

Internet Appendix A24: Education

Figure A24.1 Illustrative Pitch Template Example on Accounting Education (partially reverse-engineered)

Pitcher's Name	Jac Birt	FoR category	Education	Date Completed	3 February 2105
(A) Working Title	“Developing graduate skills and attributes through internationalisation in Australian Universities”				
(B) Basic Research Question	Are graduate skills such as cultural awareness and cross-cultural communication skills developed through internationalisation programs in Australian Universities?				
(C) Key paper(s)	<p>Fenech, JP., Fenech, S., & Birt, J. (2015). Facilitating international education through overseas study programs: An Australian business school perspective. <i>Journal of Pedagogies and Learning</i> (forthcoming).</p> <p>Hiroshima (1992). The Internationalisation of the Curriculum, <i>Bridges to the Future: Strategies for Internationalising Higher Education</i>, ed. C.B. Klasek, AIEA, Carbondale, 553.</p> <p>Kavanagh, M., & Drennan, L. (2008). What skills and attributes does an accounting graduate need? Evidence from student perceptions and employer expectations. <i>Accounting and Finance</i>, 48, 279-300.</p>				
(D) Motivation/Puzzle	<p>Australian universities must maintain their position as high-ranking education providers within the Asia-Pacific region, and consequently they must continue to seek ways to deliver high-quality programs incorporating activities that meet the needs of future employers (Fenech, Fenech and Birt, 2015). There is much debate about the need for graduates to develop a broader set of skills to be able to pursue professional careers e.g. cultural awareness, communication skills etc. (Kavanagh & Drennan 2008). Internationalising the curriculum, is a necessary component towards the preparation of graduates that possess a broad range of skills in preparation for today's workforce (OECD. 2012; ABDC, 2012; the International Association of Universities, 1998; Universities Australia, 1998). Universities are currently implementing activities such as integrated teamwork assessment tasks, study abroad programs and student exchange programs. This project aims to investigate how effectively different activities to “internationalise” the curriculum can improve skills such as foreign language, interpersonal skills, cross-cultural communication skills and cultural sensitivity.</p>				
THREE	Three core aspects of any empirical research project i.e. the “ IDioTs ” guide				
(E) Idea?	<p>Core idea Different activities can help “internationalise” the curriculum. Some activities are more valuable and assist in greater skill development than others. This project will investigate different activities through pre and post testing of activities, semi-structured interviews and focus groups to determine the range of skills that are developed and factors which assist in skill development.</p> <p>Central hypothesis Internationalising the curriculum does result in skills desired by employers.</p>				
(F) Data?	<p>Setting: 3 diverse Australian universities in terms of size, ethnicity, location and objectives.</p> <p>Sample: Activity 1 – all students enrolled in integrated teamwork task. Activity 2 – All students enrolled in overseas study program. Activity 3 – all students enrolled in student exchange.</p> <p>20 participants from each institution will be randomly selected for semi-structured interviews and focus groups. For the study abroad program activity, programs must meet the criteria of overseas cultural immersion experiences to Asia or Europe. 15 randomly selected for semi-structured interviews and focus groups. For the student exchange program, a further 15 will be randomly selected for the semi-structured interviews and focus groups.</p> <p>Data source: questionnaires and interview data.</p> <p>Timeframe: – no major delays expected. Will take place start and end of assessment task, study program etc.</p> <p>Funding/grants? AFAANZ grant for activity 1 received June 2014.</p>				
(G) Tools?	<p>This project will utilise questionnaires that will focus on skills such as interpersonal, cross-cultural communication and cultural sensitivity that will be administered both before and after each activity. Additionally, a selected number of participants will also be asked to join a semi-structured interview and also a focus group. Excel and SPSS will be utilised to gather data and prepare tables.</p>				

TWO	Two key questions
(H) What's New?	Internationalising the curriculum is not a new phenomenon but the idea has gained momentum in recent years. Employers are placing greater emphasis on skills such as foreign language, interpersonal skills, cross-cultural communication skills and cultural sensitivity. No previous research has combined three facets of internationalising the curriculum into a single research project. The outcomes from this project should give us a unique perspective on students from selected universities that differ in terms of size, ethnicity, location and objectives.
(I) So What?	Universities are currently facing many challenges. This unique study should provide some answers in terms of whether Australian universities are satisfactorily "internationalising" the curriculum and which activities provide students with skills such as foreign language, interpersonal skills, cross-cultural communication skills and cultural sensitivity.
ONE	One bottom line
(J) Contribution?	Innovative research on internationalising the curriculum to meet desirable graduate skills.
(K) Other Considerations	Ethics clearance will be sought from each of the three institutions where the study will be undertaken. The investigator has contacts at a number of institutions to assist in this process and the selection of the sample courses, participants etc. There will be additional collaborators from the selected universities. The target journal will be <i>Issues in Accounting Education</i> for the main article and a second article will be targeted at <i>Accounting Education: An International Journal</i> . Low risk of competitor. There have been some individual studies that have looked at some of the aspects discussed but no study has investigated these three specific forms neither of internationalising the curriculum nor has looked at 3 diverse Australian institutions.