



STUDIES OF ASIA GRADUATE CERTIFICATE PROGRAM 1998 - 2001

EVALUATION RESEARCH PROJECT

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**STUDIES OF ASIA
GRADUATE CERTIFICATE PROGRAM
1998-2001**

EVALUATIVE RESEARCH PROJECT

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EXECUTIVE SUMMARY

This evaluation

The focus of this evaluation is to examine the impact that completing the Studies of Asia Graduate Certificate program offered by Latrobe University and the Victoria University of Technology in Victoria, Flinders University in South Australia and the University of Western Sydney (Nepean) in New South Wales, over the period 1998 to 2001, has had on a range of teacher participants and their practice in schools.

The project and this report were based on questionnaires and interviews conducted with a representative sample of 18 graduates who all agreed to participate on a voluntary basis. The breakdown of the sample group is detailed in the body of the report. The eighteen participants were from New South Wales (6), South Australia (6) and Victoria (6), and undertook their studies at either Latrobe University, Victoria University of Technology, Flinders University or the University of Western Sydney (Nepean).

Ten participants were from government schools, six from Catholic sector schools and two from independent schools. Eight were primary teachers, nine taught in secondary schools and one in an adult campus of a secondary school.

School-level action

A clear message from the evaluation is that participating in the Graduate Certificate program induced all respondents to initiate substantial follow-up activity back in their schools.

The programs and activities initiated spanned all year levels and, in the primary years in particular, often ranged across more than one year level (eg, P/K-2 or even P/K-6).

In some cases the programs/ activities developed were relatively short though, more commonly they spanned several weeks or even a term and, at the secondary level in particular, there even were instances of elective programs lasting for a whole semester. In addition, some teachers used the whole experience to infuse other themes and activities with an Asian perspective rather than developing new topics per se.

Whilst there were instances of programs and activities with a cross-curricular/ integrated emphasis, most tended to fit in a single learning area. The learning areas covered, in order of the extent to which they were reported, were English and SOSE, the Arts, Technology, and LOTE and HSIE. Themes and topics which tended to be covered included history, culture, art, foods, Asian studies units including specific country studies, musical drama, literature, the environment and the inclusion of Asian aspects across the curriculum. In addition, the units, activities and programs often were supplemented by whole school cultural activities and events.

A particularly encouraging aspect of the data gathered is that most activities and programs initiated are on-going in their nature rather than one-off, with the number of programs progressively growing as teachers gain more experience and a larger number of teachers completed the program.

Hindrances and helps

The major obstacles noted by respondents in their efforts to introduce studies of Asia as a result of completing the program were:

- the tendency in some cases for other teachers to see the course graduate as the 'Asia teacher' and hence shy away from their own responsibilities in this regard;
- the constant lack of time in schools to consider something new, compounded by the over-crowding of the curriculum that has emerged as an issue within most schools;
- the negative impact of staff turnover; and
- (most commonly) the lack of sufficient resources and/or relevant opportunities for staff professional development.

Factors which aided their efforts, however, included:

- the relatively small size of the school in some cases;
- the interest generated by Asia-related activities which engaged students and staff in various ways;
- the existence of a number of Asian students in the school and the focus which tended to flow from that;
- the adoption of a broad package of measures to influence staff; and
- sheer persistence.

The impact on individuals

Not surprisingly, the greatest impact of undertaking the Graduate Certificate program has been on the individuals directly involved. Based on a five-point scale ranging from 'no impact' (1) to 'very significant impact' (5), respondents indicated the following:

- 92.8% rated the impact on their knowledge and understanding of Asia as very significant or significant
- 71.4% rated the impact on their individual curriculum planning in relation to studies of Asia as very significant or significant
- 78.6% rated their capacity to deliver studies of Asia content in the classroom as a result of participating in the program as very significant or significant
- 50% indicated a willingness/desire to undertake relevant further study as a result of participation in the program and had followed up the course by enrolling in further study. An additional 21% were considering doing so.

Put simply, the main impact of undertaking the course at the personal level was the way it contributed to individual knowledge and understanding of Asia which in turn could feed into respondents' teaching. In this context, respondents noted that doing a Graduate Certificate was markedly different to other professional development they had undertaken, often commenting it was more rigorous and demanding, but also rewarding and worthwhile.

A major flow-on effect of the whole experience for virtually all respondents was the spur it gave to their own levels of zest and enthusiasm for teaching, and for bringing an Asian perspective to their classrooms and schools. That said, it ought be noted that several respondents would not have undertaken the course in the absence of funding to do so; though this certainly does not apply to all.

The impact on colleagues

Whilst the impact on colleagues was not as marked as on participants it was significant nevertheless.

Respondents reported the following:

- 35.7% stated that the program had had a very significant or significant impact on their colleagues' interest in studies of Asia
- 35.7% stated the program had had a very significant or significant impact on their colleagues' willingness to inject an Asian perspective into the curriculum; and
- 50% rated their colleagues' preparedness to now consider studies of Asia in the context of their teaching as very significant or significant

In addition, there were nine cases where the respondent's colleagues had been inspired to undertake relevant professional development and/or further study of their own.

Certainly the respondents themselves were very active in promoting the value of the course they had completed. Almost all had undertaken one or more of the following activities in their school, subsequent to the course:

- professional development workshops
- leading or participating in particular work groups/teams or faculty groups
- involvement in studies of Asia focus groups
- representing the school in studies of Asia networks or cluster groups and, in some cases, leading these.

In addition, most had played an active role in seeking to inform and influence a broader range of colleagues and others through professional and subject associations, parent and community groups, conferences and other forums.

The impact on students

To some extent this is the hardest category to judge as, in the absence of agreed performance measures such as pre and post tests, it is entirely reliant on teacher judgments and anecdotal evidence. In addition, the lack of more objective data does tend to make respondents more cautious in their judgments.

With this caveat in mind, the respondent data collected suggests they believe students have benefited from the flow-on effects of their participation in the course to a significant degree: most notably in relation to access to relevant content and the generation of interest in related studies and, to a lesser extent, in terms of demonstrated learning where results are less immediately obvious.

In broad terms, respondents reported the following:

- 85.7% indicated the program had a very significant or significant impact on their students' access to studies of Asia content;
- 64.3% indicated the program had a very significant or significant impact on their students' interest in Asia and related studies □
- 57.1% indicated the program had a very significant or significant impact on their students' learning in relevant learning areas; and
- 71.4% indicated the program had a very significant or significant impact on their students' engagement with studies of Asia curriculum materials

As one respondent typically summed it up, 'I am doing different things with the students and also doing much more than I otherwise would have because of this course. It made me more active in seeking out materials and doing different units in the classroom'. Beyond this, there was a strong feeling amongst respondents that a possibly unanticipated flow on to students of them having undertaken the course was the positive impact on students' perceptions about Asia and Asian cultures; both in schools with students from Asia enrolled, and in schools described as far from multicultural.

Conclusion

The outcomes of this evaluative research project strongly suggest that the impact of the Studies of Asia Graduate Certificate program has been substantial for those involved, with significant flow-on effects to their schools, their colleagues and their students. There is certainly little doubt in the minds of the respondents themselves that the course has been an overwhelmingly positive experience for them.

Project respondents invariably pointed to the quality and worth of the program content and materials, and the impact it had on their own thinking and practice; especially in relation to extending and broadening their current knowledge and skills in relation to Asia and teaching studies of Asia in schools.

As one respondent succinctly and characteristically summed up:

'I found the graduate program of immense value for the following reasons:

- opportunity to share ideas and strategies with other teachers in my subject areas
- the opportunity of being a student again enabled me to place myself in the "shoes" of my students
- I was introduced to a range of teaching resources that I had not previously seen
- the mental stimulation and accountability proved personally satisfying.'

And the most ringing endorsement came from the fact that all of the sample group indicated a preparedness to recommend the course to others; and in a number of cases already had done so.

BACKGROUND

The Studies of Asia Graduate Certificate program that is the subject of this evaluation was a collaborative project funded by the Commonwealth Department of Education, Science and Training (DEST) and supported by state education systems, and the Catholic and Independent sectors.

Between 1998 and 2001, participants in this study satisfied the requirements of the Graduate Certificate by completing four Studies of Asia Professional Development Modules from amongst:

Teaching Asia Modules	<p>1 Teaching Asia</p> <p>2 Assisting teachers to include studies of Asia in the curriculum</p>
Arts Learning Area	<p>1 A 'terra incognita' —Asian arts in the Australian classroom</p> <p>2 Traditions and tensions, arts in contemporary Asia— implications for Australian schools</p>
English Learning Area	<p>1 Literatures from Asia</p> <p>2 Representations of Asian-Australian relations in contemporary literature</p>
Studies of Society and the Environment	<p>1 Pre-modern Asian civilisations</p> <p>2 Contemporary issues and values</p>

Each of these modules is designed for both primary and secondary teachers (K-10) and with a range of entry points, including for people with little or no knowledge in the studies of Asia. Together they focus on enhancing the professional skills of teachers, as well as their knowledge and understanding of Asia.

All of these modules are informed by *Studies of Asia: A Statement for Australian Schools* which was prepared by the Asia Education Foundation as a framework for teaching and learning about the nations and cultures of Asia. The statement — which has been influenced by the experience of classroom practitioners, representatives of education systems, Asia specialists, curriculum workers and others — provides a philosophical and practical reference point for curriculum decision-making in systems and schools, and for the related development of materials and professional development activities for teachers. The statement starts from the premise that the studies of Asia deserve a status in all learning areas that is comparable to studies of other nations and cultures traditionally included in the curriculum, and is in a form that can support and promote these studies across the curriculum in Australian schools.

All modules also proceed on the basis of the definition of Asia contained in *Studies of Asia: A Statement for Australian Schools*, which recognises the diversity and complexity of the countries and environments of the region generally called 'Asia'. They also are informed by the learning emphases recommended in the statement to provoke student interest and activity, and raise issues that are likely to be topical, influential and significant in all learning areas.

Each module was developed as five sessions of four hours (20 contact hours per module), although it was anticipated that this structure would be implemented flexibly depending on local needs and circumstances.

The modules were progressively trialed and delivered over the course of the period from 1998 to the present, formally evaluated three times and amended on the basis of the lessons learned through this process.

The following table sets out the university programs covered by this evaluative research project.

Institution	Year	Modules Delivered	Program Descriptions
Flinders University	1998-2001	Teaching Asia 1&2* Studies of Society and Environment 1&2* English 1&2* Arts 1&2* * Students selected 4 of these modules in order to complete the equivalent of 20 hours face-to-face course-work.	Delivery of the program involved intensive 2-5 day programs in winter & spring school holidays, a series of one-day programs and the use of web based discussion facilities.
University of Western Sydney (Nepean)	1998-2001	Teaching Asia 1&2 - Compulsory Studies of Society and Environment 1&2* English 1&2* Arts 1&2* * Students selected 2 of these 6 modules in order to complete the equivalent of 20 hours face-to-face course-work	Delivery of the program involved intensive 2-3 day programs in winter & spring school holidays, one-day programs and the use of web based discussion facilities.
Victoria University	2000-2001	Teaching Asia 1&2 – Compulsory Studies of Society and Environment 1&2* English 1&2* Arts 1&2* * Students selected 2 of these 6 modules in order to complete the equivalent of 20 hours face-to-face course-work.	Delivery of the program involved an intensive 5 day program in both the winter & spring school holiday periods.

PURPOSE OF THE EVALUATIVE RESEARCH PROJECT

Previous evaluations were designed to examine the outcomes of module delivery with a view to determining their relative impact and effectiveness from the perspective of participants and deliverers, and recommending any changes required to ensure that the modules contribute to achieving the overall aim of promoting and supporting the study of Asian languages and studies in Australian schools.

By contrast, the focus of this evaluative project is to examine the impact completing the Graduate Certificate has had on teacher practice in schools, and consequently, the effect on student curriculum experiences and learning, and the work of teacher colleagues.

METHODOLOGY

The project involved the selection of a sample of 18 graduates who all agreed to engage in the project by:

- completing a background questionnaire (included as Appendix 1 to this report) designed and administered by the project consultant and writer; and
- participating in a phone interview based on the interview script included as Appendix 2.

To construct the sample, each relevant state jurisdiction provided a list of names and contact details of graduates from the period 1998 to 2001. Each of these people was sent a letter inviting them to participate in the project should they be selected from the group of respondents who agreed to be involved.

The sample was then chosen to ensure a balance across the three states involved, government and non-government teachers, primary and secondary teachers, and participants across each of the learning areas and each of the years under consideration.

Participants in the study have been expansively quoted in this report but, in the interests of anonymity have not been named; although an indication is usually provided of the general status that applies (eg, a teacher from a government secondary school).

THE SAMPLE GROUP

Eighteen participants were selected to form the sample group from amongst those who indicated a willingness to participate in the study.

Of these eighteen, six each were from New South Wales, South Australia and Victoria, and undertook their studies at either Latrobe University, Victoria University of Technology, Flinders University or the University of Western Sydney (Nepean).

In addition:

- two undertook their studies in 1998, six in 1999, nine in 2000 and two in 2001¹;
- six completed a Graduate Certificate focused on SOSE, seven on English, four on the Arts and two on Human Society & Its Environment (HSIE)²;
- ten taught in government schools, six in Catholic sector schools and two in independent schools; and
- eight were primary teachers, nine taught in secondary schools (including one from a stand-alone senior secondary college and one who also worked in a district office), and one in an adult campus of a secondary school.

All eighteen teachers selected participated in the project on a voluntary basis. In this context, although they all initially agreed to complete the introductory questionnaire as well as undertake an interview, only 14 actually did so — though this does represent a response rate of 78%. This did not impact markedly on the outcomes reported, as 100% of members of the sample were interviewed and any shortfall in information was added to the interviews conducted. Nonetheless, it is appropriate to note at this point in the report.

The average reported teaching experience of the sample group was 18.2 years, though the actual experience of individuals ranged from 4 to 42 years, with 41% of respondents having 20 or more years experience.

The vast majority (92.8%) of the group came from Access Asia schools and, in general, these schools had belonged to the program for four or more years.

All but two had previously travelled to Asia in some capacity, with 42.8% also having participated in formal study tours to Indonesia, Vietnam, Korea, Thailand, Laos and China. Places visited by respondents apart from these countries included Japan, Singapore, Hong Kong, Macau, Mongolia, Malaysia, Bangladesh and Tibet.

Fifty percent of the sample group rated their prior knowledge of Asia as basic, 50% as intermediate and none as advanced, with one choosing half way between intermediate and advanced because she had 'previously lived and worked in Asia so had a reasonable level of knowledge ... however the knowledge provided by the program was more in-depth'.

¹ One participant undertook studies in two separate years.

² One participant undertook studies in two learning areas.

ACTION AT THE SCHOOL LEVEL

It would be fair to say that participation in the studies of Asia Graduate Certificate program has, according to all participants, induced them to initiate a great deal of follow up activity at the school level.

Student programs and activities

The diversity of programs and activities initiated by the sample group of participants from this Graduate Certificate program ranged across all year levels at school.

For the most part there was little offered in the post-compulsory years (which were not a target of the program and where external certification and assessment arrangements apply); though there were two instances where activities were developed for students in Year 12. In the primary years in particular the programs and activities often ranged across more than one level, such as programs developed for P/K-2 or even P/K-6.

In some cases the programs or activities developed were relatively short (eg, one to two weeks only), though most tended to span several weeks or even a term. At the secondary level there were even instances of elective programs developed and delivered for a whole semester. In addition, some teachers used their experience to infuse other themes and activities with an Asian dimension rather than introducing a new topic as such — eg, the Catholic secondary school teacher who injected ‘a preference for novels/ films which have an Asia focus’ in Years 7 to 9.

There also was one teacher-librarian in the sample group who ‘encouraged faculties to include an Asia perspective where possible/ appropriate and ... resourced the school library to support such programs’. The advantage of occupying this position in school is, according to this respondent, that he can ‘adopt a big picture, taking account of a whole-school view ... (and) conduct a sort of guerrilla attack to inject a focus on Asia because it’s just so essential to Australia, especially at the moment’.

Whilst there were some instances of programs and activities with a cross-curricular/ integrated focus, most tended to fit within a single learning area. The learning areas covered were, in the order of representation reported by the sample group of respondents:

- English and SOSE (equally scored)
- The Arts
- Technology
- LOTE and HSIE (equally scored)

In this context, the Asian countries most commonly represented in the programs and activities were Japan, China, Thailand, Indonesia and Cambodia.

Themes and topics that tended to be covered by respondents included:

- History
- Culture
- Art
- Foods
- Asian studies units including specific country studies
- Musical drama
- Literature
- The environment
- The inclusion of Asian aspects across the curriculum.

Some interesting and representative examples of the sorts of programs and activities developed and delivered by the teachers are:

- A whole primary school program conducted over two terms in conjunction with a neighbouring secondary school to make a video on Australian school life to send to a sister school in Vietnam.
- A whole term SOSE unit for students in Years 4-6 on housing, along with a six week SOSE unit on stereotyping for the same student group.
- A six plus hour Arts/English unit entitled 'Ding Dong Gamelan' for students across K-6 together with a ten-hour integrated study of 'The Chinese Dragon'.
- A major role play activity for students in Year 6 involving ten 45 minute performances related to the Ramayana.
- A whole-term musical drama for students in K-2.
- A series of secondary units for students in Years 7 to 9 comprising
 - a one week unit of Chinese history for students in Year 7, delivered as part of a broader Ancient History course
 - LOTE and Technology units on Japan provided to Year 7 students for two hours a week over one semester
 - A two week Asian Arts unit for students in Year 8
 - A two week Global Foods unit for students in Year 9
 - A whole semester Asian studies elective for Year 9.
- A series of five and ten week units for students in Years 6 to 10 comprising
 - A ten week SOSE country focus on Indonesia for Year 6
 - A ten week SOSE unit on Cambodia for Year 7
 - Two five week English units for Year 8 (Sing to the Dawn, Novel Study and Asian Short Stories and Poetry)
 - A five week study of Indonesian history for students in Year 10.

- A trio of SOSE/English themes, provided to students in Years 8 to 10 since 1999 for either 10 or 20 hours and covering
 - Modern Asia from a SOSE perspective
 - Asian literature
 - Ancient Asian cultures.
- A number of short activities for more senior students comprising
 - a four hour Arts/Drama activity for Year 8 which enabled students to briefly research Asian dance types, view a live performance by an Asian dance troupe and then write a review on what they had seen
 - a four hour Arts/Drama activity for Years 10 and 11 which saw students study Japanese Kyogen theatre style as part of a broader unit on clowning
 - a more substantial 20 hour interpretive story English activity for students in Year 11 involving comparisons of three to six modern Asian short stories.
- Two ten hour topics targeted at Year 11 and 12 SOSE students and Year 11 Arts students on:
 - Human rights in Asia as part of a broader program on International Studies and 20th century history (SOSE)
 - The performing arts in Korea and Japan as part of a drama and theatre studies program.

Often these units, activities and programs were supplemented by whole school cultural activities and events such as a K-6 'cultural awakening day' in one primary school and a biennial multicultural day in another, aimed at raising levels of interest and awareness amongst students and teachers alike.

One particularly encouraging feature of the responses from the sample group of participants regarding the projects/activities they developed is that, for the most part, they were not just one-offs.

The bulk of the programs and activities initiated were delivered over more than one year and have been designed to be ongoing. In this context it is worth noting that 2002 appears to have been particularly productive with the largest number of programs and activities instigated. Whether this reflects the need for time to consolidate and experiment, or the mere fact that the number of graduates is progressively growing is a moot point; but it nevertheless augurs well for the teaching of studies of Asia units and activities in schools as a result of this graduate certificate program.

School-based hindrances

Responses from this sample group of teachers revealed that achieving increased interest and activity in their schools in relation to the studies of Asia was not without certain difficulties.

The four particular obstacles noted were:

- the tendency in one case for the person themselves, by virtue of their role in the school and then having done the course, to be stereotyped as the 'Asia specialist' so that everything was just left to them — I was 'hindered by the fact that I am teaching LOTE Indonesian and initially some saw it as my role to do studies of Asia' (Government primary school teacher)
- the ever-present concern in schools that there just never is enough time — as one Catholic secondary school respondent typically put it, 'time constraints ... staff are interested in participating, but lack time to devote to study in a new area'. A state secondary teacher put the emphasis more clearly on the curriculum when he pointed to 'the overcrowded curriculum' and the fact 'there is just too much to cover and include in terms of curriculum and equity issues'; and the secondary teacher-librarian pointed to both, noting that 'an already stretched curriculum (means) many colleagues are unable to see "room" or scope for Asian studies ... (and) the ubiquitous problem in teaching: time'. This induced some teachers to focus on infusing studies of Asia (or at least an Asian dimension) into existing programs, rather than introducing something entirely new. As one teacher in a Catholic secondary school explained, 'there is general support for studies of Asia, however KLA heads are reluctant to embark on major course re-writing and resource acquisition. English has embraced "Asian novels" wherever possible. LOTE (Indonesian) and Religious education have taken Asian studies on board, but I am in-charge of both'. In this case it was not, however, seen as the best outcome, as is evident in the final phrase in the previous quote. By contrast, this respondent's previous school 'defined itself as an Asia Focus School with each KLA required to have an explicit Asia focus within each unit of work taught. This is the sort of commitment I am trying to foster in my present school'
- the effect of staff and/or management turnover on efforts to introduce programs over time — one government primary school 'had a significant change in staff in 2001 (and) I found that I was virtually back to square one in trying to get teachers to understand why studies of Asia needs to be part of the curriculum'
- most commonly of all, the lack of adequate professional development for staff, whether it be a shortage of funds for professional development, or a lack of relevant opportunities in particular learning areas — several respondents made comments such as the following from one government school primary teacher who simply pointed to the fact a 'lack of PD funding meant not all staff could access PD'.

An additional issue raised specifically in relation to the senior years of school was the difficulty sometimes experienced in getting adequate student numbers for proposed courses; in this case, an Asian History class. That said it does need to be remembered that the Studies of Asia Professional Development Modules are really targeted at teachers of students from K-10, rather than students in Years 11 and 12.

In some senses, the existence of these obstacles makes the impressive array of programs and activities that were introduced by the respondents even more noteworthy; though there also were some real positives in each school which are referenced below.

Positive factors at the school level

There were four factors in particular which appear to have assisted teachers at the school level:

- the relatively small size of the school in some cases, which relevant respondents saw as a help in engaging other members of staff, though it was by no means the only factor in the schools involved — eg, 'Embedding studies of Asia in the curriculum at my (government primary) school has been relatively easy because, as a small school, the decision making processes are undertaken by a smaller group. A supportive parent group also was helpful ... (and) I also think that having done some travel in Asian countries has given credence to my ability to teach about Asia' — and the position of the teacher involved; most notably the secondary teacher-librarian who was able 'to considerably strengthen the library resources in Asian studies and liaise/persuade inclusion of an Asian perspective in many areas where the curriculum permitted'.
- the interest generated by activities which engaged teachers in various ways — eg, 'The two week program with the Gyuto Monks at the (local area) temple ... certainly sparked much interest in Asia. Teachers offered to attend PD sessions, whereas prior to this it was an effort on my part to encourage teachers to attend any sort of PD.' (Government primary school teacher.)
- the existence of a number of Asian students within the school's intake and the school-based focus that tends to flow from that — eg, 'My school has a high interest in Asian studies because of the large number of students from an Asian background, a large number of international students from Asian countries, the fact that two Asian languages are taught ... and there are five teachers who have done studies of Asia courses'. (Government secondary teacher.)
- the adoption of a broad package approach to engaging staff in discussion and consideration of studies of Asia and their implementation in the school — in one particularly comprehensive case, the teacher from a Catholic primary school explained, 'I have only been teaching at my present school since January 2002. There was a core group of three teachers out of a staff of 24 actively trying to implement an Asian Studies program in the school. I was invited to join the group and assist in a leadership capacity. I invited other new school teachers and the principal to join in. We arranged our meetings informally around a wine/cheese theme. A brief report is presented monthly at our staff meetings. We are presently conducting a survey to gauge reaction to the implementation of an Indonesian language course in 2003. The secret to our continuance is to provide teachers with a total package which supports rather than threatens their professionalism.'

Beyond this, it also is the case that sheer persistence (often supported by specific opportunities for particular members of staff) will often overcome the obstacles that exist, especially if those promoting change can demonstrate the advantages to be gained. As the respondent from another Catholic primary school explained, 'initially there was resistance from some teachers with a Euro-centric approach. This was gradually overcome by the persistence of the studies of Asia key teacher who went on an Asia Education Foundation TICFA tour to Vietnam and undertook study in Vietnamese. The big breakthrough came when four teachers and I went to the Shanghai conference. This included two teachers formerly Euro-centric in their approach. On our return, there was a huge lift in interest in studies of Asia.'

In similar vein, a colleague from a third Catholic primary school commented that 'the belief by some staff members that Asian Studies was getting all the funding hindered our initial implementation — it was viewed as a part of curriculum, but a separate entity. This has changed however, as more people have recognised the value of learning about Asia and the excellent way our school has integrated it into our curriculum and made it interesting'.

THE EFFECT ON THE INDIVIDUAL PARTICIPANT

The study undertaken with this sample group suggests there has been a significant impact on them as individuals in four key domains:

- their knowledge and understanding of Asia
- individual curriculum planning in relation to studies of Asia
- their perceived capacity to deliver studies of Asia
- their willingness/desire to undertake relevant further study.

When asked as part of the questionnaire to assess the effect of the course on the first three of these domains on a five point scale, ranging from 'no impact' (1) to 'very significant impact' (5), the results were extremely positive indeed and highly skewed towards the top end; as indicated in the following table:

Rating of the Impact on the Individual (%)

<i>Category</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Your knowledge and understanding of Asia			7.1	57.1	35.7
Your curriculum planning in relation to studies of Asia		7.1	21.4	35.7	35.7
Your capacity to deliver studies of Asia content in the classroom		7.1	14.3	28.6	50.0

Beyond this, 50 percent of respondents indicated they had followed up the course by enrolling in further study, and an additional 21 percent were 'considering doing so'. Courses being undertaken included Masters of Education in Asian Studies and Asian languages, Language courses, a Graduate Certificate in Teaching English as a Second Language and a Bachelor of Letters (International Relations). These course were being undertaken at either Deakin University, Flinders University, the University of Melbourne, the University of Western Sydney and in the local diocese in the case of some catholic school respondents.

In this context, at least one Catholic secondary school respondent did, however, indicate that she would have been interested in further study had it 'been more teacher-friendly and practical in the classroom, rather than so academically focused'.

Building knowledge and understanding

Perhaps the main impact of undertaking the course at a personal level was the way in which it contributed to individual knowledge and understanding of Asia which in turn could feed into participants' teaching in some way. As the teacher from the stand-alone senior secondary college explained, involvement in the course provided access to 'insightful material, lectures and even personal anecdotes' which helped to flesh out his own area of interest and his teaching focus at school. It is, he explained, not quite the same level of impact as engaging in a study tour to an Asian country but it might be the next best thing. In similar vein, another state secondary school teacher talked of how the course built on an existing interest in Asia and 'broadened and deepened his knowledge and skills'.

A further state secondary teacher suggested the course 'made me aware of a whole body of knowledge I need to take into account in my planning ... It opened my eyes to a whole rich vein of resources available to me, so I now try to use Asian examples in my lessons, not just European ones which in turn has shifted the nature of the topics I introduce'. A teacher from an independent primary school expressed a similar view when she commented how participating in the course 'made me more aware and better able to access information. I wasn't even familiar with the internet and they helped me get into that fascinating place. Now I am much more confident in directing my students to sources of information and I find my ears prick up more in relation to news of Asia; so I've become a more informed listener.'

This sense of broadening horizons was echoed by many, if not most of the sample group, and is typified in the comment from one state primary school respondent who spoke of her 'eyes being opened and ... (having) learned a lot, including about the need to just know more about Asia and Asian cultures'. Even the few respondents who longed for 'less theoretical input and classroom applicability' acknowledged, as one representatively commented, that 'it was personally very interesting and fascinating'. This same teacher also mentioned that a little-noticed, but important flow-on from the course to her teaching was the resources ('the two black books full of notes we were given') she otherwise would not have had.

Another, even more enthusiastic state primary school respondent explained how the course didn't just broaden horizons, but deepened understanding as well — 'my knowledge and understanding shifted dramatically ... It was a very rich a diverse course which tapped lots of areas I hadn't been into before. And in terms of English which I studied, it wasn't so much the literature available as how to use it ... so it was a deepening of my knowledge as well as a broadening.'

One respondent from a one-teacher state primary school explained that, in some senses, the impact on one's knowledge and skills 'creeps up on you ... It's a gradual thing which I only realised when I recently gave a presentation to the new schools in the Access Asia program and, from that, saw how much I had developed and grown in this area'. She then explained how that sort of advance translates into her teaching, explaining how she and her students are using the Curriculum Corporation's Big Book on Vietnam whilst reading 'Onion Tears' and 'this has all been really effective because I can think about it more expansively and really develop the work in ways that would not have happened without the course.'

And another respondent from a Catholic primary school was able to pinpoint particular theoretical knowledge which she feels has broadened her knowledge and skills (and which she has been able to use to inform her overall approach to teaching, especially of religious studies) — ‘The course greatly assisted the movement of knowledge because of the importance for me of a sound theoretical base ... I learnt and fell in love with the work of Said, which I was introduced to through the course, and my subsequent professional development, personal study and curriculum development has drawn on that’.

A peer from another Catholic primary school praised the practical focus of the knowledge imparted through the course and stated how it enabled her to ‘acquire knowledge at a higher level, but then bring it all back to the classroom.’ The practical dimension to the program was very important to this teacher who saw it as ‘providing a sense of reality which also encouraged us to apply the knowledge in the classroom and helped me to work with my children’.

Networking

A related benefit to which several respondents pointed was the value of the networking that took place. For one of the less effusive participants from a Catholic secondary school — who found that the course merely confirmed things he knew rather than added to them — the major benefit was the connections that he made. ‘It was particularly helpful to hear what others are doing and to increase my networks’; though he did also indicate a belief that any future courses offered should endeavour to group participants according to level of teaching and/or subject area rather than all mixed up together.

An intensive program

In this broad context, these and other sample participants noted that doing a post-graduate course was markedly different to undertaking ‘ordinary professional development’. Apart from the fact it was rather more focused on personal growth and development, albeit with some direct classroom focus, it was seen as more rigorous and challenging. It was, for this teacher, ‘very intensive’. It involved ‘lots of reading, which was just hard work; though it was also very stimulating and I just loved it ... I also can use the stuff in the classroom as well.’ Another explained how it was ‘more intense and concentrated’. This state primary school teacher appreciated this a great deal, explaining that ‘PD is usually shorter so you touch on things without exploring them to the same extent or having the opportunity to reflect with the same group of people over time’. This teacher explained how ‘I thought I had done a lot in relation to studies of Asia, but I had never done anything in that depth. It was absolutely the best thing I have done in professional development terms’. To which the teacher-librarian effectively added, ‘I found it really refreshing to be stretched a bit intellectually after 20 years’.

In addition, of course, a number of participants pointed to the added pressure associated with having to do assignments and other assessments as a key factor of difference. The assessment requirements, in the words of one state primary teacher, ‘made it all more intensive ... though it was worthwhile because I was able to use it to develop policies and units of work for my school’. A government school secondary teacher took this a little further commenting how ‘it was a great opportunity to go back into learning myself and have to use the skills, like essay writing, which I teach to students but don’t use myself ... It really sharpened my skills’.

Generating enthusiasm

Perhaps one of the strongest impacts cited by respondents at the level of the individual was the spur it gave to participants' own levels of enthusiasm and zest for teaching. This is evident in a fairly typical comment from, in this case a state secondary teacher, that 'it was personally very challenging and rewarding to take on further tertiary studies after having been away from formal study for about twenty years. I didn't think I would be able to handle tertiary studies again. I was pleased to discover that my brain could still function at that level. I found I was also a better student because of my teaching experience'. That said there was a sting in the tail for this teacher (which was not raised by others but still may exist for some), in that 'the impact on my family life (I have three young children) was substantial in terms of time taken away from my family, but we got through it'.

The respondent, in common with a number of others, also noted that 'I would not have done this course had funding not been provided to cover my HECS fee'. Whilst not all of the respondents received scholarships to undertake the course, a number did and for some it was crucial to their decision to enrol. A teacher of students with disabilities in a state secondary school typically explained that the course was valuable for her because of her strong geography focus and interest in Asia, but she could not possibly have found the money to undertake it without support. Another from a Catholic primary school frankly acknowledged that 'I just haven't got the financial resources... even though I am interested in pursuing even further post-graduate study to build on this course'.

For all of that, at least one state primary teacher indicated that, although the funding was crucial at the time, in hindsight, 'it wouldn't have been a determinant because the course was so inspiring'; and she has in fact gone on to enrol in another post-graduate course, this time at her own expense. Another who did receive funding explained that 'the money was important, but I probably would have done it anyway because I already had done some studies of Asia PD, and more important to me was the fact it was in holidays; though the money did help'. And a third independent school teacher who was funded indicated she would have done the course regardless because 'it was what I wanted to do since it is what I am passionate about'.

A further, perhaps less obvious effect of taking the course which ought not be neglected is the enhanced status that can flow from it. As one respondent from a Catholic secondary school explained, 'as a teacher of an Asian LOTE the graduate program enriched and extended my knowledge and understanding of aspects of Asia beyond my single area of specific interest. It enhanced my own, and Asian studies credibility. Suggestions/initiatives put forward had a degree of authority they may not have had previously.'

THE IMPACT ON COLLEAGUES

Similar to the impact on the individual, the study reveals a flow-on effect to the colleagues of the people who undertook the course in relation to:

- their general interest in studies of Asia;
- their willingness to inject an Asian perspective into the curriculum; and
- their preparedness to consider studies of Asia in the context of their teaching.

In addition, there were some instances of respondents' colleagues also deciding to take on relevant professional development and/or further study of their own.

This stated it does need to be noted, however, that the estimated impact on colleagues is not as marked as that on the participants themselves — though this is hardly surprising since it is likely that the effect will always be stronger on people directly involved.

The actual results of questions asked of respondents using the same five point scale, ranging from 'no impact' (1) to 'very significant impact' (5), was:

Rating of the Impact on Colleagues (%)

<i>Category</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Colleague's interest in studies of Asia in your school		21.4	42.8	28.6	7.1
Colleague's willingness to inject an Asian perspective into the curriculum		7.1	57.1	21.4	14.3
Colleague's preparedness to consider studies of Asia in the context of their teaching		14.3	35.7	35.7	14.3

Whilst these outcomes are generally positive, what is even more encouraging is that there were nine cases where the result of the respondents' efforts to engage their colleagues following their participation in the course, was for those colleagues to undertake further study themselves. For the most part this involved participating in professional development programs such as Access Asia PD and in one case even the Linking Latitudes Conference in Shanghai. There were, however, three instances where teachers actually enrolled in a relevant university course (a Masters program and a Graduate Certificate in Education focused on Studies of Asia), and one particularly dramatic case where nearly all staff in a Catholic primary school have completed the five day Studies of Asia in the Curriculum professional development program.

Range of activities

It is likely that this positive flow-on to colleagues of participants in the course reflects the wide range of activities undertaken by these participants back in their schools, with their own colleagues as a focus. It also relates in part to the capacity participants had after the course to help their colleagues in an informal way. As one state primary teacher explained, 'I have been able to give people ideas and source books, which helps encourage them to use studies of Asia in their classes'.

Almost all of the course participants reported that they undertook one or more of the following activities in their own schools subsequent to the course:

- professional development workshops. These included
 - curriculum planning days, such as the day coordinated by one government primary school teacher to develop 'integrated units of work with an Asian focus'
 - workshops, including workshops as part of whole school professional development days — this was the most common activity which saw, for example, one independent secondary teacher providing 'an introduction to the concept of the studies of Asia, reviewing resources and brainstorming means of including studies of Asia' (with the result that 'teachers incorporated studies of Asia throughout the school ... in English, SOSE and the Arts'); another Catholic secondary teacher organising a 'workshop on Shibori tie-dyeing as part of a whole school in-service day ... (which) encouraged more staff to become involved in our curriculum units'; and a government secondary school teacher developing International Studies and Asian History courses with their faculty and then offering units as a result
 - making presentations — eg, a one hour presentation on the teacher's own TICFA experience
 - activities across these domains, including the conduct of an 'Access Asia Day ... (which) increased awareness amongst colleagues of programs available'.
- leading or participating in particular work groups/teams or faculty groups such as
 - Key Learning Area workshops to plan teaching units — eg, one state secondary teacher 'shared programs developed on Year 8 Drama review writing for an Asian dance troupe ... (and) shared interpretive study (Year 11 English) using Asian short stories'
 - meetings with faculty heads to discuss the implementation of studies of Asia across the curriculum with the result, as one government primary school teacher explained, 'we have ensured studies of Asia has been included without too much fuss in a variety of our curriculum areas ... (and) Teachers no longer say "we have to include"; it is now more "we could add such and such about Asia here"'
 - working with year level and/or KLA teachers to develop a unit of work, in the way that one Catholic primary school teacher 'planned a unit of work comparing the Murray and Yangtze Rivers with Year 6 and 7 classroom teachers'.

- involvement in studies of Asia focus groups such as
 - team activities to promote the studies of Asia within the school community — eg, the government primary school which established a team to ‘plan activity for Quang Ming Temple ... (with) the whole school to make one big Mandala to display at the temple’; which in turn ‘brought our staff and children closer together and saw children and teachers excited about being involved in workshops again’
 - the organisation of multicultural days with performances, activities such as cooking, and cultural displays.
- representing the school in studies of Asia networks or cluster groups and, in some cases, even leading these networks.

Most of the sample group of respondents also played an active role in seeking to inform and influence colleagues and others beyond their own school through:

- professional and subject associations and in particular
 - facilitating workshops
 - contributing to resources
 - presenting to regional or district groups including principal groups
- parent and community groups, using such mechanisms as
 - school displays
 - newsletters
 - inviting parents as guest speakers where relevant
 - (most commonly) organising an open day/ night for parents
- conferences, including
 - not merely attending but actually making presentations
 - getting others to attend
 - attending Linking Latitudes activities as a group
- other forums such as
 - working with feeder primary schools in the case of one secondary participant
 - launching a website at an open day (a China site which the teacher concerned explained has been ‘visited by educators all over Australia and overseas’ and which is linked to the AEF site amongst others).

THE BENEFITS FOR STUDENTS

In some senses, of course, this is the most ephemeral of the categories under investigation and the most difficult to identify since, in the absence of some sort of common and agreed testing of knowledge and understanding in the domain (both pre and post), there is no source of data other than the anecdotal observations of those involved.

That said, the prime motivation for teachers involved in the graduate certificate course appears to have been a desire to not only expand their own horizons, but also to increase the exposure of students to studies of Asia and hence their knowledge and understanding in this domain. Thus, it is legitimate and reasonable to accord these anecdotal judgments a substantial degree of weight. As one secondary teacher explained, 'the flow on to the students is almost inevitable when you are in a classroom for 12 months with them and get to know them well'. In this case the result of undertaking the course was that the teacher incorporated material on Asian values at Year 12 (as well as using it as the focus for his own assessment) and this contributed to enhanced student understanding of 'similarities and differences in values and behaviours and the students' general interest in Asian culture and history ... It also led them to ask more questions about why Australia is perceived in particular ways in the region and so on.'

Clear benefits

In this context, the data collected from the sample group of participants reveals that they believe students have benefited from the flow-on effects of their participation in the course to a significant degree; though more in terms of access to relevant content and the generation of interest in related studies than in terms of demonstrated learning where respondents appear to be more ambivalent. This may in part, of course, reflect the problem outlined above, that the absence of agreed means for making a judgment causes teachers to err on the side of caution and hence choose the mid-point on the five point scale. It also may support the contention of one respondent from a Catholic secondary school that the important effect on the students is the way in which 'hearing what others are doing' enhances one's own repertoire of teaching strategies and techniques.

This is all readily evident in the respondents' ratings of the impact of the course in a variety of ways, using the same five point scale as adopted throughout this report, which ranges from 'no impact' (1) to 'very significant impact' (5), as outlined in the following table.

Rating of the Impact on Students(%)

<i>Category</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
Student access to studies of Asia content		7.1	7.1	64.3	21.4
Student interest in Asia and related studies		7.1	28.6	50.0	14.3
Student knowledge and understanding of aspects of Asia		7.1	35.7	42.8	14.3
Student learning in relevant learning areas		7.1	35.7	35.7	21.4
Student engagement with studies of Asia curriculum materials		7.1	21.4	50.0	21.4

Perhaps an unexpected consequence in this context is the impact having taken the course can have on perceptions about Asia and Asian cultures within the school. As one state primary teacher explained, 'our school has a number of Vietnamese students and the sort of work I have done since the course means the kids now accept the fact they should learn about Asia. It also helps to promote more acceptance of diversity and to encourage greater levels of tolerance.'

On the other side of the ledger, a teacher in a rural Catholic secondary school pointed to the overall impact of studies of Asia she and others have introduced in a school that is 'sheltered from Asian immigration'. It is, she explained, 'fantastic for the students to experience other cultures in some way and look at other people's lives.' In this regard, she was keen to explain that 'hands-on, practical activities (cooking, arts, etc.) have proved very important as a way of generating interest so the students then can be led on to broader cultural issues and topics.'

This view was echoed by a primary teacher in a rural Catholic school who explained that she comes from 'a not very multicultural school ... and the flow on from the course has been to reinforce the emphasis our Access Asia school has in an environment where most of our students wouldn't meet people from a range of backgrounds'. Participating in the course has, she explained, 'strengthened our overall approach and opened things up for our students'.

In a similar vein, a government school primary teacher who teaches LOTE to a number of groups rather than working with a single class, observed that 'I can see more Asian literature than previously, which teachers do use in their classes, with the result that students are more aware of stories from other countries ... In a sense, the same sort of broadening I saw with the teachers is flowing through to the kids; and the interest level is rising'.

Increased depth

For one teacher in a small state primary school, 'it is clear to see the flow through of the additional knowledge and understanding I have gained to the students. We recently had an Asia-related activity with students from other cluster schools and there is no doubt that the more in-depth units they (ie students in this respondent's school) had done because of the things I gained through this course meant that the whole experience was more meaningful for them'.

Another highly experienced teacher from a Catholic primary school outlined a case where the flow on to students of having undertaken the course was 'immense'. Having earlier visited Thailand and Laos, the course provided this teacher with 'the information in depth that enabled me to develop a program where students prepared power point presentations entirely on-line — no paper at all — and then presented it to other students and the community, which created a real buzz, whilst also improving their research skills using a whole range of websites'. The importance of the course, he explained, was in filling in gaps in his knowledge, and 'the information gained was just stunning'.

In somewhat similar vein, a teacher from an independent primary school explained that the broadening impact of the course that she experienced primarily related to how she fitted the way she taught about arts of Asia in with the broader program the school provides. 'This whole area is my passion in the arts so it's what I would do anyway. The difference now, though, is that I thoroughly contextualise it in the broader SOSE program so it becomes a much more valid learning experience for the students'.

The experience of one independent primary school respondent was slightly more indirect in that doing the course induced her to visit Asia (China and Tibet) and 'what really impacted on the kids was that I can relate stories and develop lessons which incorporate my experiences and photos and provide a better way of generating their interest and challenging the stereotypes they have of Asia. It helps me to provide an experience that really lives for them.'

More and different things

One state secondary school teacher felt that the 'direct benefit to students' was a result of 'the enthusiasm I gained out of the course' and, in particular, the fact that the course 'profoundly changed my willingness to include studies of Asia in the curriculum because I was now more competent to do so'.

Another primary teacher from a Catholic school summed up the comments of many respondents when she explained that 'I am doing different things with the students and also doing much more than I otherwise would have because of this course. It made me more active in seeking out materials and doing different units in the classroom'. For this teacher it even flowed through into the physical arrangements in her class; 'at the moment, my classroom is just an Asian array'.

For the teacher-librarian in the sample, the flow through of ensuring there are more Asia-related resources in the school is that it 'provides the base on which other teachers can build and I use it as the basis of raising the whole issue with some teachers'. Beyond this, however, he felt that generating greater levels of student interest in Asia was 'like all subjects, dependent on the attitude and vibes emanating from the teacher. If the students feel the teacher cares about them and is interested in the topic then they tend to get lots from it'. To the extent this is true —[and certainly research such as the Middle Years Research and Development Project findings in Victoria tends to confirm that there is a correlation between student engagement and the extent to which teachers are engaged with the subject matter they teach —]an important outcome for students from respondents' participation in the course is the degree of enthusiasm generated amongst this group of teachers, and hence the additional interest and vigour they bring to their teaching in this domain.

CONCLUSION

The forgoing suggests that the impact of the Studies of Asia Graduate Certificate program has been substantial for those involved, with significant flow-on effects to their schools, their colleagues and their students; with 93% suggesting it had a very significant or significant impact on their knowledge and understanding of Asia, and 79% feeling it impacted positively on their capacity to deliver studies of Asia in their classrooms.

There is certainly little doubt in the minds of the participants themselves that the course has been an overwhelmingly positive experience for them.

Typical of the comments made in the course of this evaluative research project were the statements:

- by one state primary school teacher that 'this course was outstanding! It took my understandings of Asia to a new level, and has enabled me to better support my colleagues. Implementing the change has been an ongoing process, but the focus, especially in the English units gave me an insight into effective ways of integrating and including studies of Asia in many ways'

and

- by a colleague in a catholic school who saw the graduate program as 'an intense but wonderful study program ... It is always important to have the theoretical base, the course certainly provided that, (and) I have been busy trying to apply it practically at both the classroom and staffroom level. I am waiting for another valuable course to follow up'.

If there was a concern amongst the participants — and it only came from one respondent whose experience of the impact of the course in general appears to have been atypical — it was related to the immediate applicability of the course back in school. As this government secondary school teacher explained, 'for me personally, the impact has been considerable, but probably more at an academic level ... I feel at a school level that much of the knowledge gained has been wasted. It's not that teachers are disinterested, but time constraints in a crowded curriculum ... often causes teachers to become more preoccupied. I have a personal sense of achievement, but regret that little impact was felt at school.'

The strong feelings of personal benefit in particular reflect the view of many respondents that participating in the course had a positive impact on their overall morale and enthusiasm for teaching. In one fairly representative comment, a Catholic school primary teacher observed that 'the program increased both my knowledge of Asia and my desire to find out more. I am going to Thailand, Laos, Vietnam and Cambodia for eight weeks ... (and) on my return I will develop units of work on the Mekong and Angkor Wat. Through my studies I have gained credibility with the teaching staff who have responded by undertaking further study themselves.'

Beyond this, the connections made with others through the course was clearly important to some, such as the government primary school teacher who explained that 'undertaking the graduate program gave me knowledge and confidence to teach about Asia. It also gave me the opportunity to meet other teachers/ educators with similar interests. It's a stimulating experience for an isolated rural teacher'.

Perhaps the clearest summation of the overall impact of undertaking the course was, however, provided by a teacher from an independent secondary school who concluded that 'I found the graduate program of immense value for the following reasons:

- opportunity to share ideas and strategies with other teachers in my subject areas
- the opportunity of being a student again enabled me to place myself more effectively in the "shoes" of my students
- I was introduced to a range of teaching resources that I had not previously seen
- the mental stimulation and accountability proved personally satisfying.'

And the most ringing endorsement came from the fact that 100% of the sample group indicated a preparedness to recommend the course to others; and in a number of cases already had done so. It is, in the words of one state secondary teacher, 'broad enough to engage people across a range of levels and fields, and it sets it up for people to incorporate the material into their teaching'. The course was, this teacher explained, 'interesting, refreshing and challenging', and it provided access to 'some valuable and useful resources which I can use now, but also might be able to use in the future teaching different things'.

Another from a state primary school acknowledged that 'it was two weeks out of my life and months of work afterwards given all the follow-up at school, but I'd still recommend it because it is just so rewarding.' And one particularly enthusiastic respondent from a government primary school responded simply to the question in interview by stating, 'absolutely ... You get so much from it at a personal level. It's also the people you meet who are passionate about studies of Asia and have had experience in implementing it. Hearing of their successes and failures and how to handle these is something you just can't get from a conference or a short professional development. It was fantastic.'

APPENDICES

Appendix 1: Background questionnaire

**NALSAS Studies of Asia Professional Development Modules
Research Project conducted by Zbar Consulting on behalf of
the Asia Education Foundation**

QUESTIONNAIRE

Please tick as appropriate and add any comments you wish

Part 1: Participant details

1. Name _____

2. I work in a:

Primary School

Secondary School

Other

Please specify:

3. I work in a:

State School

Catholic School

Independent School

4. I undertook the studies of Asia Graduate Certificate in (tick as many as applicable):

1998

1999

2000

5. The specific learning area/s studied were:

SOSE

English

The Arts

6. I have been teaching for _____ years.

7. I am from an Access Asia school?

Yes

No

8. My school has been in the Access Asia school program for ____ years

9. I have been on a study tour program to a country in Asia?

Yes

No

If yes, to which country(s)? _____

10. I have travelled to Asia previously?

Yes

No

If yes, to which country(s)? _____

11. I would describe my level of knowledge of Asia prior to participation in the graduate program as:

Basic

Intermediate

Advanced

Part 2: Outcomes of completing graduate program

As a result of completing/participating in the graduate program I have:

1. Developed the following school-based programs/ activities for students:

<i>Year Level</i>	<i>Description of theme/topic</i>	<i>Learning Area/s e.g SOSE/English/Arts/Integrated</i>	<i>Length of Program/Activity (Approx. Hours)</i>	<i>Years Offered</i>

2. Taken a leadership role with colleagues in my school in relation to studies of Asia through:

<i>Type of Activity</i>	<i>Briefly describe the activity</i>	<i>Provide details of outcomes</i>
Professional development workshops		
Workgroup/ team or faculty planning		
School based studies of Asia focus groups		
Studies of Asia networks or cluster groups		

3. Taken a leadership role outside my school in relation to studies of Asia through:

<i>Type of Activity</i>	<i>Briefly describe the activity</i>	<i>Provide details of outcomes</i>
Professional/ subject associations		
Parent/ community groups		
Conferences		
Other		

Part 3: Impact on the Individual

3.1 Using a 5 point scale where 1 = No Impact and 5 = Very Significant Impact, rate the impact of the program on:

Your knowledge and understanding of Asia	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Your curriculum planning in relation to studies of Asia	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
Your capacity to deliver studies of Asia content in the classroom	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>

3.2 Have you engaged in any further study as a result of participating in this program?

Yes

No

If yes, please specify:

Type of program/s: _____

Program Provider/s: _____

Part 4: Impact on Colleagues

4.1. Using a 5 point scale where 1 = No Impact and 5 = Very Significant Impact, rate the impact of the program on:

Colleagues' interest in studies of Asia in your school 1 2 3 4 5

Colleagues' willingness to inject an Asian perspective into the curriculum 1 2 3 4 5

Colleagues' preparedness to consider studies of Asia in the context of their teaching 1 2 3 4 5

4.2. Have any of your colleagues subsequently undertaken professional development or further study related to studies of Asia?

Yes

No

If yes, please specify:

Type of program/s: _____

Program Provider/s: _____

Part 5: Impact on Students

5.1 Using a 5 point scale where 1 = No Impact and 5 = Very Significant Impact, rate the impact of the program on:

Student access to studies of Asia content 1 2 3 4 5

Student interest in Asia and related studies 1 2 3 4 5

Student knowledge and understanding of aspects of Asia 1 2 3 4 5

Student learning in relevant learning areas 1 2 3 4 5

Student engagement with studies of Asia curriculum materials 1 2 3 4 5

Appendix 2: Interview script

The following set of questions is a guide to the sort of phone interview that will be conducted as part of the small research project. Inevitably, of course, interviews tend to take their own course with respondents answering several questions at once, avoiding particular questions, opening up new and unanticipated avenues and the like. Thus, it ought not be assumed that every interview will exactly follow this path, and a key concern will be to ensure the interviewee is comfortable with the experience. Bear in mind too, that each interviewee will already have completed a detailed questionnaire and will not be asked to repeat information they have written down. In sum, then, the questions are a script, or guide that the researcher will use to ensure that the main issues under investigation are fully covered.

- How confident were you before you started the course about your knowledge and understanding relevant to teaching studies of Asia?
- What about now? What, if any shift has occurred?
- Why did you decide to do this Graduate Certificate? How important was the scholarship in your decision? Would you have done it without the scholarship?
- You told us in your questionnaire about curriculum you developed and implemented following the course. Are you still delivering it? Tell me about it in a little more detail — What happened? Did it work? How is it different to material you would have developed prior to undertaking the course?
- What difference have the things you have done at school as a result of taking the course made to your students? How are their outcomes different? Has it made a difference to their learning? How do you know?
- Has doing the course resulted in any flow on to your colleagues? Describe any influence you have had.
- Would you recommend the course to others in your school or other teachers you know? Why or why not?
- Are there any aspects of your school environment that you have found particularly helpful or unhelpful in trying to implement the things you have learned?
- Was your experience of doing a Graduate Certificate different to doing 'ordinary' professional development? If so, how?
- Has the whole experience had any impact on your overall enthusiasm, or motivation for teaching in general? For teaching studies of Asia in particular?

This range of questions should provide a rich vein of material on which to draw, whilst not testing the limits too much of the 15-20 minutes interview time to which each participant has agreed.