

# Fellow Profile



## Dr Wendy Green University of Tasmania

Wendy Green, PhD is a senior lecturer (adjunct) in the School of Education, University of Tasmania, Australia. Her research focuses on the impact of globalisation on higher education, and its implications for learning and teaching.

**Fellowship title:** Engaging students as partners global learning

**Year completed:** 2019

**Expertise key words:** global learning, internationalising curricula, students as partners

**What did you achieve?:** My Fellowship program (December 2016 – January 2019) brought together students and staff from diverse cultural, national and disciplinary backgrounds to co-develop global learning practices in the formal and informal curriculum, at home and abroad. Key outputs include short case studies, a range of empirically tested and evaluated resources and a blog, which publishes original pieces and comments from students and staff around the world.

The Fellowship produced outcomes in five key areas: new understandings about student and staff engagement in global learning; new capacity for staff and students to work in partnership in order to enhance global learning; new connections through Fellowship events, presentations and a community of scholars; new practices in global learning, co-designed by staff and students; raised awareness and debate through Fellowship events, additional presentations, social media, the Fellowship website, blog and ongoing publications.

My Fellowship program sparked additional invitations, resource development and spin-off projects, many of which are ongoing. New contributions to the blog, continuing development of resources, and further publications will continue to foster engagement.

Post-Fellowship I am engaged in four areas of further development, namely; developing partnership approaches, which make global learning accessible to all students on the home campus, rather than the selected few who have historically benefited from international mobility programs; understanding the variations in the ways students and staff engage in global learning; exploring further the socio-cultural construction of 'students as partners' and its implications not only for global learning, but also other fields of inquiry; and addressing the enablers and blockers to a fuller engagement of students as agentic contributors to teaching and learning.

**What does the sector need now?:** Changes need to occur at the institutional and societal levels to identify enablers and address blockers to the fuller engagement of students as contributors to teaching and learning.



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