



Ready for take-off:
Preparing students for
intercultural learning in Asia

Student Behaviour & Expectation Management Case Study

Excerpt from the data:

“Certainly it was made clear...at the pre-departure briefing is that we have to take responsibility of our own actions, it was pointed out that we’re considered to be high achievers ...and most of us our are towards the end of our study... so the expectation is that there should be a level of maturity that follows that...Why that changed on tour [I don’t know]...where we were corralled to a point where that trust factor that was to be bestowed upon us as mature aged student or mature students who are high achievers – the trust factor for some reason didn’t seem to be applied on tour. [This] inhibited, I think, a lot of people learning the actual culture and going out and experiencing and growing as people... [being] corralled like little primary school kids into a little bubble to protect everyone [caused] a lot of people to miss out on a lot of things.” - Postgraduate student, Hong Kong Study Tour.

Scenario

At the pre-departure workshop, the Study Tour Leader of a group of postgraduate, mostly mature-aged students, explains the level of responsibility that students are meant to exhibit while on tour. The Study Tour Leader, however, is disappointed when on the first night in Hong Kong, a number of students go out drinking and come back to the hotel in the early hours of the morning drunk, loud and disruptive. These students attend the first industry visit clearly hung-over. To prevent this situation from occurring again, the Study Tour Leader decides to impose a 10 pm curfew and ‘no drinking’ rule, on threat of immediate expulsion from the Study Tour.

Points for discussion

1. In the scenario described above, can you envisage any tensions in the relationship between the Study Tour Leader and the students following the imposition of a curfew?
2. How might expectations for behaviour be better articulated in the pre-departure workshop?
3. How might students be encouraged to take more responsibility for their behaviour?
4. What are the benefits of a student initiated ‘code of conduct’?
5. What are some possible staff responses to student breaches of conduct that would not result in expulsion from the study tour?
6. Should staff also be required to set clear boundaries regarding their own behaviour?



The *Generic Preparation Guide for Staff & Students Going on Short-Term Study Tours to Asia* is brought to you by the *Ready for Take-Off: Preparing students for intercultural learning in Asia* project. To find out more about the project, you can:

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