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Providing innovative planning education experience: teaching regional planning in an international context

*Tan Yigitcanlar**, *Severine Mayere**, *Roisin McCartney** and *Mohd Zin Mohamed***

* Queensland University of Technology, School of Urban Development, Brisbane, Australia

** International Islamic University of Malaysia, Kuala Lumpur, Malaysia

tan.yigitcanlar@qut.edu.au; severine.mayere@qut.edu.au; r.mccartney@connect.qut.edu.au; zin2525@hotmail.com

Abstract: Rapidly changing economic, social, and environmental conditions have created a need for urban and regional planning practitioners who are resilient, innovative, and able to cope with the increasingly complex and cosmopolitan nature of major metropolitan areas. This need should be reflected in planning education that allows students to experience a diverse range of approaches to problems and challenges, and that exposes students to the diverse array of perspectives on planning issues. This paper investigates the outcomes of a collaborative regional planning exercise organised jointly by planning academics from both Queensland University of Technology and the International Islamic University of Malaysia, and involving planning students from both universities. The regional planning exercise consisted of a regional appraisal and report topics of the area under investigation, Klang Valley – Kuala Lumpur, Malaysia. It culminated with the presentation of regional development strategies for the area, with a field trip to Malaysia being the cornerstone of the project. The collaborative exercise involved a series of workshops and seminars organised locally, in which both Australian and Malaysian planning students participated, as well as meetings with local and federal planning officials, and also a forum for Young Planners of Australian and Malaysian Planning Institutes. The experience attempted to bridge the teaching of theoretical concepts of regional planning and development and the regional, more professional knowledge of planning practice, as it relates to specific political, institutional and cultural contexts. A survey of participating students, from both Queensland University of Technology and the International Islamic University of Malaysia, highlights the benefits of such project in terms of leaning experience and exposure to different cultural contexts.

Introduction

In an era of rapidly changing economic, social and environmental conditions, planners must be resilient, innovative and able to deal with the complex political and socio-economic fabric of post-modern cities. As a consequence, planning education plays a fundamental role in educating and forming planning practitioners that will be able to tackle such complexity. Trans-cultural engagement has demonstrated its potentialities for planning education and practice (Abramson, 2005). Furthermore, the need to internationalise planning education has been widely recognised by various institutions and associations such as the North American Association of Collegiate Schools of Planning (ACSP), The Association of European Schools of Planning (AESOP) and the Australian Planning Institute (PIA).

The review of literature presented in the first part of this paper emphasises the need to increase foreign research collaborations, and establish international didactic partnerships. It also highlights the benefits of expanding the planning curriculum to incorporate international elements, in terms of introducing diversity and multiculturalism to planning students, but also in terms of allowing these students to acquire skills of diversity management. Teaching strategies such as conducting international studios can enhance teaching and learning capacities,

develop research partnerships and provide students with skills to function professionally in a multicultural context. The second part of the paper presents the collaborative regional planning exercise organised jointly by planning academics from both Queensland University of Technology and the International Islamic University of Malaysia. It discusses the project's outcomes in the light of data collected through a survey of planning students and staff involved in the project. The paper concludes by highlighting some of the benefits of conducting such international planning exercise, as well as some of its limitations. Recommendations based on the survey findings are provided for future international collaborative projects.

Internationalisation of planning education

The following literature review is relevant to the topic of innovative approaches to teaching planning and providing educational experiences in the context of globalisation. The discussion presents an appraisal of the existing literature that demonstrates an emerging trend toward internationalising the planning curriculum. In addition, the review also addresses professional support for incorporating international elements into planning education for the development of professional practice capability. Where possible the discussion reflects upon some pioneering examples of where international learning experiences have been incorporated into planning education.

Globalisation and the ascendancy of the knowledge- and service-based market place have had a profound impact on Australia's organisational, socio-political and environmental contexts, and consequently resulted in a trend toward growing reflexivity within the tertiary education system. According to Coates and Edwards (2009), graduates need to be conscious of increasing diversity in their social and organisational surroundings; and have the skills and knowledge that will allow them to be better prepared for local and global citizenship. Writing from an American perspective, Ali and Doan (2006) refer to recent efforts to internationalise planning education to provide tertiary students with a fundamental multi-cultural understanding. According to the authors (Ali and Doan, 2006) this emerging trend has led many universities to develop internationalisation strategies, as part of an effort to recruit a greater proportion of international students and faculty. However, these approaches to internationalising tertiary education have been criticised by some academics who argue that such a shift involves more than just marketing the university to attract foreign students and staff. According to Knight (2003) internationalising the university system requires "*integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education*" (2003, p. 2), and therefore recommends increasing foreign research collaborations, establishing international didactic partnerships and expanding the curriculum to incorporate international elements. Whilst, support for the internationalisation of the university curriculum has increased significantly in recent years, the internationalisation of higher education in Australia is arguably still in its infancy; and therefore invites a greater collaborative effort from academic communities, such as the planning faculty.

Most of the narrative on internationalising tertiary education refers broadly to restructuring university courses to reflect a rapidly globalising context; however there appears to be growing support for expanding the curriculum of traditional planning courses to further to incorporate components of international and comparative planning. A recent examination of national planning education in tertiary and continuing professional development programs, commissioned by Australia's professional body, Planning Institute of Australia (PIA), reflects the growing momentum internationalising the curriculum has gained overtime. Released in January, 2008, the *Planning Education Discussion Paper* supports the university system adopting internationalisation strategies, claiming that there is an opportunity for planning education to integrate an intercultural dimension into its teaching and research; and a need to ensure

graduates are more internationally competent and that planning in Australia maintains its current level of excellence. In consideration of the increasingly international relevance of planning the discussion paper provides a contemporary perspective of professional practice in Australia, which signals the importance of ensuring a diverse supply of graduates equipped with the appropriate attributes for both a domestic and international workplace. The review sets out to answer a number of questions with direct implications for the system of planning education and training, including, *“how best to provide planners the skills to prepare them for international practice in the context of globalisation?”* (Gurran, Norman, and Gleeson, 2008). In response, the authors find that contemporary planning graduates must be equipped with the skills and knowledge to allow them to respond effectively to unfamiliar problems in unfamiliar contexts and have an appreciation of diversity; and they recommend that students be educated about the responsibilities of the profession from a perspective that acknowledges local, national and international concerns (Gurran, Norman, and Gleeson, 2008). Furthermore, the authors suggest that universities contribute more significantly to the development of skills of critical thinking and analysis, adaptability, and sensitivity to different social and cultural contexts in students; and they recommend that the planning curriculum in Australia move toward a greater consciousness of international directions in planning knowledge, skills and modes of learning (Gurran, Norman, and Gleeson, 2008).

Originating from within the planning academy itself is an expanding movement toward further developing international research partnerships, enhancing the international planning perspectives of university programs, and even incorporating specialised international planning subjects into the syllabus. The scholarly assumption appears to be that internationalising the planning curriculum provides an opportunity to introduce diversity, multiculturalism and cultural differentiation into education; processes that theorists such as Freidmann (1996) lament to be understudied in planning. Other scholars, such as Goldstein et al. (2006), contend that the internationalisation of planning education strengthens the foundations of cross-cultural sensitivity in students, which not only ensures they are prepared to meet the expectations of a diverse marketplace, but also equips students with the skills of diversity management required by modern organisations. Correspondingly, Alterman’s (1992) empirical critique of planning practice and education implies that failure to incorporate an international perspective into the university program, limits students understanding of the contexts in which planning practice and education occur cross-nationally; and he recommends educating students about other countries to enhance their appreciation of planning processes (Alterman, 1992).

It is evident in the literature that students who receive an internationally focused higher education are more responsive to universal market forces, have enhanced social and cultural awareness, and are better prepared to cope with the ramifications of significant political change (Coates and Edwards, 2009; Forland, 2006; Knight, 2003). Furthermore the narrative suggests that opportunities for international immersion can expand horizons for students, academic researchers and the broader university institution; achieved through facilitating cooperative working relationships across partner universities and generating high-quality research products, that can be used to both inform professional practice as well as contribute to the advancement of the existing body of applied knowledge (Coates and Edwards, 2009; Forland, 2006; Knight, 2003). Some planning theorists (Abramson, 2006; Goldstein et al., 2006) argue that international immersion provides students with more marketable skills in the workplace, in particularly the ability to apply cross-cultural knowledge. Consequently they (Abramson, 2006; Goldstein et al., 2006) highlight the value of international field trips in expanding traditional pedagogy and practice to an international setting and understanding. Similarly, Afshar (2001) supports the view that international pedagogical experiences provide the participants with an opportunity to acquire knowledge through action across a broad range of institutional and cultural contexts; and is invaluable to the development of a reflective planning practitioner.

In Abramson's (2005) reflection on a ten year international collaboration between the urban planning and design faculties of various Canadian and Chinese Universities for example, he raises some interesting points about trans-cultural engagement in contemporary planning education and its potentialities for professional practice. The author describes how a series of intense studios integrated with a continuous relationship of academic exchange and ongoing research, were able to engage students and academics from both countries as a means for discovering the differences in planning culture that exist across nations. Notwithstanding the obvious issues related to engaging planning students from different linguistic and cultural backgrounds in a studio format, Abramson (2005) presents a convincing argument for why internationalising the disciplinary agenda through trans-cultural engagement is a challenge educators should embrace. According to the author, in the foreseeable future the effectiveness of planning professionals will largely depend on the ability of their work to transcend international boundaries; and he states, "*as greater numbers of planning consultancies practice across national borders, the local embeddedness of actual planning conditions presents a major problem for the training of planning professionals*" (Abramson, 2005, p. 101). Therefore, Abramson (2005) concludes that international studios (such as the one discussed) have merit as they not only enhance teaching and learning capabilities, develop research partnerships and widen organisational resources; but also, equip students with the skills and knowledge to function professionally across diverse cultures.

Influenced by the aforementioned perspectives, Ali and Doan (2006) explore teaching strategies that provide university students with critical exposure to global planning issues and diverse urban development processes through a broader integration of international aspects into the curricula. The authors identify an international field study organised by an unnamed Boston University, to be the most innovative method of enhancing the students understanding of planning processes and the complexities of diverse cultural, economic and political systems (Ali and Doan, 2006). The article refers to a program involving short visits (typically 4 to 7 days) to four different cities and regions around the world, during which time the students are required to undertake group projects integrated with readings, discussions, and guest speakers. The itinerary of the international field study entails at least one day for orientation and review of pre-prepared written materials, followed by a few days of intensive fieldwork in which the students meet with a variety of local planners and municipal officials, with the remaining time dedicated to preparing the project details. Ali and Doan (2006) conclude that this type of pedagogical experience constitutes an effective application of integrating an international perspective into the curriculum; as it creates international research partnerships for the development of intercultural skills and understanding of global processes, rather than just marketing the university's programs and students internationally.

In order to achieve a better understanding of how international programs can be linked to the general planning curriculum, Goldstein et al. (2006) provide an interesting review of the *Network for European – U.S. Regional and Urban Studies (NEURUS)*; a multi-institutional program in international planning education and exchange that is situated within the broader context of the continuing internationalisation of planning education and research. According to the programs operators, NUERUS is an association of faculty with mutual interests in planning and urban and regional development that aims to provide multiple opportunities for collaboration through; faculty driven comparative research and exchange, research-driven student exchange, and distance learning (NUERUS, 2009). Goldstein et al. (2006) describe the program as an experiment between three European and three American universities, which was established to demonstrate how international urban planning and policy experiences could be relevant to a student who spends their professional practice on exclusively domestic local and regional issues (Goldstein et al., 2006). The authors imply NUERUS successfully leverages linkages between the consortium partners and provides a means for improving existing

education and research activities; specifically referring to curricular improvements such as increases in scholarly research activity, resource enhancement, and the increasing diversity and richness of class discussions (Goldstein et al., 2006). Furthermore, Goldstein et al. (2006) suggest that the participating planning institutes benefit from the program through an increased ability to expand the international dimensions of their existing planning curriculums, both in terms of course content and the enhancement of comparative planning subjects. Overall, the program can be seen to provide an innovative model of international scholarly collaboration that simultaneously enhances the education of future planning professionals. What positions NUERUS apart from traditional perspectives on internationalising the planning curriculum, is that its main intent is not necessarily to prepare students for international careers; but rather *“it seeks to demonstrate the value of global understanding and comparative thinking for professionals who may very well work in a domestic context for their entire careers”* (Goldstein et al., 2006, p. 351). Whilst this particular program is centred on semester long student exchange, it is reasonable to assume that under a similar premise of cross-institutional collaboration, any international pedagogical experience could be as Goldstein et al. (2006) describes, *“relevant to an understanding of the potential impacts and effectiveness of domestic planning interventions”* (2006, p. 349).

Teaching regional planning in an international context: The Klang Valley experience

The Klang Valley experience was a collaborative regional planning exercise organised jointly by planning academics from both Queensland University of Technology and the International Islamic University of Malaysia, and involving planning students from both universities. As part of the exercise, planning students from QUT travelled to Kuala Lumpur to participate in a series of workshops and seminars organised locally, as well as meetings with local, state and federal planning officials. The field trip concluded with the organisation of a one-day forum for Young Planners of Australian and Malaysian Planning Institutes.

The regional planning exercise, in terms of outputs, consisted of a regional appraisal and report topics of the area under investigation, Klang Valley – Kuala Lumpur, Malaysia. It culminated with the presentation of regional development strategies for the area.

It was designed to enhance teaching and learning capacities, develop research partnerships and provide students with skills to function professionally in a multicultural context. The experience was an attempt to bridge the teaching of theoretical concepts of regional planning and development and the regional, more professional knowledge of planning practice, as it relates to specific political, institutional and cultural contexts.

The Klang Valley Regional Planning Practice Project

In July 2008, 16 fourth year undergraduate and coursework master planning students enrolled in both UDB474 Regional Planning Practice and UDB475 Regional and Metropolitan Policy embarked on the first Regional Planning Practice field trip to Klang Valley – Kuala Lumpur, Malaysia. The fieldtrip was the result of a collaborative effort between the planning academics from Queensland University of Technology (QUT) and the planning academics from the International Islamic University of Malaysia (IIUM) involved in teaching urban and regional planning studios. The choice of the Klang Valley as a study area for the QUT students was made relevant by the involvement of the IIUM staff and 29 students in projects pertaining to the region.

Over the past 25 years, Klang Valley has experienced the most rapid population growth of any Malaysian location. With an initial population of almost 2 million in 1980, it rose to over 4.5 million in 2000, and close to 6.5 million in 2006, making it the most populated region in the country. Long term planning for the Klang Valley region has been significantly affected by the absence of a regional planning authority to manage its rapid growth. The need to establish a regional planning authority for the Klang Valley region was first realised in the early 1970s with a study highlighting how regional growth might be guided to make the maximum contribution to the reduction of poverty and the restructuring of society through the accommodation of population growth, provision of better infrastructure and public services and the promotion of greater collaboration between all State and Federal agencies in guiding and implementing development plans.

During the field trip, students met with planning academics and students of IIUM, as well as with key planning authorities such as representatives of the Kuala Lumpur City Council, Shah Alam City Council, State Government Planning Department, and members of the Malaysia Federal Planning Authority. Students also engaged with Malaysian planning practitioners and decision-makers involved in regional planning in order to gather information and data relevant for their regional planning project on which they would be assessed. The project was divided into three stages reflecting the structure of the regional planning process and included:

- *An appraisal* of the region's existing state and of current opportunities, pressures and policies, including consultation with stakeholders, and identification of draft objectives;
- *An analysis of regional activity systems*, policies and priority issues and synthesis of this information to contribute to coherent options, and;
- *A regional plan and proposals* to produce integrated policy plans and frameworks capable of providing strategic guidance to coordinate inter-departmental and inter-government policies and infrastructural and implementation programs for the Klang Valley region over the next 20 years period.

The regional planning exercise culminated with the presentation by the QUT planning students of regional development strategies for the area. Ideally, the IIUM planning students were expected to attend the presentation in Brisbane. However, time and financial constraints prevented them to attend the event.

Perspectives of Australian and Malaysian planning students

About a year after the field trip we undertook semi-structured and semi-formal set of interviews with students from both universities. On top of this we also prepared a structured survey in order to record students' experiences and receive their feedback on the international collaboration. The purpose of waiting a 12 month period was to get a much clearer view from the students on what level the international collaboration improved their skills and contributed to their professional development.

From the semi-formal conversation with students we found out that almost all of the students view the international planning activity very useful and interesting, and they suggested that an international planning unit is necessary to be incorporated in the planning curriculum. In fact, they also suggested that the one-week period of the planning workshop was not enough for them to interact with other students in order to benefit from each other experiences. IIUM students also put forward the idea of reciprocating the visit but because of time and financial constraints they were informed that this program was not possible to be implemented in year 2009.

The structured survey contains a 31 question questionnaire that each question having a typical five-level Likert scale: (1) strongly agree; (2) agree; (3) disagree; (4) neither agree nor disagree; (5) strongly disagree; and also includes (6) not applicable (see Appendix 1). Likert scaling is a bipolar scaling method, measuring either positive or negative response to a statement and widely used in planning studies. The questionnaire sent all students from QUT and IIUM that have attended the Regional Planning Practice and Policy study by email. A total of 45 students were involved in Regional Planning Practice study 16 students from QUT and 29 from IIUM. Among these 45 students 13 from QUT and 24 from IIUM responded to the survey. In other words the overall response rate was 82.22 percent. Table 1 shows the results of the QUT and IIUM student survey.

In total 24 percent of the respondents were strongly agreed on the benefits of the planning workshop where other 65 percent were agreeing. The points that both schools' students were agreed on (above 70 percent) were: (a) the study enhanced my qualifications to pursue a professional career, domestically; (b) it provided me an understanding of alternative sets of planning objectives and processes; (c) it enhanced my appreciation of national planning objectives and processes; (d) it equipped me with the skills to respond effectively to unfamiliar problems in my professional career; (e) it equipped me with the skills to respond effectively to diverse contexts in my professional career; (f) it equipped me with the skills to respond effectively to diverse contexts in my university education; (g) it helped me build networks and cooperative working with students and faculty from my university; (h) it is valuable to my understanding of domestic urban and regional planning issues; (i) activities were appropriate to achieving an understanding of regional planning issues; (j) faculty contributed positively to the overall quality of the experience, and; (k) faculty were helpful in providing me information on the region before the trip (see Table 1).

There was only in total 7 percent disagreement or strong disagreement due to several issues (above 10 percent). The main disagreement (with 32%) was planning education at their university being performed at a high level internationally. Considering this experience being the first one it justifies students' criticism of the curriculum not considering international studies. The second main issue (with 24%) was teaching teams not preparing students for this international collaboration by providing sufficient background information and study materials before the planning workshop. The other issues (between 11 and 16%) were whether: (a) the study distinguishes my university education from other university educations; (b) it enhanced my qualifications to pursue a professional career, domestically; (c) it enhanced my qualifications to pursue a professional career, internationally; (d) it enabled me to think critically and re-evaluate generic planning objectives and processes; (e) it equipped me with the skills to respond effectively to unfamiliar problems in my university education; (f) it helped me build networks and cooperative working with students and faculty from other universities, and; (g) the coursework was appropriate to achieving an understanding of planning issues in international context (see Table 1).

The survey also captured additional comments of the participating students about the workshop. The main issues of student concerns could be grouped under the following four areas.

The first one is rather a one-way knowledge transfer. QUT Student 13 comments on this as *"... while it was great to learn about Malaysian planning issues and processes I feel more could have been gained by spending [an extended] time working on issues with the students. Sometimes I felt the information was very one way. Perhaps the Malaysian students might have got more out of it if we spent some time talking to them about regional issues in Queensland."*

The second issue is the language barrier. According to QUT Student 3 “... *the level of detail we were able to obtain and evaluate didn't always flow down to local policies due to issues such as language differences.*”

The third point is due to time, cultural and language differences not being able to communicate with local people and local activist group representatives. QUT Student 4 raises this issue by stating “[t]he activities were good however they were too focussed on the government perspective and needed more focus on community groups and urban problems that need to be resolved...”

The last key issue is related to the organisation of the planning practice and policy development collaboration that provides enough time for students to get to know about others culture and planning systems, also the length of the trip. On that matter IIUM Student 1 says “[p]robably [we] need a session to explain both universities' education in terms of planning and discussing planning processes in both countries in more detail...” On the very same subject IIUM Student 13 underlines the need for a longer collaboration by saying “... *more time required to have more interaction between universities. Thus, this will break the cultural barriers between two university students.*”

The comments of QUT Student 1 on his/her personal observations and suggestions reflect most of the students common view on this international student project. As QUT Student 1 voiced “[t]he overall fieldtrip was a valuable experience both for personal and professional development. The trip provided [us] with an insight into international planning issues, cultural barriers and the importance of governance within the planning framework. I would recommend the trip to all planning students. These types of trips / experiences set a QUT [IIUM] degree apart from other universities.”

Table 1. QUT and IIUM student survey results

QUT & IIUM Student Survey Questions	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
Q1: A valuable contribution to my professional growth and development.	0.43	0.51	0.00	0.03	0.03	0.00
Q2: A valuable contribution to my personal growth and development.	0.49	0.49	0.00	0.03	0.00	0.00
Q3: Distinguishes my university education from other university educations.	0.27	0.54	0.00	0.14	0.00	0.05
Q4: Recommend this international collaboration experience to other students.	0.57	<i>0.41</i>	0.00	0.03	0.00	0.00
Q5: Enhanced my qualifications to pursue a professional career, domestically.	0.03	0.73	0.00	0.14	0.03	0.08
Q6: Enhanced my qualifications to pursue a professional career, internationally.	0.16	0.62	0.00	0.14	0.00	0.08
Q7: Provided me an understanding of alternative sets of planning objectives and processes.	0.24	0.70	0.00	0.00	0.00	0.05
Q8: Enabled me to think critically and re-evaluate generic planning objectives and processes.	0.24	0.59	0.00	0.11	0.00	0.05
Q9: Enhanced my appreciation of local planning objectives and processes.	0.27	0.68	0.00	0.03	0.00	0.03
Q10: Enhanced my appreciation of national planning objectives and processes.	0.16	0.76	0.00	0.00	0.00	0.08
Q11: Enhanced my appreciation of international planning objectives and processes.	0.27	0.59	0.00	0.05	0.00	0.08
Q12: Equipped me with the skills to respond effectively to unfamiliar problems in my professional career.	0.19	0.70	0.00	0.08	0.00	0.03
Q13: Equipped me with the skills to respond effectively to unfamiliar problems in my university education.	0.19	0.62	0.00	0.11	0.00	0.08
Q14: Equipped me with the skills to respond effectively to diverse contexts in my professional career.	0.14	0.81	0.00	0.03	0.00	0.03
Q15: Equipped me with the skills to respond effectively to diverse contexts in my university education.	0.14	0.78	0.00	0.05	0.00	0.03
Q16: Planning education from my university is performed to a high level, domestically.	0.22	0.68	0.00	0.03	0.03	0.05
Q17: Planning education from my university is performed to a high level, internationally.	0.22	0.38	0.00	<i>0.32</i>	0.00	0.08
Q18: Enhanced my understanding of diversity in my social and organisational surroundings.	<i>0.30</i>	0.68	0.00	0.03	0.00	0.00
Q19: Improved my ability to communicate in a multi-cultural or foreign environment.	<i>0.35</i>	0.65	0.00	0.00	0.00	0.00
Q20: Improved my ability to communicate with people from different countries or cultures than my own.	<i>0.32</i>	0.65	0.00	0.03	0.00	0.00
Q21: Helped me build networks and cooperative working with students and faculty from my university.	0.19	0.73	0.00	0.03	0.00	0.05
Q22: Helped me build networks and cooperative working with students and faculty from other universities.	0.22	0.62	0.00	0.14	0.00	0.03
Q23: Valuable to my understanding of domestic urban and regional planning issues.	0.16	0.81	0.00	0.03	0.00	0.00
Q24: Valuable to my understanding of international urban and regional planning issues.	<i>0.30</i>	0.68	0.00	0.03	0.00	0.00
Q25: Activities were appropriate to achieving an understanding of regional planning issues.	0.22	0.76	0.00	0.03	0.00	0.00
Q26: The coursework was appropriate to achieving an understanding of planning issues in international context.	0.14	0.59	0.00	0.16	0.05	0.05
Q27: Students contributed positively to the overall quality of the experience.	<i>0.32</i>	0.65	0.00	0.03	0.00	0.00
Q28: Faculty contributed positively to the overall quality of the experience.	0.22	0.78	0.00	0.00	0.00	0.00
Q29: Faculty were helpful in providing me information on the region before the trip.	0.05	0.62	0.00	0.24	0.00	0.08
Q30: Faculty were accessible for guidance on the regional planning project after the trip.	0.14	0.70	0.00	0.05	0.00	0.11
	0.24	0.65	0.00	0.07	0.00	0.04

Note: All values are the percentage values of responses (e.g. 0.43 is 43%). Values over 50% are shown in bold, and between 30% and 49% are in italic text

Perspectives of Australian and Malaysian teaching staff

The regional planning practice student project activity (the planning workshop) jointly participated by planning students from QUT and IIUM was a first of its kind for both organisations. It sets a new dimension in the way both organisations run their degree in urban and regional planning and conduct courses particularly that have regional and global implications. This gathering of students from Australia and Malaysia in the field of planning has exposed them to various aspects of planning, their complexities, similarities and differences in the respective countries.

Most of the teaching staff from both schools have agreed that the planning workshop was a good platform for the students to exchange ideas and knowledge pertaining to planning issues as well as a place to share their experiences while undertaking their planning studio project. Lectures and inputs from lecturers and students in their workshop discussion provide interesting views and ideas on the way planning works were being conducted in Australia and Malaysia. In fact, there was a general consensus among the lecturers in both schools that similar visits should be organised in order to give the opportunity to the students to learn about planning practice in other countries. In this case, it was agreed on that financial allocation in the future for both schools should incorporate the international field trip component in the budget for the coming academic years.

The teaching staff have agreed on that students have learned or at least have been exposed to real life scenarios and issues affecting overall planning and planning decisions in the Klang Valley project. These issues include the levels of cooperation between governments and political influence of the ruling government, and how these different authorities try to come to a consensus in resolving planning matters in the absence of a metropolitan planning authority, such as the case of Klang Valley. The presentations on the domestic planning practice and the role of the general public in planning decision making provided good insights for the international counterparts (QUT students) as to how planning and decision making is executed domestically in Malaysia. Following to lectures students workshopped and discussed where similarities and differences might occur between the two countries' planning systems, and what contributes to these differences. Also this discussion offered some new ideas for students to consider, for example to adapt a particular approach within one system into the other.

Because of the time constraints, some of the departments and agencies in Malaysia which were relevant to the workshop could not be visited. In this case, it would have been better if a slightly longer time be given to the Malaysian teaching team to make the necessary local arrangements. However, it is admitted most of the key agencies were covered in the field trip. Also due to the complexity of grasping planning legislation or culture in another country and planning context teaching staff were of the opinion that a period of 10 days to two weeks would be a better duration for the planning workshop. This would give both the students and lecturers ample time to participate, discuss, do research and possibly write a report plus a bit of field visits. For the visiting students, it will give them some extra time to know the place and network with the local students, and better understand the local dynamics and culture(s).

Both the lecturers and students agreed that they benefited a lot from this workshop and were hopeful this sort of *'innovative teaching collaboration'* to be maintained. As well as QUT students, the planning students from IIUM have gained tremendous experiences from this interaction and networking over and above knowledge about the urban and regional planning in Australia. In fact, the Malaysian Institute of Planners also gave their support to this type of international collaboration in the teaching of planning and suggested that the effort should be promoted to give Malaysian students the international exposure and encouraging international networking among these students. Particularly the last day's event of Australian and Malaysian Young

Planners Forum was a most invaluable event bringing not only Australian and Malaysian students but also young professionals together.

As part of this teaching regional planning in an international context study we also undertook a structured survey with the faculty participated in the planning workshop. Four senior academics from IIUM and three academics from QUT were asked to complete a 31 question questionnaire (that each question having a typical five-level Likert scale as explained in the previous section) in order to reflect their views on the joint regional planning practice and policy development experience (see Appendix 2). All seven participants responded to our survey, in other words a 100 percent response rate was achieved. The findings of this survey reveal that both teaching teams found this collaboration extremely useful for boosting their students' learning by focusing on cross-cultural aspects of planning, which is a critical asset for planners in the rapidly globalising world (Abramson, 2005; Afshar, 2001). Table 2 shows the results of the QUT and IIUM staff survey.

In total 46 percent of the respondents were strongly agreed on the benefits of the planning workshop, where other 46 percent were agreeing. The points that both teaching teams were strongly agreed or agreed on (above 70 percent) were: (a) the study being a valuable contribution to students' professional growth and development; (b) it improved students' ability to communicate with people from different countries or cultures than their own; (c) it is a valuable to students' understanding of international urban and regional planning issues, and (d) I would recommend this international collaboration experience to other colleagues; (e) equipped students' with the skills to respond effectively to diverse contexts in their university education; (f) it enhanced students' qualifications to pursue a professional career, domestically; (g) it provided students' an understanding of alternative sets of planning objectives and processes; (h) it enabled students' to think critically and re-evaluate generic planning objectives and processes; (i) it enhanced students' appreciation of national planning objectives and processes; (j) it enhanced students' appreciation of international planning objectives and processes; (k) it equipped students' with the skills to respond effectively to unfamiliar problems in their university education; (l) it enhanced students' understanding of diversity in their social and organisational surroundings; (m) it improved students' ability to communicate in a multi-cultural or foreign environment; (n) faculty were helpful in providing students with sufficient information on the region before the trip, and; (o) faculty were accessible for guidance on the regional planning project after the trip (see Table 2).

There was only 1 percent disagreement or strong disagreement due to four issues (above 10 percent). These issues were whether: (a) the study has enhanced students' qualifications to pursue a professional career internationally; (b) planning education from their universities is performed to a high level internationally; (c) the coursework was appropriate to achieving an understanding of planning issues in an international context, and; (d) faculty were helpful in providing students information on the region before the trip. The teaching staffs admit that so far not much attention has been paid in student international collaboration apart from student exchange programs at both universities. In its nature this activity was the very first for both schools, and changing the international profile of both schools will sure to take some time and will require strong support from universities' senior management level. However, the teaching teams from both schools see that this attempt, despite of its limited downfalls, still an innovative approach to teaching regional planning in an international context, of course with lots of room for improvement in the course of time (see Table 2).

Table 2. QUT and IIUM staff survey results

QUT & IIUM Staff Survey Questions	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not Applicable
Q1: A valuable contribution to students' professional growth and development.	0.86	0.00	0.00	0.00	0.00	0.14
Q2: A valuable contribution to students' personal growth and development.	0.43	0.43	0.00	0.00	0.00	0.14
Q3: Distinguishes my university education from other university educations.	0.57	0.43	0.00	0.00	0.00	0.00
Q4: Recommend this international collaboration experience to other colleagues.	0.86	0.14	0.00	0.00	0.00	0.00
Q5: Enhanced students' qualifications to pursue a professional career, domestically.	0.14	0.71	0.00	0.00	0.00	0.14
Q6: Enhanced students' qualifications to pursue a professional career, internationally.	0.29	0.29	0.00	0.14	0.00	0.29
Q7: Provided students' an understanding of alternative sets of planning objectives and processes.	0.71	0.29	0.00	0.00	0.00	0.00
Q8: Enabled students' to think critically and re-evaluate generic planning objectives and processes.	0.71	0.29	0.00	0.00	0.00	0.00
Q9: Enhanced students' appreciation of local planning objectives and processes.	<i>0.43</i>	0.57	0.00	0.00	0.00	0.00
Q10: Enhanced students' appreciation of national planning objectives and processes.	0.29	0.71	0.00	0.00	0.00	0.00
Q11: Enhanced students' appreciation of international planning objectives and processes.	0.71	0.29	0.00	0.00	0.00	0.00
Q12: Equipped students' with the skills to respond effectively to unfamiliar problems in their professional career.	<i>0.43</i>	0.57	0.00	0.00	0.00	0.00
Q13: Equipped students' with the skills to respond effectively to unfamiliar problems in their university education.	0.29	0.71	0.00	0.00	0.00	0.00
Q14: Equipped students' with the skills to respond effectively to diverse contexts in their professional career.	0.57	<i>0.43</i>	0.00	0.00	0.00	0.00
Q15: Equipped students' with the skills to respond effectively to diverse contexts in their university education.	0.14	0.86	0.00	0.00	0.00	0.00
Q16: Planning education from my university is performed to a high level, domestically.	<i>0.43</i>	<i>0.43</i>	0.00	0.00	0.00	0.14
Q17: Planning education from my university is performed to a high level, internationally.	0.29	<i>0.43</i>	0.00	0.14	0.00	0.14
Q18: Enhanced students' understanding of diversity in their social and organisational surroundings.	0.71	0.29	0.00	0.00	0.00	0.00
Q19: Improved students' ability to communicate in a multi-cultural or foreign environment.	0.71	0.29	0.00	0.00	0.00	0.00
Q20: Improved students' ability to communicate with people from different countries or cultures than their own.	0.86	0.14	0.00	0.00	0.00	0.00
Q21: Helped students' build networks and cooperative working with students and faculty from their university.	<i>0.43</i>	<i>0.43</i>	0.00	0.00	0.00	0.14
Q22: Helped students' build networks and cooperative working with students and faculty from other universities.	<i>0.43</i>	0.57	0.00	0.00	0.00	0.00
Q23: Valuable to students' understanding of domestic urban and regional planning issues.	0.14	0.57	0.00	0.00	0.00	0.29
Q24: Valuable to students' understanding of international urban and regional planning issues.	0.86	0.14	0.00	0.00	0.00	0.00
Q25: Activities were appropriate to achieving an understanding of regional planning issues.	0.29	0.57	0.00	0.00	0.00	0.14
Q26: The coursework was appropriate to achieving an understanding of planning issues in international context.	0.14	0.57	0.00	0.00	0.14	0.14
Q27: Students contributed positively to the overall quality of the experience.	<i>0.43</i>	0.57	0.00	0.00	0.00	0.00
Q28: Faculty contributed positively to the overall quality of the experience.	<i>0.43</i>	0.57	0.00	0.00	0.00	0.00
Q29: Faculty were helpful in providing students information on the region before the trip.	0.00	0.71	0.00	0.14	0.00	0.14
Q30: Faculty were accessible for guidance on the regional planning project after the trip.	0.14	0.71	0.00	0.00	0.00	0.14
	<i>0.46</i>	<i>0.46</i>	0.00	0.01	0.00	0.07

Note: All values are the percentage values of responses (e.g. 0.43 is 43%). Values over 50% are shown in bold, and between 30% and 49% are in italic text.

Conclusion

The survey of participating students and staff from both Queensland University of Technology and the International Islamic University of Malaysia highlights the benefits of such project in terms of leaning experience and exposure to different cultural contexts. The survey findings support the claims that trans-cultural engagement has extremely valuable potentialities for planning education and practice. From both the students and the teaching staff perspectives, the experience has proven invaluable in terms of cross-cultural engagement and developing networks. For most of the students, being involved in an international exercise such as this one was a unique experience in their study and professional career.

The exposure to different planning processes and practices gave students a new outlook on what they knew from their own country as well as some insight on international planning issues and cultural differences and barriers. Some of the issues identified in the survey revolved around reciprocating the field trip experience and extending the length of the project to give students more time to understand to complexity of another planning system. Cultural and language differences were also evoked as barriers to effective communication.

Recommendations highlighted the importance of incorporating an international planning unit in the planning curriculum at Queensland University of Technology as a mean to achieving a more holistic educational experience. A better preparation in terms of sufficient information available on the study area before the field trip was also recommended. This last recommendation has been incorporated into the 2009 edition of the regional planning practice project in partnership with Hanbat National University, Daejeon, South Korea. The outcomes of this recent international teaching experience (to Korea) will also shed more light on how to formulate the 21st Century planning education considering the international context.

Acknowledgements

We would like to thank a number of individuals and organisations who supported the joint regional planning practice activity. First, we wish to thank the Dean and teaching staff of the Department of Urban and Regional Planning, IIUM for hosting the planning workshop and arranging fieldtrip activities. Second, thanks go to the planning students of the IIUM who welcomed QUT students wholeheartedly and shared their knowledge and culture with them. Third, we would like to sincerely thank planning institutions including Malaysian Institute of Planners that shared their local knowledge and giving freely and willingly of their extremely invaluable and scarce time. Lastly, we would like to thank School of Urban Development, QUT for sponsoring partial expenses of the field trip activities.

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Appendix 1: Student Questionnaire

Question 1: The field trip/international collaboration has been an overall a valuable learning experience for my *professional* growth and development.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 2: The field trip/international collaboration has been an overall a valuable learning experience for my *personal* growth and development.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 3: Overall, the field trip/international collaboration experience distinguishes my university education from other university educations.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 4: I would recommend this field trip/international collaboration experience to other students.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 5: The experience has enhanced my qualifications to pursue a professional career, *domestically*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 6: The experience has enhanced my qualifications to pursue a professional career, *internationally*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 7: The experience has provided me an understanding of alternative sets of planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 8: The experience has enabled me to think critically and re-evaluate generic planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 9: The experience has enhanced my appreciation of *local* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 10: The experience has enhanced my appreciation of *national* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 11: The experience has enhanced my appreciation of *international* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 12: The experience has equipped me with the skills to respond effectively to unfamiliar problems in my *professional career*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 13: The experience has equipped me with the skills to respond effectively to unfamiliar problems in my *university education*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 14: The experience has equipped me with the skills to respond effectively to diverse contexts in my *professional career*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 15: The experience has equipped me with the skills to respond effectively to diverse contexts in my *university education*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 16: Planning education from my university is performed to a high level, *domestically*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 17: Planning education from my university is performed to a high level, *internationally*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 18: The experience has enhanced my understanding of diversity in my social and organisational surroundings.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 19: The experience has improved my ability to communicate in a multi-cultural or foreign environment.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 20: The experience has improved my ability to communicate with people from different countries or cultures than my own.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 21: The experience has helped me build networks and cooperative working relationships with students and faculty from *my university*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 22: The experience has helped me build networks and cooperative working relationships with students and faculty from *other universities*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 23: The experience has been valuable to my understanding of *domestic* urban and regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 24: The experience has been valuable to my understanding of *international* urban and regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 25: The activities organised as part of the field trip/international collaboration were appropriate to achieving an understanding of regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 26: The coursework, assessment and deadlines were appropriate to achieving an understanding of regional planning issues in an international context.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 27: The *students* that participated in the field trip/international collaboration contributed positively to the overall quality of the experience.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 28: The *university faculty* that participated in the field trip/international collaboration contributed positively to the overall quality of the experience.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 29: The university faculty that participated in the field trip/international collaboration were helpful in providing me with sufficient information on the region *before* the field trip/international collaboration.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 30: The university faculty that participated in the field trip/international collaboration were accessible for guidance on the regional planning project *after* the field trip/international collaboration.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 31: Please add personal observations or make suggestions about how the experience could be improved.

Additional Comments:.....

Appendix 2: Staff Questionnaire

Question 1: The field trip/international collaboration has been an overall a valuable learning experience for students' *professional* growth and development.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 2: The field trip/international collaboration has been an overall a valuable learning experience for students' *personal* growth and development.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 3: Overall, the field trip/international collaboration experience distinguishes my university education from other university educations.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 4: I would recommend this field trip/international collaboration experience to other colleagues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 5: The experience has enhanced students' qualifications to pursue a professional career, *domestically*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 6: The experience has enhanced students' qualifications to pursue a professional career, *internationally*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 7: The experience has provided students an understanding of alternative sets of planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 8: The experience has enabled students' to think critically and re-evaluate generic planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 9: The experience has enhanced students' appreciation of *local* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 10: The experience has enhanced students' appreciation of *national* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 11: The experience has enhanced students' appreciation of *international* planning objectives and processes.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 12: The experience has equipped students' with the skills to respond effectively to unfamiliar problems in their *professional career*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 13: The experience has equipped students' with the skills to respond effectively to unfamiliar problems in their *university education*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 14: The experience has equipped students' with the skills to respond effectively to diverse contexts in their professional career.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 15: The experience has equipped students' with the skills to respond effectively to diverse contexts in their university education.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 16: Planning education from my university is performed to a high level, *domestically*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 17: Planning education from my university is performed to a high level, *internationally*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 18: The experience has enhanced students' understanding of diversity in my social and organisational surroundings.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 19: The experience has improved students' ability to communicate in a multi-cultural or foreign environment.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 20: The experience has improved students' ability to communicate with people from different countries or cultures than my own.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 21: The experience has helped students' build networks and cooperative working relationships with students and faculty from *my university*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 22: The experience has helped students' build networks and cooperative working relationships with students and faculty from *other universities*.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 23: The experience has been valuable to students' understanding of *domestic* urban and regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 24: The experience has been valuable to students' understanding of *international* urban and regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 25: The activities organised as part of the field trip/international collaboration were appropriate to achieving an understanding of regional planning issues.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 26: The coursework, assessment and deadlines were appropriate to achieving an understanding of regional planning issues in an international context.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 27: The *students* that participated in the field trip/international collaboration contributed positively to the overall quality of the experience.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 28: The *university faculty* that participated in the field trip/international collaboration contributed positively to the overall quality of the experience.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 29: The university faculty that participated in the field trip/international collaboration were helpful in providing students with sufficient information on the region *before* the field trip/international collaboration.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 30: The university faculty that participated in the field trip/international collaboration were accessible for guidance on the regional planning project *after* the field trip/international collaboration.

(1) strongly agree (2) agree (3) disagree (4) neither agree nor disagree (5) strongly disagree (6) not applicable

Additional Comments:.....

Question 31: Please add personal observations or make suggestions about how the experience could be improved.

Additional Comments:.....
