



# Curriculum Design Pattern

Global Learning by Design

**Name of Pattern**

**Global Guest Lecture**

**Date**

December 2014

**Author/s**

Dr Marion Steel, Caroline Nguyen, Neha Munshaw-Bajaj and Kathleen Griffiths

**Abstract**

RMIT University is a global university of technology and design, with three campuses in Australia and two Vietnam, as well as worldwide partnerships.

Currently, there is little interaction between teaching staff/ students in Australia and those in Vietnam, and the current use of digital channels is limited.

Timetable and semester scheduling differences, coupled with variations in technology usage, can lead to significant issues when sharing materials in a way that contributes to the learning, and aligns with curriculum requirements in multiple locations.

## Rationale

This pattern aims to embed the global engagement into the learning experience for students, by providing students with access to teaching staff based in Australia and in Vietnam. Specifically:

- Staff will actively contribute to the teaching in each location enhancing the understanding and application of core components for students.
- Students will benefit from exposure to a broader world view to support the current face-to-face delivery.
- The design is based on technologies that are available in multiple locations and easy to use.

## Learners/Context

The pattern can have application to a broad range of subject areas and student levels.

- It can be easily reproduced for subjects in different fields, involving several lecturers and tutors based on different campuses.
- It is most suited to courses where a global perspective is required.
- It is mostly valuable for medium size cohort (100 - 300 students), however it can be adapted to small or large class sizes.

## Related patterns

Global peer review

## Category

WIL Projects, medium size classes, global engagement, guest lecture, videoconferencing

## Outcome/impact

The students' experience will be enhanced through:

- A lecture delivered to each cohort from a teacher or guest speaker in an international location, showcasing a particular theory or model relevant to their country /location, and highlighting differences and similarities in application.
- The opportunity to ask questions and discuss ideas with industry experts from their field, which can provide invaluable insight into global industry engagement.
- The opportunity to be updated on the new global marketing approaches.

The academic/teaching staff will have the opportunity to:

- Provide a digital link between campuses through the medium of guest lecture via Google Hangouts, Blackboard Collaborate or Skype
- Consider opportunities to incorporate (and demonstrate) industry relevance within a course
- Use digital technologies as a teaching or assessment tool
- Provide feedback to their peers and suggest possible improvements regarding the lecture and the teaching model

## Challenges

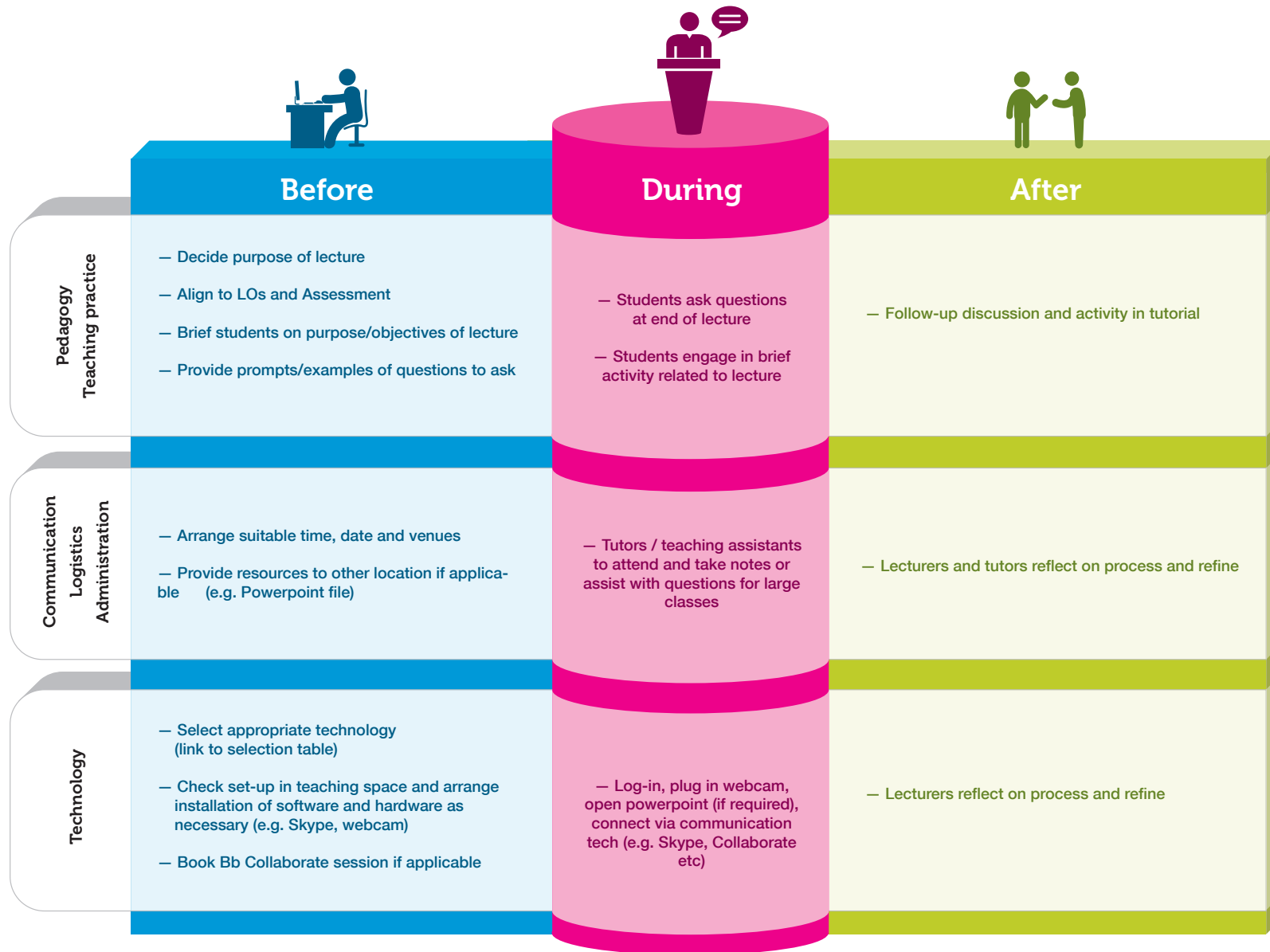
The major challenges are:

- Accounting for differences in the timetables and semesters between Australia and Vietnam
- Ensuring the use of the same digital tools in each campus
- Encouraging students to engage with guest lecturers, in order to gain the greatest benefit of the opportunity.

## Instructions/process

The pattern involves the following steps.

- Decide the purpose of the lecture and align to learning objectives.
- Engage with guest lecturer and agree on dates, times and most appropriate technology to use (e.g. Google Hangouts, Skype, Blackboard Collaborate).
- Brief students on initial purpose of lecture and gain feedback from students on the objectives.
- Brief guest lecturer on finalised objectives and student expectations.
- Develop class materials to support guest lecture topic.
- Encourage students to plan questions to ask the guest lecturer.
- Check teaching space to ensure technology is working for both parties prior to lecture (engage ITS or AV Services if required).
- Deliver guest lecture.
- Facilitate post-lecture discussion and activity in tutorial.
- Academic/teaching staff to reflect and refine.
- Important factors to consider before, during and after the guest lecture are summarised below.



## Conditions

Successful implementation of the pattern assumes that each campus has access to the same digital technologies and support from ITS and AV Services.

## Resources

Support resources can be accessed via the Google site:  
<https://sites.google.com/a/rmit.edu.au/global-virtual-classroom-global-guest-lecture/>

They include:

- Guest lecture process
- Hangouts guide for staff
- Skype guide for staff
- Bb Collaboration guides for staff
- Plan and process notes with list of software for virtual synchronous lectures
- Video Calling Checklist

## Reflection

The effectiveness of the pattern will be evaluated by:

- Qualitative feedback from students via the tutors
- Course Experience Survey (CES) data
- Qualitative feedback from the tutors to the lecturers
- Qualitative feedback between lecturers from each campus

## Acknowledgements

The project team comprised:

- Dr Marion Steel, Project Leader—*School of Economics, Finance and Marketing*
- Kathleen Griffiths, Course Coordinator (Melbourne)—*School of Economics, Finance and Marketing*
- Caroline Nguyen, Course Coordinator (Vietnam)—*Centre of Commerce and Management*
- Neha Bajaj, Project Research Assistant—*School of Economics, Finance and Marketing*
- Dr Steve Kates, Team member—*School of Economics, Finance and Marketing*
- Andrew Buntine, *Project Manager, Office of the Dean Learning and Teaching*
- Susan Trigg, *Senior Education Developer, Office of the Dean, Learning and Teaching*
- Amber Lochland, *Senior Education Developer, Academic Development Group—College of Business*
- Eloise Acuna, *Graphic Designer—Office of the Dean, Learning and Teaching*

## References

E-LEN Network - Design patterns for e-learning (<http://www2.tisip.no/E-LEN/tutorial/02.html>)

Laurillard, D (2012) *Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology*. Routledge, NY.

Queensland University of Technology: Developing Reflective Approaches to Writing (<https://wiki.qut.edu.au/display/draw/Home>)

University of Queensland—eLearning Implementation Patterns Trial (<http://www.uq.edu.au/cipl/imp-patterns>)