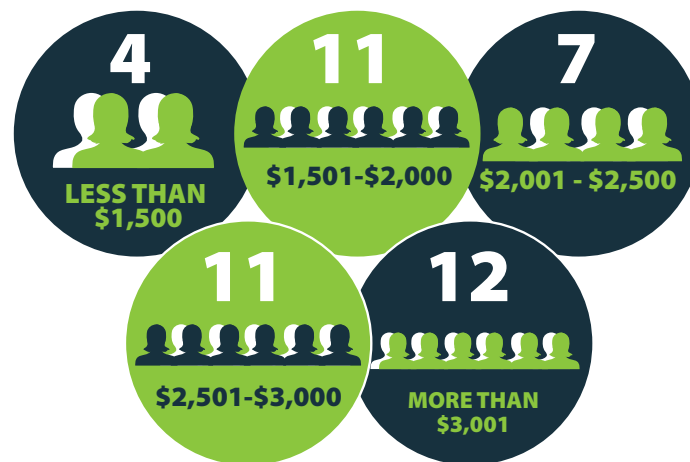
Figure 16. **Estimated cost of OME to the students**

The actual cost to students for an OME ranged evenly across a spread through the other price ranges. The ability to offer a subsidised mobility experience also ranged; some OME participants received up to $3,000 in New Colombo Plan funding, while others received no subsidy at all.

Figure 17 summarises how staff promote OMEs to students. The most prevalent methods used by staff were in-class promotion and emails (38, 19.9%), followed by word of mouth (32, 16.8%), and through unit websites, for example, Blackboard (31, 16.2%). One staff commented on using Blackboard as a way to promote participation, that "you [staff] cannot use Blackboard (LMS) until the students are already enrolled. It is so difficult to advertise electronically at the university, in fact social media does not readily support marketing based on equity within their protocols."
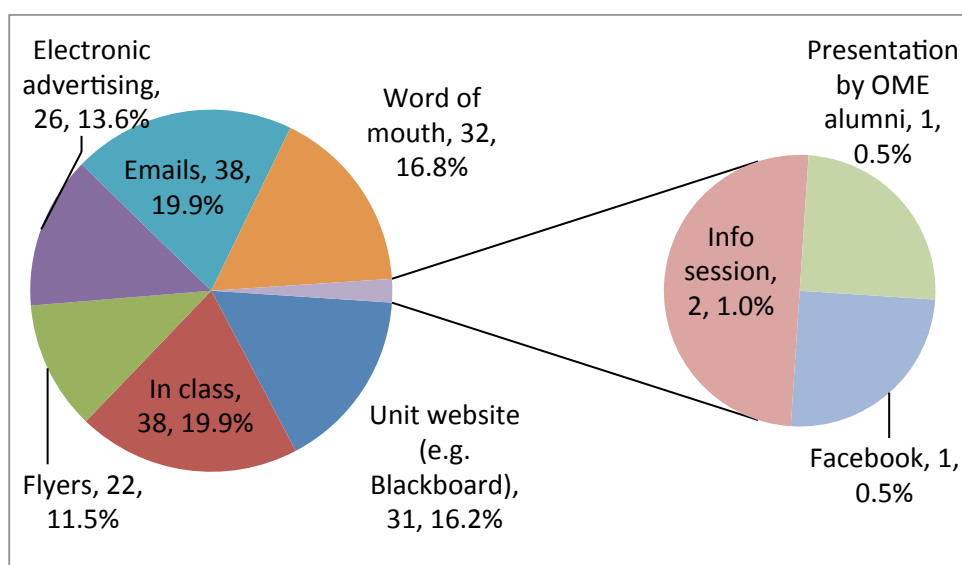
Figure 17. **Ways to promote study abroad experiences to students.**

Previous research by EPITOME has suggested that in-class presentation is the most effective single form of OME promotion (Jones et al., 2016). TOMES did not ask staff members to specify for how long they spoke when presenting OME opportunities in class, but the evidence suggests that longer presentations have greater impact.

Although universities increasingly place importance on mobility capital generated through OMEs, staff are often left unsupported in the creation of itineraries and the operation of trips. TOMES strongly suggested that OMEs are seen favourably, even by nonparticipants. Part of the challenge for universities seeking to internationalise their student body through OME participation is to create better opportunities for dialogue between staff and students. This involves greater support for staff wishing to tailor their OME programmes to fit students' needs. Support also involves allowing more in-class time to explain not only the benefits but also the viability and practical effects of OME participation.

Impact and Dissemination

Dissemination of the research findings has been directed to a wide audience of academic staff, tour operators, and those interested in outbound mobility and pedagogy. Articles have been published in both the mainstream and academic press. A collection of essays is being prepared for publication looking at the need to develop global perspectives in higher education and seeking to provide a diverse toolbox of resources and insights for both academic and commercial providers of OMEs. An eBook is also under development that will serve as a best-practice guide for both new and experienced OME tour leaders, which will be released in mid-2017. The research findings have been disseminated at educational conferences around Australia. In addition to these, EPITOME team members organised and hosted the *Developing Global Perspectives* symposium held in Sydney, 9–10 June 2016.

The team published "We Need to Get Serious About Connecting with Asia" in *The Australian* newspaper (24 June 2015). This article argued that "Universities are uniquely placed to expose young Australians to the rich cultural diversity of our neighbours, but the desires of students need to be weighed against the economic needs of the country" (Jones, 2015). OMEs are one of the most effective ways to develop cross-cultural competencies in university graduates, which fills a strategic need for both government and the education sector.

"Jafari and Transformation: A Model to Enhance Short-Term Overseas Study Tours" was published by the EPITOME team in the peer-reviewed journal, *Frontiers: The Interdisciplinary Journal of Study Abroad*. This article drew on the tourism model developed by Jafar Jafari in the 1980s and applied it to OMEs. Academic staff often view OMEs as a three-tiered process: pre tour, on tour, and post tour. Jafari suggested that the process is more nuanced than this folk model and articulates a six-stage travel process: corporation, emancipation, animation, repatriation, incorporation, and omission. The EPITOME team argued that students on OMEs go through a complex process when they exit their ordinary world and experience the nonordinary while sojourning overseas. Along with providing a

template for tour operators, "the identification of behaviours, motivations and emotions has proved useful in terms of scheduling, planning and structuring activities at all aspects of OMEs, to better manage many of these perceived tensions" (Hall et al., 2016 p. 44).

One of the greatest frustrations for OME operators is the low participation rate, even when financial support is made available. A second peer-reviewed article produced by the EPITOME team was titled, "If You Build It, They May Not Come: Why Australian University Students Do Not Take Part in Outbound Mobility Experiences." Published in the *Journal of University Teaching and Learning*, the paper interpreted data taken from three student cohorts at WSU. Barriers against OME participation were divided into two categories: concrete and pliable. Concrete reasons were firm objections, usually relating to family or work commitments, which prevented students from travelling overseas. The majority of objections students raised, however, were pliable. These are legitimate concerns but ones that can be potentially addressed by the university and tour leader. These pliable barriers tend to relate to finances, concerns about living abroad, and coordinating the OME with other university commitments. The article concludes that universities need to do more to build awareness, explain the professional and employability benefits, and create a travel culture where students are encouraged to grow their international skills and communication competencies. Universities must also work to decrease internal contradictions that impede participation, whether those internal impediments are real or simply perceived by students (such as believing that an OME may slow completion of a degree or be incompatible with other requirements in the curriculum).

Although the international studies sector has professional bodies, it has no clear "professionalisation" or training process, and study tours are often designed by academics with no training. With millions of dollars to be invested and thousands of students to participate in outbound mobility, a careful study of the dynamics of positive transformational experience overseas and resources to guide programme design will help assure that resources developing and promoting OMEs are well spent. According to Downey and colleagues (2012, p. 8),

> *International student mobility is an increasingly important element in Australian universities today, and study abroad and exchange, as an integral part of this, is recognised as contributing both to important generic graduate qualities such as globally–oriented citizenship, and to campus internationalisation more generally.*

The eBook that will serve as a best-practice guide for planning and operating university OMEs draws on the experience and expertise of the EPITOME team and also the staff survey and staff interviews. The eBook has been designed to be practical and easy to navigate. The text is thematically set out with hints and ideas for choosing a destination, developing international contacts, planning an itinerary, and marketing an OME to students. It goes on to offer advice for group cohesion and maximising the transformative potential while overseas. Finally, it sets out various methods of debriefing and reflection upon return. Interspersed with stories from the field and many teachable moments

collected through EPITOME's research, this book will be a valuable resource for both new and experienced tour operators.

The EPITOME team has disseminated the research findings at various educational conferences around Australia and internationally. Of particular significance were two presentations in 2016. First was the Asia–Pacific Association for International Education (APAIE) conference with over a thousand members, representing one of the most significant gatherings of education experts. The EPITOME team delivered an important paper on barriers to OME participation and the potential of OMEs as a vehicle to grow cross-cultural competencies in the Asian Century. A 90-minute group presentation gave delegates a broad overview of the EPITOME mission and research project. This conference was an invaluable networking opportunity as well as a chance to showcase the research being completed by EPITOME. Second, at the 2016 Australian International Education Conference, the team presented "Indigenous Connectivity: Aboriginal and Torres Strait Islander Students' Journeys to Canada for Study Abroad." The paper explored a topic new to the study of campus internationalisation: how study tours might target Indigenous and First Nations peoples to facilitate their cross-cultural exchange.

The "Developing Global Perspectives" networking symposium was held at Sydney's Pullman Grand Quay, 9–10 June 2016. This symposium was EPITOME's flagship event for disseminating its research and having a direct impact on industry leaders. Supported by James Cook University as well as WSU and MU, this event brought in experts in outbound mobility from around Australia and overseas to discuss emerging trends and issues facing the sector. Along with the fantastic presentations, the real value of this event was the opportunity for like-minded academics and professionals interested in OMEs to develop stronger inter-institutional ties. Keynote lectures from the symposium are being prepared for publication as part of an edited collection. This volume will be a lasting legacy of the symposium and a unique opportunity to spread the themes and ideas beyond those who attended.

The final channel for impact and dissemination is the EPITOME website. EPITOME's online presence has been a crucial tool for sharing ideas and key findings obtained throughout the life of this project. Together with EPITOME's social media presence through Facebook and Twitter, the team has been able to share news, updates, surveys, competitions, and events with students, staff, and other stakeholders.

Thanks and Acknowledgements

The EPITOME team owes its sincere thanks to a number of key people and organisations who have greatly enhanced this research. EPITOME was made possible by generous funding from the OLT. In particular, the team extends its gratitude to OLT support personnel Victoria Ross, Garry Allan, and Grace Lynch. EPITOME gratefully acknowledges the work of its reference group, including Professor Jo Byng, Associate Director, WSU International; Brad Dorahy, Founder and Executive Director Centre for International

Studies Australia; Dr. Maureen Bell, Senior Fellow (Hon.), Academic Development Unit, University of Wollongong; and Associate Professor Kate Lloyd, Senior Academic Developer for PACE (Professional and Community Engagement), Macquarie University. Finally, EPITOME extends its deepest gratitude to the students and staff who took part in the various interviews and surveys over the life of this project. This work would have been impossible without your assistance.

References

Bell, M. (2008). Internationalising the Australian higher education. *Engaging Communities, Proceedings of the 31st HERDSA Annual Conference* (pp. 71–81). Rotorua, New Zealand.

Brown, L. (2009). The transformative power of the international sojourn: An ethnographic study of the international student experience. *Annals of Tourism Research 36* (3): 502–521.

Central Queensland University (2015). *Outbound Student Mobility Procedures*, Central Queensland, University, North Rockhampton.

Chupp, M. G., & Joseph, M. L. (2010). Getting the most out of service learning: Maximizing student, university and community impact. *Journal of Community Practice*, *18*(2), 190–212.

Clyne, F. & Rizvi, F. (1998). Outcomes of student exchange. In D. Davis & A. Olsen (Eds.). *Outcomes of international education: Research findings (a set of commissioned research papers presented at the 12th Australian International Education Conference, Canberra, 1998)* (pp. 35–49). Canberra, Australia: IDP Education Australia.

Clyne, F. & Woock, R. (1998). *Student exchange programs: Their contribution to globalisation from below.* Paper presented at the 26th Annual Conference of the Australian and New Zealand Comparative and International Education Society, Looking at the Past, Looking to the Future: Educational Change in Comparative Perspective, University of Auckland, New Zealand.

Collier, J., & Collier, M. (1986). *Visual anthropology: Photography as a research method*. Albuquerque, NM: UNM Press.

Commonwealth of Australia. (2012, January). *White paper on Australia in the Asian Century*. [Press release]. Retrieved from http://www.defence.gov.au/whitepaper/2013/docs/australia_in_the_asian_century_w hite_paper.pdf

Commonwealth of Australia (n.d.). *About the New Colombo Plan.*Retrieved from http://dfat.gov.au/people-to-people/new-colombo-plan/about/Pages/about.aspx

Daly, A. & Barker, M. (2005). Australia and New Zealand university students' participation in international student exchange programs. *Journal of Studies in International Education*, vol. 9, 26–41.

Downey, G., Gothard, J., & Gray, T. (2012.) *Bringing the learning home: Reentry programs to enhance study abroad outcomes in Australian Universities*. (Office of Learning and Teaching). Western Sydney University, Australia.

Downey, G., & Gray, T. (2012). Blogging with the Facebook generation: Studying abroad with Gen Y. *Joint Australian Association for Research in Education and Asia-Pacific Educational Research Association Conference,* Sydney, Australia.

Evans, J., Finch, J., Toncar, M. F. & Reid, J. S. (2008). Student perceptions of and preferences for a short overseas study tour. *Contemporary Issues in Education Research*, *1*(3).

Gray, T. (2012). Transformation teaching module. In G. Downey, J. Gothard, & T. Gray, *Bringing the learning home: Reentry programs to enhance study abroad outcomes in Australian Universities*. Canberra, Australia: Office of Learning and Teaching.

Gray, T., & Downey, G (2005). *How to guide and facilitate reflection exercises: A case study*. Council for International Educational Exchange (CIEE) Annual Conference, Miami, Florida. USA.

Gray, T., & Downey, G. (2012). *Photo-blogging with the Facebook generation: Using Gen Y's strengths in study abroad reflection.* Paper presented at the Forum for Education, Denver, Colorado. Retrieved from https://eric.ed.gov/?id=ED542292

Gray, T. & Neill, J. (2012). Program evaluation. In T. Dickson & T. Gray (Eds.). *Risk management in the outdoors: A whole of organisation approach for education, sport & recreation.* Cambridge, England: Cambridge University Press.

Hall, T., Gray, T., Downey, G., Sheringham, C., Jones, B., Power, A. & Truong, S. (2016). Jafari and transformation: A model to enhance short-term overseas study tours. *Frontiers: The Interdisciplinary Journal of Study Abroad*, vol. 27, April, 33–46.

Hall, T., Gray, T. Downey, G. & Singh, M. (Eds.). (In press). *The Globalisation of Higher Education Developing Internationalised Education in Research and Practice.* London, England: Palgrave Macmillan.

Hurworth, R. (2003). Photo-interviewing for research. *Social Research Update—Sociology at Surrey*, 40, 1–4.

Jones, B. (2015, June 24). We need to get serious about connecting with Asia. *The Australian*. Accessed at: http://www.theaustralian.com.au/higher-education/opinion/we-need-to-get-serious-about-connecting-with-asia/news-story/96ec63c440638d911bcf22375d01c447

Jones, B., Power, A., Gray, T., Downey, G., Hall, T. & Truong, S. (2016). If you build it, they may not come: Why Australian university students do not take part in outbound mobility experiences. *Journal of University Teaching and Learning Practice*, 13 (3).

Lean, G. (2011). *Transformative travel: The socially mobile de/construction of reality*. (Doctoral dissertation). University of Western Sydney, Australia.

Leask, B. (2008). Internationalisation, globalisation and curriculum innovation. In M. Hellsten & A. Reid (Eds.). *Researching international pedagogies: Sustainable practice for teaching and learning in higher education* (pp. 9–26). Dordrecht, Netherlands: Springer.

Leask, B. (2009). Beside me is an empty chair—The student experience of internationalization. In E. Jones (Ed.). *Internationalisation and the student voice: Higher education perspectives*. Abingdon, England: Routledge.

Mezirow, J. (2000). *Learning as transformation: Critical perspectives on a theory in progress*. San Francisco, CA: Jossey-Bass.

Neppel, J. (2005). *Study abroad as a passport to student learning: Does the duration of the study abroad program matter?* (Master's dissertation). University of Maryland, USA.

Olsen, A. (2013, October 9). Research agenda: Australian Universities International Directors' Forum. Presentation to the *Australian International Education Conference*, Adelaide.

Power, A. (2012). Shaping professional teacher identities through service learning in Australia. In T. Murphy & J. Tan (Eds.) *Service learning and educating in challenging contexts*, 217–234. London, England: Continuum.

Sampson-Cordle, A. V. (2001). Exploring the relationship between a small rural school in Northeast Georgia and its community: An image-based study using participant-produced photographs. (Doctoral dissertation). University of Georgia. Retrieved from http://files.eric.ed.gov/fulltext/ED459014.pdf

Stone, N. (2009). *The curse of the constructs: Defining and measuring intercultural effectiveness.* Paper presented at the 23rd Annual Australian and New Zealand Academy of Management Conference, Melbourne, Australia.

Sutton, R. C., & Rubin, D. L. (2004). The GLOSSARI project: Initial findings from a system-wide research initiative on study abroad learning outcomes. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 10, 18.

Sutton, R. C., & Rubin, D. L. (2010). *Documenting the academic impact of study abroad: Final report of the GLOSSARI project*. Paper presented at the annual meeting of NAFSA: International Education Association, Kansas City, USA.

Verboven, K., Carlier, M., & Dumolyn, J. (2007). A short manual to the art of prosopography. *Prosopography approaches and applications. A handbook*, 35–70. Oxford: Unit for Prosopographical Research

Wang, C. C. (1999). Photovoice: A participatory action research strategy applied to women's health. *Journal of Women's Health, 8*, 185–192.

Weaver, D. & Tucker, M. (2010, July 6–9). An international business study tour: A student perspective. In M. Devlin, J. Nagy, & A. Lichtenberg (Eds.). *Research and Development in Higher Education: Reshaping Higher Education* (pp. 633–643), 33, Melbourne, Australia.

Universities Australia. (2013). *An agenda for Australian higher education 2013–2016: A smarter Australia.* Canberra: Universities Australia.

Appendix A: Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: ....Date: 6/1/17 ....

MELANIE FARMER
ASSOCIATE DIRECTOR, REDI