Fellow Profile

Dr Wendy Green
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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.