



Charles Sturt
University

SLOWposium Provocation

International Student Group work
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Joint Cooperative Program



- CSU has a 20+ year Joint Cooperative Program with four Chinese universities
- Students complete both a CSU Bachelor of Business and a local partner degree without leaving their home institution.
- First-year subjects are delivered by the partner university. During the second and third years, CSU academics travel to China four times annually to deliver intensive teaching blocks, supported throughout the session by local lecturers.

What does it look like in the classroom?



Map with partner locations



What does a Session look like?

Eight-week plus one exam week sessions – 2 subjects per session

2 weeks intensive on-campus classes by SOB staff

Standard assessment structure across all first eight subjects and then final eight subjects

Final Eight Subjects

10% Group Assessment – self enrol, 5-minute in class presentation marked by CSU teacher (Week 2/4)

30% Assignment – 2,500 words (Week 5)

10% Online Quiz – 20 MCQs x 0.5 marks (Week 7)

50% Invigilated Final Exam – 2 x 15% questions + 4 x 5% questions (Week 9)

Must pass exam and submit all assessments

Typical delivery of the final year subjects:

Semester	Session	Subjects
Semester 1	Session 1	ACC384 International Accounting Issues
		FIN381 International Banking and Finance
Semester 1	Session 2	BUS384 Global Business Project Management
		FIN385 Trade and Business Finance
Semester 2	Session 1	MGT387 Managing your Global Workforce and Business
		MGT382 Strategy and Corporate Governance
Semester 2	Session 2	MGT311 Global Entrepreneurship
		MKT389 Strategic Marketing and Planning

A potential alternative - Scaffolded development:

Session	Opportunity
Semester 1 Session 1	First presentation experience
Semester 1 Session 2	Opportunity to act on feedback
Semester 2 Session 1	Further development
Semester 2 Session 2	Demonstration of mature professional capability

Provocation

Current Model

Presentation > Feedback > Marks Released > Assessment Concluded

Proposed Model

Presentation > Feedback > Reflection > Development > Next Session Assessment

Potential Benefits

1. Assessment focuses on growth, rather than a single performance event.
2. Students have multiple opportunities to apply feedback.
3. Collaboration is treated as a graduate capability developed over time.
4. Lecturers can assess improvement across the year rather than within a single subject.
5. Student skills develop – reading / writing / speaking – IELTS / Post Grad applications

Practical Challenges

1. Students may need to remain in the same groups across multiple sessions. Admin benefits
2. Group membership may be affected by failed subjects, withdrawals, or deferred study.
3. Feedback would need to be shared between sessions, lecturers, subjects etc
4. Additional coordination may be required across CSU lecturers and partner institutions.

Discussion Questions

1. Should collaborative capability be assessed as a developmental skill across a degree?
2. Should feedback travel between subjects?
3. Should improvement itself become an assessable criterion?
4. Do the educational benefits outweigh the administrative complexity?

Current Approach (Example criteria)

MARKING CRITERIA AND STANDARDS					
Criteria (Mark / %)	High Distinction (HD)	Distinction (DI)	Credit (CR)	Pass (PS)	Fail (FL)
The presentation defines the question.	The presentation opens with a comprehensive, accurate definition of the question by the presenter(s) that is supported by a clear, informative, engaging and appropriate PowerPoint slide.	The presentation opens with a definition of the question by the presenter(s) that is supported by a clear, informative and mostly appropriate PowerPoint slide.	The presentation opens with a definition of the question by the presenter(s) that is supported by the PowerPoint slide.	The presentation has a definition of the question on one of the early PowerPoint slides.	The presentation does not have a definition of the question on one of the early PowerPoint slides.
The presentation includes concepts from appropriate resources, to further explain / discuss the topic question.	Extensive knowledge of topic is demonstrated through the use of multiple scholarly resources and examples which clearly support the group's answer to the question. The body of the presentation demonstrates a consolidation of knowledge of the topic question. Includes a recommended minimum of five (5) relevant, credible and traceable sources that are appropriately acknowledged through in-text citations and a reference list.	Demonstrated a thorough understanding of topic through the use of multiple resources and examples to support the group's answer to the question. Includes a recommended minimum of five (5) relevant, credible and traceable sources that are appropriately acknowledged through in-text citations and a reference list.	Demonstrated an accurate understanding of topic question through referencing information from the textbook, with some supporting appropriate resources and an example, to justify the group's answer to the question. Includes a recommended minimum of five (5) relevant, credible and traceable sources that are appropriately acknowledged through in-text citations and a reference list.	Demonstrated a limited understanding of the topic question through referencing information from the textbook, with an example, to justify the group's answer to the question. Includes a recommended minimum of five (5) relevant, credible and traceable sources that are appropriately acknowledged through in-text citations and a reference list.	Does not demonstrate an adequate understanding of the topic question and/or analysis is not supported by relevant citations. Sources are absent, not traceable, not credible, not relevant to the task, or are not appropriately acknowledged through in-text citations and a reference list.
The presentation provides an answer to the topic question.	Shows an in-depth and comprehensive understanding of major concepts and theories by including relevant examples that complement the analysis.	Shows a broad understanding of major concepts and theories by including relevant examples that complement the analysis, but with minor errors and / or omissions.	Shows an accurate understanding of most concepts and theories by including relevant examples that complement the analysis, but with some errors and / or omissions.	Shows an understanding of most concepts and theories and includes some example(s) that complement to some degree, but with frequent errors and/or omissions.	Does not show an understanding of most concepts and theories, example(s) are omitted and / or contain a majority of errors that do not complement.
The group has worked together and	Each group member contributes to the presentation, effectively	Each group member contributes to the presentation, effectively	Several members present the topic question and communicate, but it is	Several members present the topic question, but it is not clear that all members have	Few members present the topic question; it is not clear all members have contributed,
Charles Sturt University Subject Outline FIN3311 2026/25 KY 1 Version 1 - Published 17 August 2026 Charles Sturt University - TEQSA Provider Identification: PBN12018 (Australian University), CRICOS Provider: 00005F Page 11 of 25					
each member has contributed and understands the topic question.	communicates, and shows they have a sound understanding of the content through the accurate and comprehensive responses to the questions posed.	communicates, and the group has been able to correctly answer most of the questions posed.	demonstrated that each member has contributed. The group has been able to correctly answer most of the questions posed.	contributed. The group has been able to correctly answer most of the questions posed.	and/or the group has not been able to correctly answer most of the questions posed.
Criteria (Mark / %)	Satisfactory		Unsatisfactory		
Group presentation (PowerPoint slides and speakers' communication) spelling, grammar and referencing.	- Easy to read PowerPoint slides. - PowerPoint slides support the oral presentation - Relevant and / or accurate text and images used in the PowerPoint slides - Presentation is completed within the time limit. - Evidence the group has worked as a team - References supplied and in APA 7th ed. Style		- Difficulty reading PowerPoint slides - PowerPoint slides do not support the oral presentation - Irrelevant or inaccurate text and images used in the PowerPoint slides - Presentation is not completed within the time limit - Little or no evidence the group has worked as a team - References not supplied and /or not in APA 7th ed. style		

Semester 1 Session 1 (Foundation Stage)

Criterion: Development of Collaborative Capability

HD	DI	CR	PS	FL
The group establishes highly effective collaborative practices. All members contribute equally, participate in preparation activities and demonstrate a clear understanding of both the topic and group processes.	The group demonstrates effective collaborative practices with strong participation from all members and evidence of shared preparation.	The group demonstrates satisfactory collaboration with most members contributing to preparation and delivery.	The group demonstrates basic collaboration however participation remains uneven or largely task-focused.	There is limited evidence of collaboration, preparation or shared responsibility amongst group members.

Example feedback progression

Semester 1 Session 1 Feedback

Group 12

Strengths

1. Demonstrated a strong understanding of the key concepts discussed within the presentation.
2. Supporting evidence was relevant, appropriately referenced and well integrated into the group's analysis.
3. The group successfully answered the core presentation question and remained within the allocated time.

Areas for improvement:

1. Student X and Student Y contributed substantially less than other group members during the presentation.
2. Presentation delivery lacked confidence, with several members relying heavily on notes rather than engaging directly with the audience.
3. Limited interaction with the audience and minimal use of examples beyond those provided in the prescribed materials.
4. Several group members experienced difficulty responding to lecturer questions at the conclusion of the presentation, indicating an uneven understanding of the sources used to support the analysis.

Semester 1 Session 2

Development Stage

Criterion: Response to Previous Feedback and Team Development

HD	DI	CR	PS	FL
The group demonstrates substantial improvement in all areas identified within previous session's lecturer feedback. Members actively apply feedback to enhance collaboration, presentation quality and overall effectiveness.	The group demonstrates clear improvement in most areas identified within previous feedback, and actively applies recommendations to strengthen performance.	The group demonstrates some evidence of responding to previous feedback and improving aspects of teamwork or presentation.	Limited evidence is provided that previous feedback has informed the group's development or presentation approach.	There is no evidence that previous feedback has been considered or applied by the group.

Example feedback progression

Semester 1 Session 2 Feedback

Group 12

Evidence of development observed

1. All group members participated actively and presented approximately equal components of the presentation.
2. Student X and Student Y demonstrated noticeably greater engagement and confidence compared with the previous session.
3. The group reduced reliance on presentation notes and communicated with greater confidence and professionalism.
4. Additional industry examples were incorporated to support the group's analysis.
5. All members were able to respond appropriately to lecturer questions at the conclusion of the presentation, demonstrating improved familiarity with the underlying literature and supporting sources.



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Thank you

