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**Title:** Teaching and professional development in transnational education in Oman

**Issue date:** 2020-11-24

# Propositions

associated to the dissertation  
Teaching and Professional Development in Transnational Education in Oman

*Antonia M. Lamers-Reeuwijk, 24 November 2020*

1. Provider universities need to take their responsibility for the quality of the teaching and learning environment as seriously as the assurance of consistent academic standards (this dissertation).
2. Just as there is a contractual provision for quality assurance, there should also be one for an academic development unit to be embedded in the host institution with clearly defined responsibilities to safeguard the quality of the teaching and learning environment (this dissertation).
3. When there is a disconnect between the expectations of the programmes and the students taught, the academic success of the TNE student in a British programme will be at risk (this dissertation).
4. The current teaching instructions for contextualising UK programmes in TNE should go beyond giving local examples and include a context-sensitive pedagogy (this dissertation).
5. Whether TNE programmes are world class depends not so much on high global rankings or the quality of the programmes that the partner university provides as on the professionalism of the academics who teach on them (this dissertation).
6. The quality of a UK programme is at risk when the English proficiency requirements for expatriate and local academic staff are inadequate for the complexity of the teaching and learning environment in which they work.
7. If universities offering TNE would explicitly embed the development of English language proficiency and academic literacy in the learning outcomes of each programme, TNE students would be better supported towards academic success.
8. Though the lack of it is often lamented, no pre-departure course can fully prepare expatriate academics for the TNE teaching and learning environment.
9. A considerable minority of TNE teachers seems to be impervious to academic development activities.
10. One of the most enabling factors in collecting the data was for the researcher to be an insider who was considered to be independent of the college “tribes”.
11. The speed at which classes had to be moved online due to the COVID-19 pandemic is likely to jeopardise the one aspect that benefits TNE students in the development of higher order thinking skills: personal interaction with their teachers and peers.