

TNE CHALLENGES WORKSHEET

Spend 10-15mins reading through the document then locate the five most pertinent challenges you think impact on your current TNE arrangement(s).

After you've done this, if you've done this exercise alone perhaps talk with colleagues to see what they think. If you're working through this sheet as part of a group, talk with other groups about what you and they thought was important.

For each criterion below, ask "Is this important for me or my institution? How could it be changed? Who would have to be involved to effect the changes? What are the main challenges for change in this area?". Write your recommendations/observations in the column "Notes".

Challenges identified by the ALTC TNE Assessment Moderation Project		
Policy and process		
Criteria	Explanation and questions	Notes
Policy and practice are not aligned	In the policy it says 'do x, y & z' but in practice it turns out like 'we did a, b & c'.	
Locus of control – degree-granting institution are sometimes overbearing and inflexible	Why do you think this is the case sometimes?	
Content of TNE courses revolves around the country of the degree-granting institution	Should courses be less narrow-minded in terms of content?	
It can be difficult to build relationships	What do you think would be the main difficulties associated with building relationships?	
Blow-outs in marking turnaround	It can take too long to get the marks and grades back to the students.	
Confusing terminology (e.g. unexplained acronyms)	TNE partner institution staff can be confused by acronyms used by degree-granting institution and which are not explained.	
Timing issues – when courses don't line up neatly in the degree-granting institution and at the TNE site	It can be inefficient and confusing when the timing of courses is asynchronous at the degree-granting institution and the TNE partner institution	

Communication and culture		
<i>Criteria</i>	<i>Explanation and questions</i>	<i>Notes</i>
Communication media difficulties – time zone and bandwidth	Communication is desirable but challenging for a variety of reasons; some technical.	
Staff feeling like they're out of the loop	TNE partner institution staff can feel disengaged when information flows are slow or restricted.	
Differing expectations exist around culture and communication for all parties.	How does 'culture' impact on transnational teaching and learning?	
Human resource challenges		
<i>Criteria</i>	<i>Explanation and questions</i>	<i>Notes</i>
High changeover of staff, both in Australia and at TNE sites	Is it possible to control this?	
Inexperience of Australian and partner institution lecturers	How do you work positively with inexperience?	
Limitations of what sessional staff can / should contribute	Sessional (casual) staff is generally paid per hour or for certain units of work. Why should they be expected to work above and beyond this?	
Perceived arrogance of some degree-granting institution staff	Sometimes some staff in degree-granting institutions is perceived as being a bit arrogant.	