

Local Global Learning: Community-based learning for local and global citizenship

Final Report 2016

James Cook University

Western Sydney University

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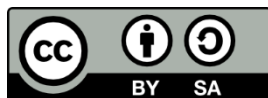
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List of Acronyms

ABS – Australian Bureau of Statistics

CADAD – Council of Australian Directors of Academic Development

HERDSA – Higher Education Research Development Society of Australasia

JCU – James Cook University

PAR – Preparation, Action, Reflection

QUES – Queensland University Educators Showcase

QUT – Queensland University of Technology

MBA - Master of Business Administration

RMIT – Royal Melbourne Institute of Technology

ROSETE – Research Oriented School Engaged Teacher-researcher Education (ROSETE)

WSU – Western Sydney University

TEEP – Taiwan Experience Education Program

TESOL - Teaching English to Speakers of Other Languages

Definitions

Agency: capacity for self-reflection, autonomy and action through development of personal epistemology, maximising learning opportunities, self-concept, assertiveness and resilience (Richards, Sweet & Billett, 2013).

Critical service learning: a pedagogical approach that focuses on transformative learning, through reflection, critical thinking, problem solving and a local and global focus. It encourages students to engage with social issues and critical analysis by questioning existing structures and facilitating student reflection and action (Westheimer & Kahne 2004; Gilbride-Brown 2011).

Flexible learning: recognises that a range of experiences will contribute to diverse learning outcomes and encourages students to consider both intended and unintended learning outcomes as 'valid'.

Global citizenship: involves developing 'global perspectives' in diverse student cohorts, positioning students as ethical, active and contributing members of their local and global communities, based on sound intercultural knowledge and understanding.

Glocalisation: the term originated in micro marketing and was taken up by cultural sociologists to acknowledge the local–global problematic (Robertson 2012). Service-learning is responsive to a *place*, a particular 'home' or an unfamiliar community and these communities are not simply local or global but interconnected sites of cosmopolitan learning about the 'other'.

Multilingualism: an intellectual resource for engendering global perspectives where students become proficient, literate and knowledgeable in two or more languages. Multilingualism is practiced across a continuum where students firstly learn *about* language and then learn *a* language before learning *through* language.

Partner or buddy programs: connecting students with peers during their service learning experience or ensuring visiting students mix with the host culture to provide support, information and dialogue, and opportunities for recognising 'sameness'.

Personal epistemology: involves an individual developing an awareness of what is knowledge and how they use that awareness to understand themselves and their world.

Reciprocal relationships: relationships between universities and host organisations, including partner universities or community agencies, which are developed over time and move beyond superficial encounters. Partners develop mutual understanding of goals and

priorities for all parties so that benefits from the experience are not assumed but negotiated and equitable.

Reflective practice: can be used to assist students to connect local and global experiences, reflect on their position in the world and relationship to political and social institutions, and their tendencies to “other” and to consider the agency of community partners (Batistoni, Longo & Jayanandhan 2009; Rizvi 2009; Lilley 2014; Kistler 2011; Merry & Ruyter 2011). Learning from staff and peers is also important to this reflection (Carrington 2011; Merrill, Braskamp & Braskamp 2012; Enberg 2013).

Rhizomatic learning: uses the botanical metaphor of the rhizome to describe the complex and often messy nature of learning. Deleuze & Guattari’s (1980) social theories of mapping and tracing adopt ‘rhizome’ and ‘rhizomatic’ to theorise multiple, non-hierarchical entry and exit points in data representation and interpretation. Rhizomatic imagining captures complexity, interconnectedness and a multiplicity of possibilities in mapping rather than tracing curriculum (Wang, 2014).

Service learning: is a form of community-based learning, combining academic study with learning in a community context. It may also be known as work-integrated learning, cultural exchange, community-based learning, placements, field education, internships, volunteering or study tours and takes place in either a local or global intercultural community setting,

Student barriers: barriers or challenges that prevent or discourage students from taking up service learning opportunities offered.

Subject: a discrete unit of study and a combination of subjects make up a course of study.

Troublesome knowledge: knowledge that can create discomfort for students as a result of immersion in new, challenging and unfamiliar experiences due to increased awareness of poverty, inequity, colonisation, imperialism and privilege – the development of a ‘saviour complex’ is a frequent reaction (Power & Bennett, 2015).

Executive Summary

The aim of the Local Global Learning Project was to explore to what extent students from diverse backgrounds and unique dispositions engage in service learning experiences to develop global perspectives, and how the agentic qualities of these students could be promoted and fostered towards future development of global perspectives. In particular, it focused on identifying the pedagogical elements of service learning curriculum that support this development. The project was designed to identify and synthesise robust curriculum and pedagogical practices into a good practice guide that could extend capacity building around mobility experiences, and ‘non-mobile’ experiences alike to develop global perspectives.

The research generated by this project establishes the importance of curriculum design, and the benefit of linear curriculum narratives to guide students and support their learning experiences. In response to the top four barriers to participation nominated by students: finances, time, work and family commitments, it is important that ‘non-mobile’, or local experiences are equally privileged with mobility experiences as they can allow students to engage with experiences while maintaining finances, work and family commitments. Intentional curriculum design and enactment is critical in orientating students to and preparing them for their experiences. Likewise, purposeful ‘in-placement’ activities that expose students to potentially disruptive experiences, and opportunities for dialogue and collaboration that facilitate in-depth reflection are essential pedagogic tools. Consequently, ‘in-placement’ is also a point of departure from linear narratives that do not reflect students’ lived experiences, where flexibility and recognition of unintended learning requires responses from individuals rather than from the cohort as a whole. And educators must realise that to engage students as active, agentic learners on the path to becoming global citizens, the curriculum must also be informed by the student voice. Meaningful assessment that aligns with student experience plays a strategic role to create space for students to reflect on the implications of their experiences for future personal and professional actions. A delicate balance of structure, space and student agency enhances the development of students’ global perspectives.

Outcomes

This project has developed, modelled and strengthened national approaches to curriculum structures that best support mobile and non-mobile intercultural community experiences that can foster global perspectives. In particular, the project has:

1. Identified theoretical frames and gaps in the existing field through a literature review.
2. Mapped publicly available curriculum documentation of 73 subjects across 26 institutions and 13 disciplines to identify the ways in which mobility and community experiences are currently positioned in higher education across Australia and thus

identified common labels and purposes to work towards a more common language of service learning for global perspectives.

3. Identified enablers and barriers to student engagement with mobile and non-mobile intercultural experiences to better inform future efforts to mobilise students both locally and globally.
4. Developed and disseminated a Good Practice Guide (GPG) based on six case studies.
5. Built capacity in and fostered connections between 160 academics and community partners subsequently engaged in symposiums and workshops to provide feedback and refine the GPG.
6. Established a network of 48 members across 18 institutions that serves as a community of practice to raise awareness of the need for, and effective design of, curriculum that best supports experiences.
7. Facilitated and captured the student experience of global perspectives of international and local student cohorts in six case studies across Singapore, Townsville and Sydney. A total of 76 students participated from JCU and WSU.

Deliverables

The project has achieved all the planned deliverables. Resources produced as part of the Local Global Learning project are available at <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning> and include:

- An interactive e-book titled “Local Global Citizenship in Higher Education: A framework and case studies for curriculum development”.
- The project website: www.localgloballearning.edu.au
- A Good Practice Guide: Facilitating global perspectives in diverse student cohorts through their community-based learning experiences.
- Curriculum Mapping: Community-based learning experiences with a focus on global perspectives (also available in Appendix F).
- A summary critical literature review (also available in Appendix G).

Further project outputs included:

- The development of a network of 48 practitioners from 18 institutions: Local Global Learning Network
- Curriculum development symposiums in Sydney and Singapore and a workshop at HERDSA 2016.
- Scholarly publications (to date) – Two book chapters and two articles in press.
- Four conference and non-refereed presentations.

Recommendations for institutions

Developing agency for global perspectives in diverse students

1. That local alternatives to international mobility experiences are created. This can negotiate student barriers to participation, reflect global perspectives through interconnected and intercultural communities, and foster agency for mobility experiences in the future.
2. That both local and global mobility experiences are supported with robust curriculum structures underpinned by four domains: intentional design, looking out, navigating engagement, and transitions and transformations.
3. That greater institutional support is needed due to the resource intensive nature of these experiences. Engagement, internationalisation and core academic work needs to be unified in approaches rather than being operationalised through distinctive policies and resourcing. Furthermore, these experiences often rely on staff goodwill and commitment, posing workload and sustainability challenges that need to be addressed with institutional support. There is also work to be done to foster genuinely reciprocal relationships with the community hosts with whom institutions seek to place their students.

Future research directions

Further research can focus on:

- A longitudinal study of graduates to provide further insight into the personal, professional and systemic impact of mobility and community-based global citizenship experiences.
- Longer-term studies to assess the long-term impact and integration of the framework and global perspectives as a core curriculum consideration.
- The cumulative impact on community partners from hosting students and maintaining long-term university community partnerships to provide an important foundation to student learning during their community-based learning experiences.

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Project Context: Global Citizenship for Diverse Learners

The New Colombo Plan and more recently the National Strategy for International Education 2025 aspire to increase engagement between Australian higher education institutions and their Indo-Pacific counterparts. Universities Australia (2013a) refer to a ‘third-wave’ of globalisation in higher education emphasising long-term sustainable, reciprocal partnerships built on cross-institutional activity and globalised curriculum (Universities Australia 2013b). These important policy initiatives aim to develop ‘global perspectives’ in diverse student cohorts, positioning students as ethical, active and contributing members of their local and global communities, based on sound intercultural knowledge and understanding. These perspectives are traditionally associated with global mobility, often in the form of student exchanges and study abroad experiences, whose value is clear but which fail to recognise and capitalise on networks of cultural exchange within parochial learning contexts.

While study abroad participation is clearly on the rise (particularly in short-term programs of less than one semester), increasing from one in thirteen bachelor graduates in 2009 to one in six in 2014, participation is limited overall at 11 per cent of the higher education student cohort (Potts 2016). At a practical level, students with previous travel experience and a higher socio-economic status have a greater propensity to study abroad, whereas part-time students are less likely to engage in study abroad (Nerlich 2015; Lawrence 2016). A disconnect between study abroad intentions and fulfilment is also evident. While 31 per cent of first year students plan to study abroad, by second year only 12 per cent plan to study abroad and subsequently, only 8 per cent do experience study abroad (Nerlich 2015). Participation data does not provide a break down on the uptake of these opportunities by metropolitan and regional university students.

The narrative of increasing study abroad participation may mask the inequity in the uptake of these opportunities. Spivak (cited in Andreotti 2011) warns of the risk that study abroad opportunities will be predominantly accessed by students already experiencing privilege, creating an “international class, with nationalist knowledge bases consisting of transnationally mobile people who think nationally, but operate at an international level imposing what belongs to their class ... upon the whole world” (p. 307). In addition, student mobility experiences can occur within a vacuum of local connections and miss opportunities for student learning and long-term relationships (Ang, Tambia & Mar 2015).

The ability to operate effectively in culturally diverse environments has been widely recognised as an essential graduate attribute (Barker 2011) and foregrounds the importance of embedding global perspectives throughout degrees, rather than rely solely on peripheral electives or international mobility experiences. However, university policy that includes such

benchmarks, on its own, is not enough to effect curriculum internationalisation (Leask 2011) and internationalisation cannot be solely determined by exchange students (Gothard, Downey & Gray 2012). Gaps exist in the development and application of multicultural education frameworks and theories of global literacy within higher education. This indicates the importance of integrating intercultural experiences, whether they occur locally or internationally, as a core part of higher education degrees (Walters, Garrii & Walters 2009) and within well researched curriculum and pedagogical frameworks.

Service learning is a curriculum and pedagogical framework that can be integrated into higher education to provide this structure. As a curriculum structure it requires students to work with a host community or organisation to:

- first **prepare** for the experience, permitting students to challenge themselves through theoretical preparation and choices for service,
- **act** through meaningful participation in mutually beneficial ways with their host, and
- critically **reflect** on their learning and the links between their experiences and theory (Stanford University 1996).

Service learning has been introduced to tertiary education in the Indo-Pacific Region, however, research that provides theoretically informed curriculum and pedagogical frameworks in this area is still in its infancy (Permaul 2009). There is an assumption that students' interests align with opportunities to develop global perspectives (Billet 2011), yet international mobility for students can be financially and logistically prohibitive as much as intellectually. Furthermore, students' unique dispositions, including attitudes, beliefs, values and previous experiences, shape their preparedness to be internationally minded and mobile. This project drew on service learning research and six diverse case studies as a lens to evaluate the potential of service learning to develop critical global perspectives in diverse student cohorts through local and/or international experiences. Overall, the research indicates that good practice occurs when educational institutions and teachers develop and enact well-considered, critical curriculum (combined with investment in community), particularly transformative local and global partnerships (Graduate Skills n.d.; Department of Education and Training 2016).

Aims

This project aimed to identify how student global perspective taking can be maximised when grounded in robust curriculum theory. This included considering which aspects of the intended, enacted and experienced curriculum (Billett 2011):

- transform the orientations of students towards cultural exchange (normalise it rather than view it as optional) to challenge dispositions resistant to global perspectives and develop intercultural competence;
- embed global perspectives to better prepare and orient students towards careers in a global environment; and

- facilitate the sharing of experiences to maximise positive outcomes of experienced curriculum and implementation strategies.

The research addressed these aims by exploring a key research question:

How can the agentic qualities of a diverse student population be effectively promoted and engaged to assist them to secure global perspectives through their service learning experiences?

And three sub-questions:

- ***How do students from diverse backgrounds view themselves as global citizens?***
- ***What pedagogic elements of service learning curriculum and experience are most effective in developing global perspectives for diverse students?***
- ***How can the experiencing of service learning curriculum promote and develop student mobility for diverse groups?***

As a result of exploring these research questions, Local Global Learning developed the *Good Practice Guide: Facilitating global perspectives in diverse student cohorts through community-based learning experiences*. The research found that the pedagogical elements and curriculum to promote global perspectives in diverse cohorts work across four domains: **Intentional Design, Looking Out, Navigating Engagement, and Transitions and Transformations**. These domains are explained further in the Project Findings section (see page 31).

Project approach

The project's approach was underpinned by the overall aim: to investigate how the agentic qualities of a diverse student population can be effectively promoted and engaged to facilitate global perspectives through service learning experiences. The complex nature of exploring effective pedagogical and curriculum approaches to developing global perspectives informed the mixed-methods research approach with a focus on a qualitative paradigm to gain insight into students' experiences. An emphasis on qualitative data collection "grounded in an epistemology of complexity" (Kincheloe & McLaren 1994, p. 317) that drew on distinct, yet complementary, theoretical perspectives enabled in-depth consideration of the data across four project phases.

Phase One [Feb – May, 2015] – Exploration and establishment

This first phase established a theoretical and practice-based foundation and informed key points of inquiry for case studies in the following phase. This included:

- Curriculum mapping. A desktop survey of publicly available information on Australian university websites captured information that indicated the kinds and extent of explicit treatment of global perspectives through community-based learning experiences, the curriculum surrounding the experiences, subject aims and any references to student agency. This mapping of curriculum represented the endorsed ways in which universities engaged with 'global' learning experiences as well as capturing an overview of related pedagogical/curriculum frameworks. It mapped curriculum and pedagogical frameworks for global mobility and associated learning experiences in Australian higher education (and affiliated education providers, e.g. JCU Singapore) to identify explicit foci on 'local/global perspectives' through 'service learning' experiences. The review was based on a content analysis of subject outlines and descriptions publicly available through websites. (see Appendix F)
- A network being established and sustained. Higher education staff members identified through the curriculum mapping were invited to establish a Local Global Learning Network to share practice. Of 82 staff invited, 48 accepted the invitation and participated actively in the network through online meetings and the face-to-face symposiums.
- A critical literature review. The focus of the review was to identify and critically analyse the educational and cultural theory that informs current practice. This also provided a theoretical basis to survey development, focus group guides and analytical tools for the following phase. (see appendix G)
- External engagement. Relationships were established with experienced practitioners, including a reference group and the Local Global Learning Network for ongoing review and feedback on project outputs. The project website was established to facilitate information sharing amongst and beyond the targeted network.

Phase Two [Jun 2015 – Jan 2016] – Data collection

In the second phase, a series of six case studies were compiled that focused on the lived experience of students enrolled in subjects offered at James Cook University (JCU) and Western Sydney University (WSU). Each case served as an empirical inquiry of the contemporary phenomenon of global/local learning experiences in real-life contexts (Yin 2009). Seeking the “particular more than the ordinary” (Stake 2005, p. 447), cases were drawn from a range of disciplines with distinctive cohorts and contexts and selected based on their incorporation of local and global experiences within a curriculum framework, as opposed to disconnected and unstructured cultural tourism experiences. Each case had the following characteristics:

- Participation of diverse learners in diverse communities (refer to case studies for cohort demographics);
- Development of global perspectives was a key curriculum feature; and
- Engagement with service learning phases of Preparation, Action, Reflection (PAR).

Data collection for the case studies aimed to develop a picture of the intended, enacted and experienced curriculum (Billett 2011). Case study data comprised of:

- A survey of students in the six case study cohorts (76 respondents) to gauge their dispositions to cultural exchange and their intellectual agency as local/global citizens by identifying inhibitors and enablers and demographic and cultural profile;
- A document analysis of subject materials and resources, focusing on intended and enacted curriculum;
- Focus groups with each of the six case study student cohorts to explore their experiences of curriculum enactment;
- A document analysis of student cohort reflective assessment tasks; and
- Focus groups with staff in each case study subject offering to elaborate on intention and enactment of curriculum, and perceived experiences of students.

The six case studies, three from JCU and three from WSU, are summarised in the following table:

James Cook University	Western Sydney University
<p>Service Learning for Sustainable Futures, a core subject in the Bachelor of Education</p> <p>This subject focuses pre-service teachers on the pedagogy and practice of service learning underpinned by sustainability goals. Pre-service teachers integrate meaningful community service (minimum 50 hours) with learning experiences and reflection to enrich their understanding of their own teaching role. The service learning projects aim to strengthen communities and</p>	<p>Tertiary Experience Enhancement Project</p> <p>The Tertiary Experience Enhancement Project offers short-term international service learning experiences to students majoring in TESOL or related fields. Students provide service in community schools in Tainan city for three weeks, with opportunities for home stays and learning about local community life. As part of this subject, students integrate Mandarin courses, intercultural</p>

<p>intercultural understanding with a focus on activities that promote social and environmental responsibility. Experiences include options for local, national and international experiences.</p>	<p>studies, cultural visits and an English teaching practicum (104 hours) in Taiwan.</p>
<p>Internationalisation of the curriculum in Social Work and Human Services</p> <p>Social Work and Human Services at JCU has approached internationalisation through a number of initiatives, including embedding global perspectives in existing curriculum, facilitating reciprocal staff and student exchanges, establishing the subject <i>WS2008: International Exchange</i>, and developing intercultural learning materials for outbound mobility students. These initiatives aim to expose social work students to diverse global perspectives and to support them in developing a contextual awareness of the genesis, perpetuation and experience of social and environmental issues that extends beyond the local and parochial. Placement experiences, either locally or internationally, offer opportunities for the integration of global perspectives into students' learning experiences.</p>	<p>Intercultural Experience for Local and Global Citizenship</p> <p>The Western Sydney University Overseas Professional Experience Program enables students to attend a block placement in Ningbo (China) as part of their final practicum. In the previous two years, 2 academic staff and 20 Master of Teaching students have participated in the program. Whilst in Ningbo students participate in intercultural studies and stay on campus in student accommodation. Their experiences include assisting other student's English language learning, providing service in community schools, attending community events and buddying with local students to learn about life in Ningbo.</p>
<p>Business Plan course for MBA students at JCU Singapore</p> <p>The business plan course LB5218 is one of two alternative capstone subjects for MBA students which brings together theoretical frameworks covered in the course and applies it to practice based learning. In this course, students (in diverse teams coming from different parts of Asia and Europe) design a business plan for one or more social, community groups or organisations. This form of learning emphasises critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility. More importantly, such forms of service learning projects with diverse groups of students from Asia and the European countries immersing in a Singaporean context help to foster global perspectives where cultural dynamics and identity development allows for self-reflection of one's role as a global citizen.</p>	<p>Research Oriented School/industry Engaged Teacher-research Education (ROSETE) Program</p> <p>The ROSETE Program represents a strategic, coordinated partnership in teacher-researcher education that targets a key area of importance for Australia/China relations. The ROSETE Program enables the Ningbo volunteers as teacher-researcher candidates, the partnership organisations and Australian school students to develop skills, knowledge and experience that extend their research skills, disciplinary knowledge and academic experiences. There are a number of ways in which the capabilities of the Ningbo volunteers are enhanced to prepare them for careers in a range of employment sectors. These include internships in schools, interdisciplinary research training courses, and joint university/department professional learning activities.</p>

Phase Three [Jan – May 2016] – Analysis

The third phase of data analysis adopted an iterative ‘spiralling’ approach (Denscombe 2007; Kvale 2007) to enrich the connections made between all aspects of the research. This analysis was focused by the three research sub-questions:

- How do students from diverse backgrounds view themselves as global citizens?
- What pedagogic elements of service learning curriculum and experience are most effective in developing global perspectives for diverse students?
- How can the experiencing of service learning curriculum promote and develop student mobility for diverse groups?

The analytic structure was developed from the following key theoretical frames or lenses: Billett’s (2011) intended, enacted and experienced curriculum, the Global Citizenship Continuum (Enberg 2013), Taxonomies of Service Learning (Britt 2010, Service Learning Framework (Stanford University 1996) and a Framework for Agency (Richards, Sweet & Billett 2013). These frameworks supported an analysis of student movement along the global citizenship continuum (Figure One), students’ development of agentic capacities and the tensions that exist between educators’ intentions and their ability to enact the planned curriculum and the engagement of students with that experience.

Phase Four [Jun – July 2016] – Engagement and dissemination

The final project phase involved a series of activities to share and disseminate the good practice guide working document, refining its relevance and presentation in response to feedback. This phase involved:

- January – June 2016 Online Local Global Network activity. The Local Global Learning Network was developed in the lead up to project symposiums through online meetings and networking tools to share early project findings and resources for feedback. Having this network in place led to high numbers of participants at the project symposiums and interest shown in ongoing engagement in these issues. The network has since evolved and participants have taken ownership of its future form, becoming the Global Perspectives Education Forum on Facebook.
- June 8–9 2016 Sydney Symposium. Collaboration with other Office for Learning and Teaching (OLT) funded projects capitalised on synergies through the Developing Global Perspectives symposium in Sydney. Other projects were the Classroom of Many Cultures and EPITOME.
- June 24 2016 Singapore Symposium. The Facilitating Global Perspectives in Diverse Learners symposium held in Singapore drew together higher education curriculum developers and local community agencies with an interest in service learning. This symposium offered the opportunity to explore the research and test its applicability in an Indo-Pacific context, with different cultural dynamics and legislative constraints to the Australian environment. Discussions revealed the extent to which the case study analysis incorporated a two-way cultural exchange

- of global perspectives, valuing both perspectives in Australian higher education settings and the perspectives of the Indo-Pacific.
- July 4–7 2016 HERDSA. A pre-conference workshop at the Higher Education Research and Development Society of Australasia (HERDSA) annual conference to further test and refine the project resources.

Project Outputs

The project outputs are mapped with the research questions and project findings on the following page. All final project outputs are available at: <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning>

Table One: Local Global Learning Outputs

Key research question	How can the agentic qualities of a diverse student population be effectively promoted and engaged to assist them to secure global perspectives through their service learning experiences?		
Sub questions	How do students from diverse backgrounds view themselves as global citizens?	What pedagogic elements of service learning curriculum and experience are most effective in developing global perspectives for diverse students?	How can the experiencing of service learning curriculum promote and develop student mobility for diverse groups?
Outputs	<ul style="list-style-type: none"> • Six case studies (presented in e-book) • Survey of 76 students across metropolitan, regional and international locations to document student agency and disposition towards global perspectives. 	<ul style="list-style-type: none"> • Good Practice Guide utilising transformative pedagogy in service learning through: <ul style="list-style-type: none"> ○ Four domains of good practice ○ Key considerations in implementing curriculum • Six case studies documenting student lived experiences – personal and study. How students perceive changes to their disposition towards global perspectives through the experienced curriculum. 	<ul style="list-style-type: none"> • An understanding of the inhibitors and enablers, including student motivation and the tools/supports required (survey data). • Review of curriculum frameworks to best develop, sustain and utilise students' personal dispositions, including their critical engagement with and reflection on global perspectives (Curriculum mapping across 26 institutions and 13 disciplines, literature review, case study analysis and explanatory videos).
Developed, validated and published to promote sector change through:	<p>Eight presentations to networks at symposiums in Sydney and Singapore, Local Global Learning Network (48 members across 18 universities), QUES 2016, HERDSA 2016 pre-conference workshop, Council of Australian Directors of Academic Development (CADAD) Conference March 2016, HERDSA Queensland 2015, and HERDSA annual conference 2015.</p> <p>Two book chapters and two journal articles (in press) and the Local Global Learning e-book.</p>		

Project findings

The key project findings support curriculum development by presenting:

- Curriculum theories and analytical frames synthesised in the continuum of global citizenship (Figure One).
- Curriculum map of community-based service learning for global citizenship across Australian higher education institutions.
- Enablers and barriers to student participation in local or international intercultural learning experiences.
- Domains of good practice.
- Key considerations to support community-based learning through institutional support and reciprocal partnerships.

Curriculum frameworks for ‘glocal’ citizenship

The literature review (see Appendix G) identifies the dominant narratives of international mobility and global perspectives in Australian higher education and how this project has built on existing research. Beyond this, the literature review critically analyses and further theorises curriculum structures for fostering global citizenship. Prominent themes in the existing field identify that global citizenship is valued in higher education and attention has been given to how staff can facilitate this. Key to this facilitation is the opportunity for mobility. However, there are two assumptions common to the focus on mobility: that all mobility leads to learning, and students need to experience mobility to internationalise curriculum. In this study service learning is explored for its potential as a robust curriculum theory that can support student learning experiences regardless of the involvement of mobility.

Previous studies focused on how staff enact and embed international, intercultural and global perspectives (Leask 2011; Leask & Wallace 2011; Gothard, Downey & Gray 2012; Mak & Barker 2013) but not on student dispositions towards intercultural understanding and global perspectives, as a necessary precursor to engaging with these initiatives. There is an assumption in such initiatives that they align with students’ personal interests (Billet 2011). However, with an increase in variety of student populations in Australian universities, where diversity is a norm rather than the exception (Leask & Wallace 2011), comes a multiplicity of student dispositions. Student interest and engagement are salient in order to enact and realise effective learning outcomes in practice settings (Billet 2011) and therefore, it is an important goal to identify factors that inhibit and enable student interest and engagement towards global perspectives. The ‘Bringing the Learning Home’ project (Gothard, Downey &

Gray 2012) delivered demographic and cultural profiles of out-bound students, however, there is also a need to consider the learning opportunities for students who choose not to take up out-bound options and to develop a deeper understanding of potential inhibitors and enablers to taking up global perspectives. To date, examining how students' unique dispositions, including attitudes, beliefs, values and previous experiences, shape the realisation of study-abroad goals and their ability to develop global consciousness is under researched (Trilokekar & Kukar 2011). This is significant as curriculum frameworks that develop students' capacity and predisposition to actively engage in, learn from, and intentionally focus on their development are central to maximising learning and making connections to global perspectives in professional practice (Billet 2011).

Shifting the focus to students' development of global perspectives, rather than participation in mobility experiences, will assist in bringing this important learning from the periphery to the core of higher education degrees. A focus on global perspectives broadens the options that could be offered to students, either locally or internationally, yet agreement on the purpose of these opportunities is tenuous. Global citizenship is a contested concept and will be shaped and influenced by disciplinary norms and structures (Lilley, Barker & Harris 2014; Westheimer & Kahne 2004, p. 245). Theoretical and philosophical frameworks informing these experiences vary from a neoliberal production of entrepreneurial or savvy global citizens (Rizvi 2009; Camicia & Franklin 2011) to engagement with "democratic cosmopolitanism" based on principles of social justice deliberative democracy (Camicia & Franklin 2011, p. 313). For example, alternative conceptualisations of citizenship may emphasise responsibility, volunteering and abiding by social systems and structures; competitiveness in the international marketplace; or social justice, in which the active citizen challenges the status quo based on their understanding of global issues. Andreotti (2011) asserts that education with global citizenship aims should encompass decolonisation practices, such as developing awareness of the dominance of Western thinking in knowledge construction; encouraging reflexivity; developing comfort with difference, complexity, ambiguity and uncertainty; and an explicit intent to move beyond ethnocentrism.

The focus can also be shifted away from mobility itself as an increasing emphasis on mobility can risk rendering the local options invisible. Stepping back from dominant constructions of globalisation, Santos (2006) asserts that globalisation is a collective term used to capture the multiplicity of social relationships that construct global conditions and events. In this sense, globalisation should be referred to in the plural, as 'globalisations', in recognition of the multiple local constructions that build our global context and impact on our daily lives. Therefore, curriculum frameworks that support the internationalisation of higher education must be inclusive of "global perspectives and how these intersect and interact with the local and the personal" (Clifford 2009, p. 135) and the possibility of developing global perspectives in parochial contexts. A 'glocalised' approach (Robertson 2012) creates space to explore how local experiences can be used to make global connections by linking local issues with global

contexts (Roberston 2012; Bamber & Pike, 2013; Batistoni, Longo & Jayanandhan 2009; Rizvi 2009; Lilley 2014).

Service learning based on social justice and sustainability aims has the potential to orient students to global perspectives through local or international experiences by engaging students with their own community and developing students' intellectual agency (Bamber & Pike 2013; Petray & Halbert 2013). Service learning can be broadly characterised with a pedagogical framework of three phases: preparation for service, action of service itself, and reflection on service or action (also known as PAR). It offers the opportunity to engage students with critical and transformative pedagogy derived from intersections of the work of Dewey (1966), Mezirow (2000) and Friere (1970) and has the potential to empower students as global citizens (Baldwin, Buchanan & Rudisill 2007). It can 'destabilize' identities and allow students to recognise and reflect on tensions and ambivalences in the construction of identity of self and 'other' (Farnsworth 2010) pointing to the service learning experience as a catalyst to develop and at times challenge students' dispositions (Baldwin, Buchanan & Rudisill 2007). *(For more detail on pedagogies informing service learning, see Appendix G – summary literature review, available at <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning/resources>).*

Educators need to remain open to the potential that students will achieve varying outcomes at different points in time as a result of a service learning experience. The educator's intentions around global citizenship need to be reconciled with a student's own goals for academic and personal development, recognising that these experiences will not achieve the same outcomes for all students (Britt 2011). Critically embracing this difference as part of service learning allows for engagement in complexity, more genuine community partnerships and a focus on longer-term outcomes (Butin 2010).

The theoretical frame informing analysis of the Local Global Learning case studies and production of the Good Practice Guide aimed to respond to these gaps and tensions. Recognising that curriculum components will alter from the path of a predetermined rubric, a wider notion of curriculum mapping was adopted that sees the curriculum rhizomatically (Wang 2014). Drawing on Billett's (2011) theoretical frameworks which highlight the potential for divergence between the intended, enacted and experienced curriculum, the case study analysis traced the tensions between the educator's or curriculum intentions, their ability to enact those intentions and the lived experience for students. This aligns with the borderless nature of experiential learning, that is, the experienced curriculum must be captured in ways that go beyond what was merely intended and address the multidimensionality of cultural exchange as a cognitive, social and physical experience. For these approaches to be successful, students need to be placed as the agents of their transformation (Bamber 2015; Billett 2009) and the analytical frame of the agentic learner was used to identify students' demonstrations of resilience, assertiveness, personal epistemology, ability to maximise

learning opportunities and self-concept (Richards, Sweet & Billett 2013). Furthermore, the potential for service learning to facilitate global citizenship was analysed through Stanford University's (1996) conceptualisation of service learning, drawing on Enberg (2013) and Britt's (2009) conceptualisations of global citizenship as a pathway extending from learner to citizen to agent of change. These concepts have been integrated into the continuum below (Figure 1) which was applied as an analytical frame for the curriculum mapping and case studies.

CONTINUUM OF GLOBAL CITIZENSHIP



Figure One: Continuum of Global Citizenship

Curriculum map: service-learning for local and global citizenship

The project captured a snapshot of current Australian higher education subjects that facilitate global perspectives for students through their community-based learning experiences. A mapping undertaken from March to May 2015 canvassed existing curriculum practices and identified emerging themes to inform data collection and analysis tools. The mapping was based on publicly available information on Australian higher education institution websites identified through the following search terms: service learning, work integrated learning, student placement, internship, mobility, global citizen and intercultural. The following criteria were then applied to determine which subjects would be included in the curriculum review:

- an experience that provides opportunities for **service** in an **intercultural** community setting (local or international);
- supported by a structured process of preparation, sense making, engagement in social issues and reflection; and
- within Australia and the Asia Pacific Region.

Information captured intended to reveal the kinds and extent of explicit treatment of global perspectives through community-based learning experiences, the curriculum surrounding the experiences, subject aims and any references to student agency. Overall, 73 subjects across 26 institutions and 13 disciplines were found. The full report from the mapping is provided in Appendix F.

Of mobility experiences occurring within the Indo Pacific region, India was the most popular destination, followed by Indonesia, Malaysia, Nepal and Vietnam. Experiences were most frequently offered within the humanities and social sciences or teacher education, however, they were found across a range of disciplines including: architecture/urban environment, language and literature, business and management, medical or public health studies, rehabilitation therapies, engineering and information technology. In a significant number of cases (12), subjects were offered as an elective across all disciplines, meaning that students would access the experience as part of a multi-disciplinary group.

Indicative of the emergent nature of service learning in Australia, and similarly to the Local Global Learning case studies, a number of labels are applied to a broad concept of a community-based learning experience. While the pedagogical and curriculum approaches may be similar, the experiences are given a range of labels including: action research, field education, professional experience, volunteering, study tour, researcher education or capstone experience. The diversity of labels reflects the lack of a national approach to service learning in the higher education curriculum. Taking into account that this captures practice over a range of disciplines, it highlights the potential challenge to create an easily identifiable and shared approach to facilitate citizenship, agency and global perspectives through community-based learning experiences. While a number of academic staff share similar goals around their community-based learning subjects, the diversity of labels indicates that staff may not identify as a group with shared intentions.

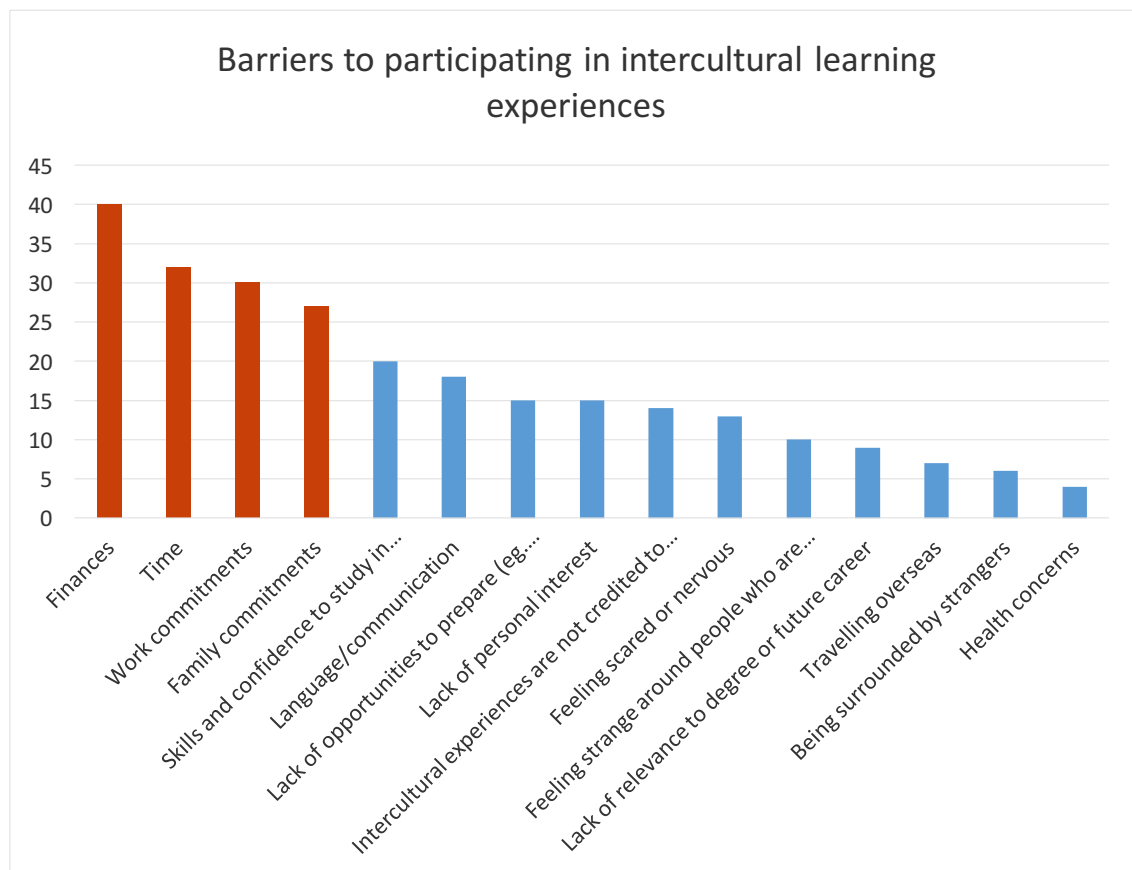
As a final point of analysis, the data collected for the curriculum mapping was reviewed against the Continuum of Global Citizenship (Figure 1) to highlight any examples where subjects identified an intent to build student agency (informed by Richards, Sweet and Billett, 2013) including personal epistemology, maximising learning opportunities, self-concept, assertiveness and resilience. Examples of agency were found in 26 subjects, with the intent to facilitate students' awareness of themselves and develop a personal epistemology most frequently cited, followed by emphasis on developing resilience and assertiveness and student agency to maximise their own learning. Overall, the mapping reveals that through the subjects offered a number of academics are seeking to develop agency in students on a spectrum from developing resilience and awareness of self, through to expectations of citizenship and student action related to social justice issues.

Enablers and barriers

The case study survey captured the experiences of 76 students across three university campuses located in Sydney, Townsville and Singapore. Students had diverse backgrounds including regional or remote students studying through JCU Townsville, Chinese students studying in Sydney with Western Sydney University and international students from a range of locations studying at the JCU Singapore campus. Further information about the student demographics is available in each case study. Despite the diversity in student backgrounds,

there was commonality in the main factors that students nominated as barriers to participate in intercultural learning experiences: finances, time, work and family commitments. The key barrier resonates with Lawrence's (2016) report into student mobility which highlights "the absolute dominance of cost as a barrier" (p. 64) across Australian and international students, including those participating in the New Colombo Plan. Broadly, the survey findings are illustrative of the nature of higher education where most students rely on a wage or salary as their main source of income whilst studying (Australian Bureau of Statistics 2013) and a gap exists between aspirations and fulfilment for students in taking up international experiences (Nerlich 2015).

Finance is always an important factor when making such a big decision. Some people may not be in a position to leave their family for any length of time or may be guaranteed their job will be there when they return, given many employers of students are already working around lecture and exam timetables.



N=76, n=52

Figure Two: Barriers to Intercultural Experiences

Finances are a significant barrier, but can also be an enabler. Students engaged with mobility experiences revealed that access to finances not only helped with the trip itself, but the preparation required prior to going overseas:

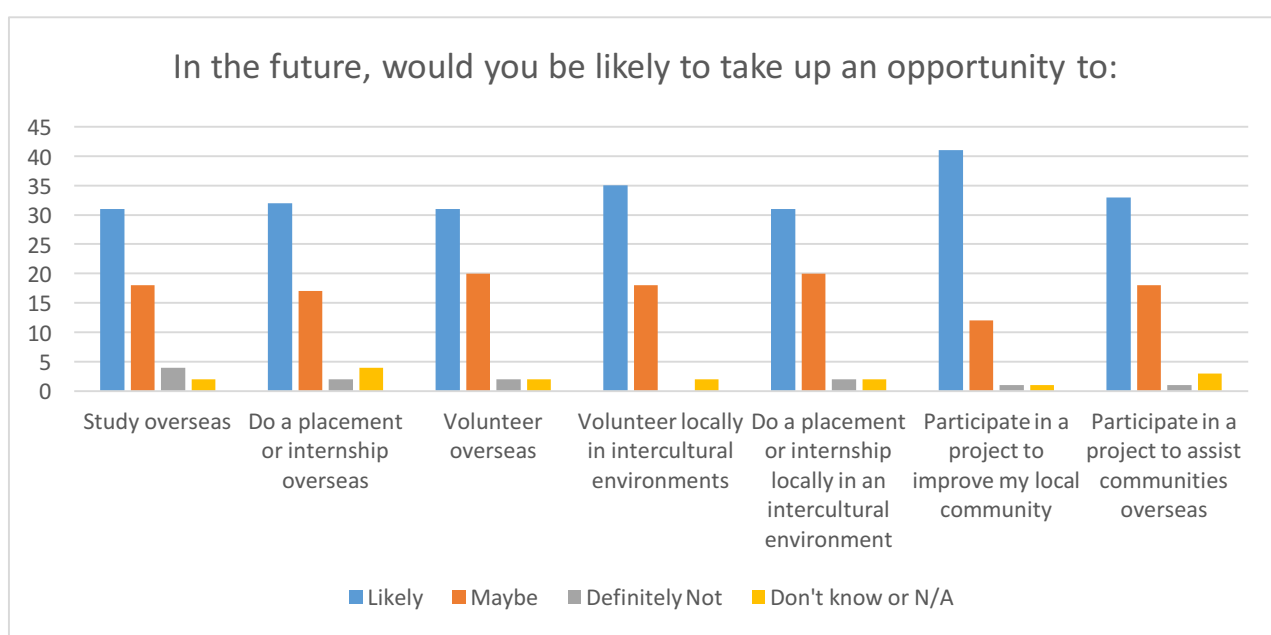
With financial support I can ensure my caring responsibilities are met while accessing: skill building, language classes, [and] intercultural learning experiences

Family commitments were of particular concern for mature age students:

I am already involved in volunteering for my local community. However, as a mature age student, I also have responsibilities which will not allow me to take up volunteering overseas unless it related to my family.

Higher education policy can influence financial barriers to some degree, but students' time pressures, and family and work commitments are all outside of the control of policy makers. Given these barriers are difficult to address, it is feasible that despite recent growth experienced in student mobility due to the financial boost of the New Colombo Plan, international experience will remain out of reach for the majority of students.

Further survey responses confirmed that interest in intercultural experiences is high, with students showing greater interest in taking up a local opportunity. This indicates that location can be an enabler.



N=76, n=52

Figure Three: Future intents for intercultural experiences

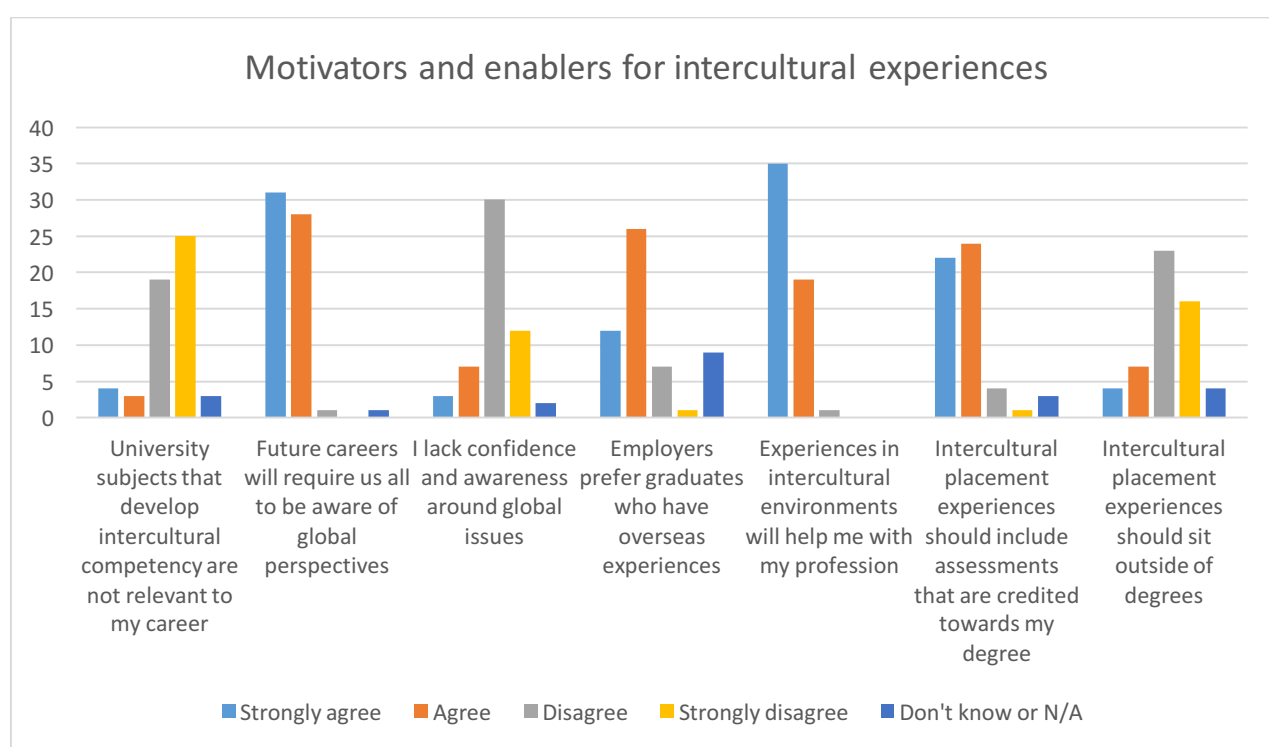
Offering local experiences can to some degree address the barriers of finances, time, work and family commitments, potentially enabling students to maintain work commitments while engaging in a local learning experience.

My family situation constricts me to local placements, however, I feel it is beneficial to me to learn about all cultures and learning needs.

survey participants were part of However, local opportunities alone do not provide a finite solution to student barriers. Some a compulsory subject undertaking a local service learning experience and their comments are indicative of the concerns students face whether the experience is local or international:

Having already taken 10 weeks off work this year alone for uni, I think it is very steep to ask students to do either 50 hours community service, or a four-week internship for one assignment. ... Universities forget that students are not all living at home – we have bills to pay and need money to come from somewhere.

Further survey questions revealed students felt confident in their awareness of global issues and saw the relevance of global perspectives to their future careers, indicating that confidence and perceived relevance are not a significant barrier to the uptake of intercultural experiences. In addition, integrating intercultural experiences as part of degrees was seen as important to the cohort.



N=76, n=52

Figure Four: Motivators and enablers for intercultural experiences

Finally, qualitative survey and focus group responses revealed that peers or buddies serve as a distinct enabler, allowing some students to overcome their fears of navigating a different environment, and buddying up with students from a different cultural group is an enabler for mixing, whether the experience is local or international.

I think going in a group ... and it was so well organised ... that pushed me over the edge.

My parents didn't want me going there but I brought three boys with me, so they were okay after that.

While I was initially scared to interact with different people when I first came here, the perspective changed once we were made to form groups with people from different cultures for group assignments. After that, I was encouraged to work with them more.

Domains of good practice

Emerging themes identified in each case study were subject to a meta-analysis across all six cases studies. This analysis revealed both common and diverging elements of student agency, curriculum and pedagogy. The case studies demonstrated that community-based learning experiences require structured, intentional design, well-informed orientation and assistance to students to navigate their experience to facilitate transitions and transformations towards global perspectives. Commonalities across the cases were categorised into four domains of practice that could be clearly identified in each case:

1. Intentional design
2. Looking out
3. Navigating engagement
4. Transitions and transformations

However, how these domains manifested were often distinct, and further analysis focusing on these domains revealed complex rhizomatic relationships between the domains and the elements that aligned with each. These domains and elements were developed into the *Good Practice Guide*. *Three key elements have been identified for each of the four domains and these are presented in the below.*

Intentional design

Community-based learning that is structured within intentionally designed, critical curriculum and combined with explicit positioning of global citizenship as a social justice issue has the potential to facilitate students' reflexive understandings of culture, poverty, injustice and inequality. Intentional design serves to identify and clarify the meaning and purpose of learning experiences to student development. Initially, this can establish the benefit of the experience to students, moving beyond seemingly disjointed and randomised opportunities to 'go overseas' or 'do something different' to articulate clear links to how learning experiences contribute to student personal and professional development. Furthermore, integrating experiences into degree structures will raise the perceived legitimacy of experiences. Finally, once the more pragmatic elements of the benefit and legitimacy are established, the philosophy of the critical learning intent can be clarified. The latter is crucial as it informs the design of the experience in curriculum in the remaining domains. The table below elaborates on evidence from the case studies that have informed each element of **intentional design**:

Good practice element	Key case study lessons
Establish benefit to students by explicitly identifying the links between the experience and students' personal and professional goals.	<ul style="list-style-type: none"> • Design curriculum and subject aims intentionally to maximise opportunities to acknowledge and foster student knowledge, skills and dispositions as part of their own personal and professional development. • Position students to take up the experience as personal learning to enhance the potential for transformative outcomes. <p>(See for example, <i>Teacher Education for Sustainable Futures</i>, <i>TEEP</i>, <i>Global Perspectives in the Asian Tropics</i>, and <i>Intercultural Experience for Global Citizenship</i>).</p>
Integrate community based learning experiences as a core part of degrees.	<ul style="list-style-type: none"> • Shift experiences from peripheral, 'add-ons' to degrees, to a core integrated part of curriculum to ensure sustainable resourcing, allow students to seek funding (e.g. OS Help loans) and maximise learning opportunities for travelling and non-travelling students. <p>(See for example, <i>International Social Work Student Exchange</i>, <i>ROSETE</i>, and <i>Teacher Education for Sustainable Futures</i>).</p>
Identify critical intent	<ul style="list-style-type: none"> • <i>Critical pedagogy</i> takes students beyond the surface level community-based experience to reflect on the significance of their experiences to their identity development, and to recognise the influence of privilege and imperialism and other influences on their interpretation of critical incidences. • Educators need to reflect on their commitment to truly develop global perspectives, rather than a proliferation of Western values. <p>(See for example, <i>International Social Work Student Exchange</i> and <i>ROSETE</i> case study).</p>

Looking out

The case studies found that it is important to orient students to their upcoming experience, the contexts, communities and situations they may experience, and enact curriculum design that prepares students to 'look out' to their experience. This was achieved in some cases by encouraging students to develop learning goals for the experience to motivate and guide learning and enact intentional design. Encouraging students to explore multilingualism is important as language skills enable deeper two-way learning and can improve students' ability to engage with their experience. The table below elaborates on evidence from the case studies that have informed each element of **looking out**:

Good practice element	Key case study lessons
<p>Orientation is an important part of communicating intentional design to students and enables them to internalise and make sense of subject aim.</p>	<ul style="list-style-type: none"> • Explore the position of the students as ‘outsiders’ and encourage students to be ‘open’, flexible and adaptable. • Provide mentoring from staff and peers to cultivate an attitude of openness within students. • Allow for contact with hosts prior to an experience to enable students to clarify expectations. <p>(See for example, <i>Intercultural Experience for Global Citizenship</i>, <i>International Social Work Student Exchange</i>, <i>TEEP</i> and <i>Global Perspectives in the Asian Tropics</i>).</p>
<p>Develop learning goals during application processes or preparation activities.</p>	<ul style="list-style-type: none"> • Student intentions heading into the experience are linked to their subsequent development of agentic capacities. • Allow for variance in learning goals, ranging from developing an awareness of self and place in the world, intercultural awareness, becoming active citizens or increasing employability. • Scaffold learning goals through assessment tasks and screening processes. <p>(See for example, <i>International Social Work Student Exchange</i>, <i>TEEP</i>, <i>Global Perspectives in the Asian Tropics</i>, and <i>Teacher Education for Sustainable Futures</i>).</p>
<p>Explore multilingualism by enabling students to understand different cultural contexts by learning about and through different languages.</p>	<ul style="list-style-type: none"> • Multilingualism is an intellectual resource for engendering global perspectives in local and/or international environments. • Develop language skills to enable deeper two-way learning, reciprocal activities and to improve students’ ability to engage as critical global citizens. • The taken-for-granted concepts or metaphors within language, usually evident in those words that are difficult to translate, can provide the greatest learning about cultural differences and place students into the worldview of the ‘other’. <p>(See for example, <i>ROSETE</i>).</p>

Navigating engagement

Navigating engagement aims to support students to navigate the learning experience or placement itself. This domain focuses on pedagogical tools to support students to negotiate demands and traverse contexts while on placement. A fundamental pedagogic tool identified for this domain is to create opportunities for dialogue. Dialogue is a critical ‘sense-making’

tool and can support students to reflect on their experience and to move towards more sophisticated elements of navigation. Engaging with flexible learning is one of these elements and recognises that a range of experiences will contribute to diverse learning outcomes. Furthermore, dialogue facilitates reflection on ‘troublesome knowledge’ which emerges from immersion in unfamiliar or challenging situations and can challenge personal concepts or epistemologies. The table below elaborates on evidence from the case studies that have informed each element of **navigating engagement**:

Good practice element	Key case study lessons
<p>Facilitate opportunities for dialogue as a sense making tool through regular individual and group reflection with hosts, staff or other students.</p>	<ul style="list-style-type: none"> • The opportunity for a dialogic process with community agency staff, educators, peers or buddies makes a significant difference to student learning. • While the experience itself is the catalyst for learning, without this extra sense-making step, there is potential for learning to be lost or for the experience to have a negative impact. • Critical curriculum, combined with ‘invisible’ facilitation through questioning and probing students in relation to critical incidents and daily observations is an important learning process. • Skilled facilitation by staff of dialogic processes can challenge the ways students observe, interpret and analyse their experiences to move beyond the practical aspects of a community-based learning experience and reflect on the meaning of their experiences. <p>(See for example, <i>International Social Work Student Exchange</i>, <i>TEEP</i>, <i>Teacher Education for Sustainable Futures</i> and <i>Global Perspectives in the Asian Tropics</i>).</p>
<p>Engage with flexible learning by providing support for students who are challenged by navigating unfamiliar and uncertain environments and extend learning opportunities for more experienced or agentic students.</p>	<ul style="list-style-type: none"> • Cultural exchange is a cognitive, social and physical experience and students, staff and curriculum structures (timeframes and assessment) require a degree of flexibility to respond to and capture the unknown outcomes of experiential learning. • Disorientation alone can lead to positive or negative learning outcomes. The difference in creating a rich learning experience for students is a kind of ‘supported disorientation’, in the form of critical preparation, regular debriefing with peers and staff, and reflection. • Balance the level of support provided to students with allowing room to develop their agentic capacities.

	(See for example, <i>Intercultural Experience for Global Citizenship, Global Perspectives in the Asian Tropics, TEEP and ROSETE</i>).
Reflect on troublesome knowledge that students may be exposed to through immersion in new, unfamiliar and challenging situations, both locally and internationally.	<ul style="list-style-type: none"> • Development of agency goes beyond students' development of personal epistemology and self-concept, and is about enhancing students' resilience, assertiveness and motivation to maximise their learning opportunities. • Provide support to students to work through 'troublesome knowledge' and develop critical consciousness. • Preparation and reflective activity that requires students to step outside taken-for-granted, dominant constructions of social issues assists students to appreciate the complexity of finding solutions to complex social issues. (See for example, <i>International Social Work Student Exchange</i>).

Transitions and transformations

Transitions and transformations refers to the reflective process of establishing personal and professional links to future careers and facilitating transformation towards global perspectives. At a fundamental level this points to the development of each student as a 'learner', focusing on cognitive development, self-efficacy and transitions to future careers. Moving forward in the transformative process, students may be able to articulate their developing citizenship. At this level students can reflect on relational development and democracy. At the ideal level, this reflective process develops students' capacity to become change agents and highlights the transformational potential of learning experiences sustained by critical and supportive dialogue processes. The table below elaborates on evidence from the case studies that have informed each element of **transitions and transformations**:

Good practice element	Key case study lessons
Build knowledge and skills through facilitating reflection on cognitive development and self-efficacy.	<ul style="list-style-type: none"> • Community-based learning experiences can contribute to practical skills (e.g. communication, negotiation, project and time management skills) development for students that in many cases will link to future professional careers. • Elements of a community-based learning experience that develops these skills include the experience of living outside of their homes or travelling, developing learning goals, and working in diverse groups on 'real-life' projects with deadlines. (See for example, <i>TEEP, Intercultural Experience for Global Citizenship and Global Perspectives in the Asian Tropics</i>).

<p>Develop citizenship by reflecting on relational development and democracy, and understandings of global citizenship. Encourage students to consider future actions.</p>	<ul style="list-style-type: none"> • Enact an explicit intent to develop critical global citizenship through critical preparation activities that require students to reflect on their position in the world, attitudes, knowledge of other cultures and imperialism. • Follow-up critical preparation processes with facilitated discussion (either in person or on-line) to assist students to confront their reactions and deep-held assumptions that can surface during times of discomfort. • Work with students to recognise their development of citizenship across a continuum. Some students may feel driven to consider possibilities for change, while others will demonstrate a change of mind-set, confronting their own attitudes towards different cultures. Some students may be able to sit with citizenship on a micro-scale, considering that even the ‘tiniest’ amount of help can make a difference, while for others, their inability to ‘help’ or ‘contribute’ can be a source of frustration. <p>(See for example, <i>International Social Work Student Exchange and Teacher Education for Sustainable Futures</i>).</p>
<p>Facilitate agents of change by reflecting on behavioural development and social justice activism, particularly how students have developed a critical consciousness of global perspectives to prompt future actions.</p>	<ul style="list-style-type: none"> • Use a combination of critical preparation materials, structured support and dialogical processes throughout the experience as key tools to facilitate the development of <i>potential future change agents</i>. • While international travel and immersion are seen as transformative, disruptive experiential learning does not need to take place in an exotic or remote setting. As a future orientation, longitudinal research would provide further evidence of how glocal activism is taken up. <p>(See for example, <i>Global Perspectives in the Asian Tropics, ROSETE, TEEP, Intercultural Experience for Global Citizenship and International Social Work Student Exchange and Teacher Education for Sustainable Futures</i>).</p>

Recommendations to institutional leaders for implementing community-based learning experiences for global perspectives:

1. Institutional support

Educators and institutions need to provide the **institutional support** and policies that will enable time, energy and resources to support partnerships, navigate risk management, adhere to legislative constraints and logistics, and maximise the legitimacy of these experiences by linking to sector and institution-wide policies. In addition, established professional practice, course designs and accreditation processes should aim to support and remove constraints to the development of community-based learning programs.

The case studies demonstrated that securing institutional support and moving the development of global perspectives from the 'periphery' to the 'core' of higher education curriculum remains a challenge. The intensive workload required to design, plan, build partnerships, facilitate and assess community-based learning programs often goes unrecognised in institutional contexts and relies on the commitment of community-based learning 'champions'. Educator efforts to establish community-based learning experiences are resource intensive and require institutional support in terms of policy and resources.

2. Reciprocal partnerships and supportive learning contexts

Greater institutional support and resources need to be deployed to create supportive learning environments for students and reciprocal community partnerships as these are critical to the success of community-based learning experiences.

Partnerships and reciprocity with host organisations are key to facilitating an authentic learning experience, however, this requires time and space for long-term partnership development. Sending a number of students into a community for service learning experiences on a regular basis can create a burden for community agencies if not handled appropriately. It can also create a burden for those staff looking to incorporate such experiences into their subjects/courses, and/or to manage previously established relationships. Despite the perceived benefits of such experiences, the process of establishing and maintaining such relationships can make the incorporation of these experiences prohibitive.

Student **barriers** to participation can be heightened in a community-based learning experience due to the regular commitment of hours to a community organisation. Institutions need to address the barriers students negotiate in taking up these experiences, such as financial pressures, time constraints, and family and work commitments.

Impact and future directions

Links

Disciplinary and interdisciplinary links

Local Global Learning has established interdisciplinary links and created readiness for change across the sector. The project is interdisciplinary, bringing together the Social Work, Education and Business disciplines at James Cook University as well as partnering with a number of case studies from the School of Education at Western Sydney University. Further interdisciplinary links were established through the Local Global Learning Network (developed as part of the project) and also project symposiums which brought together academics from a number of disciplines including indigenous studies, physical education, environmental education, health sciences, midwifery, law, nursing, business, social work, education and linguistics. These links enabled the project to test the findings and the *Good Practice Guide* for their interdisciplinary applicability and prepare sector readiness for change. Academics across disciplines were able to establish common ground through their commitment to the development of equitable, sustainable and critical global citizenship. The network has now evolved with the development of the Global Perspectives Education Forum on Facebook and following the success of project symposiums, is seeking opportunities to bring members together again.

Links with other projects and fellowships in the OLT's priority areas

The research draws from and builds on previous OLT fellowships and projects including *Bringing the learning home: Programs to enhance study abroad outcomes in Australian Universities* (Gothard, Downey & Gray 2012), *Developing agentic professionals through practice-based pedagogies* (Billett 2009), *Curriculum and pedagogic bases for effectively integrating practice-based experiences* (Billett 2009), and *Learning and Teaching Across Cultures* (Leask 2011).

The Local Global Learning collaborated with two other OLT strategic priority projects, *EPITOME* and *Classroom of Many Cultures*, for the Sydney symposium. The symposium was an opportunity to draw out project synergies, and share findings and opportunities for future collaborations. A book resulting from the Symposium, *Developing Global Perspectives*, is in press, with all symposium presenters contributing chapters.

Critical success factors

A number of factors promoted the success of the project:

- Identifying Local Global Network members through the curriculum mapping exercise. This ensured invitations to join the Network were personalised and targeted at

participants whose interest areas were directly relevant to the network. Online technology brought together members from a range of locations, including Singapore, Indonesia, Townsville, Rockhampton, Sydney, Melbourne and Perth.

- Collaboration with two further OLT strategic projects, *EPITOME* and *Classroom of Many Cultures*, in the Sydney project symposium extended networks and drew out synergies across the projects.
- Drawing on multiple forums to test project outputs, including the Local Global Learning Network, Reference Group, Project Team Mentors, the Project Evaluator, participants at two project symposiums and a workshop at the Higher Education Research and Development Society of Australia (HERDSA) annual conference.
- An international symposium in Singapore tested the project findings and their applicability to the Asia-Pacific context and highlighted any tendencies or dominance of Western perspectives in the project outputs.
- An engaged project reference group who provided targeted feedback on key project milestones.
- Team structure. While the overall project team was large (at times up to 14 staff), team members were responsible for discrete project outputs, that is, the production of the six case studies. Whole team collaboration occurred to develop project methodology, analysis frameworks, case study templates and the Good Practice Guide. The mix of small group and large group work enabled timely completion and promoted ownership of project outputs.
- Mentoring support. Key academic staff from JCU with prior experience in project management across large teams mentored the project team.
- A cross-disciplinary focus to the case studies brought a richer depth of analysis and a cross-disciplinary applicability of the findings and forged new connections.

Impediments or challenges

- Opportunities for face-to-face interaction were limited as the project team members were located in Singapore, Townsville and Sydney and reference group members were located in Rockhampton, Brisbane and Sydney. Online technology was an important tool for team communication and multiple platforms were trialled to counter geographic disadvantage. Geographical location also impacted on the ability of project team members to participate in broader events which could have been addressed through greater use of online technology to allow for remote participation.
- Student participation in research can be challenging. In some cases the relevant cohort had graduated or were on placement, creating difficulties in encouraging participation. A number of students were also external, with the JCU cohorts scattered across a range of locations, including Townsville, Ingham and Cairns. Flexible approaches to data collection, such as online survey tools and telephone interviews enabled broader participation by the student cohort.

- Life events, both positive and negative, occurred throughout the project resulting in team members slipping in and out of the project at various times. Therefore, flexibility in timelines is important to allow for unforeseen events.

Applicability of the implementation of project findings in a range of contexts

The cross-disciplinary nature of the project as well as project outputs being successfully tested by academic staff from a range of disciplines indicates the project findings are applicable in a range of contexts, both in Australia and in Singapore. Curriculum mapping established the broad extent of community-based learning being offered across institutions and the scope for these to be further integrated and intentionally designed to maximise transformative opportunities and student agency as global citizens. The *Good Practice Guide* was developed through an iterative process in response to data, feedback from Local Global Learning Network members and Sydney and Singapore symposium participants as well as other conference presentations. This process revealed that practitioners are operating at a range of levels, with varying experiences and lengths of time involved in facilitating community-based learning experiences. Furthermore, all participants were navigating different institutional contexts and levels of resourcing and support for their projects. As a result, the *Good Practice Guide* responds to multi-disciplinary needs, for example, through use of generic language that may be applicable in a range of contexts and providing ideas for practice at a range of levels depending on experience and level of institutional support.

Future Research Directions

The Local Global Learning project research points to a number of future directions to allow for greater development of service learning in Australia, with an intent to foster critical global citizenship.

Long-term impacts

The case studies captured the lived experience and attitudes of students at a point in time, shortly after their exposure to a community-based learning experience. Local Global Learning Network members also pointed to the need to understand the long-term impacts of these experiences on students, for example, to consider whether learning and attitudinal changes are sustained and incorporated into future professional practice.

A longitudinal study of graduates would provide further insight into the personal, professional and systemic impact of mobility and community-based global citizenship experiences. This could canvas direct impacts on those involved as well as indirect impacts on those students who may not have travelled. Linkages with professional organisations could also capture the

perspectives of organisations and employers about the impact and ongoing development of global citizenship.

Ongoing research of framework implementation

A number of early adopters have expressed interest in implementing the *Good Practice Guide* in their work. Research into the longer-term studies of the implementation of this framework would assist in assessing the long-term impact and integration of the framework and global perspectives as a core curriculum consideration.

Community partnerships

Community partners' experiences of hosting students and facilitating their learning are under-researched as evidenced in the literature. While this project was focused on the student experience and curriculum development, a key finding is the critical role of the community partner and dialogic processes involved in assisting students to make sense of their experience and to question their own assumptions. Consideration of the cumulative impact on community partners from hosting students and long-term university community partnerships would provide an important foundation to student learning during their community-based learning experiences.

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Appendix B Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: 

Date: 21/12/2016

***Prof Sally Kift,
Deputy Vice Chancellor (Academic)***

Appendix C Achievement Statement

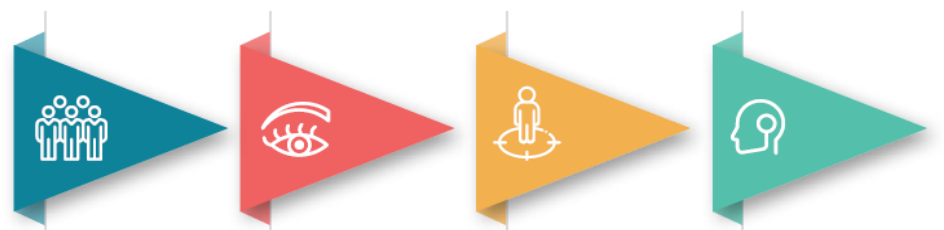
LOCAL GLOBAL LEARNING

Engaging diverse learners with 'glocal' citizenship through service learning or field placement experiences in local or international intercultural environments.

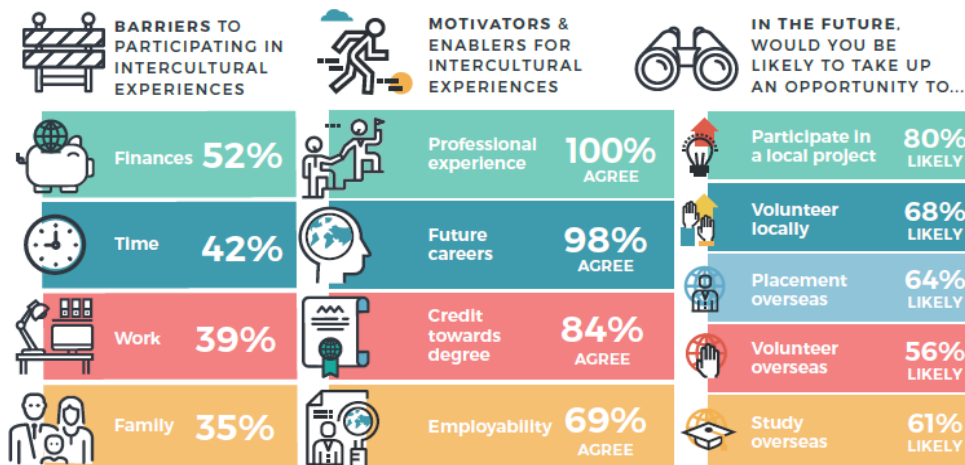
PROJECT SUMMARY

As Australia aspires to create an adaptive, innovative and globally engaged education sector by 2025¹, higher education needs to focus on developing student capacities to become an active member of their local and global community. To date, 'global perspectives' in Australian higher education have focused on bringing perspectives 'in' or on taking students 'out'. An alternative 'third wave' approach connects local issues with global contexts, making the global an integrated, everyday experience for students. Local Global Learning explored the possibilities of 'third wave' approaches by investigating how the agentic qualities of a diverse student population can be effectively promoted and engaged to assist them to secure global perspectives through their service learning experiences.

¹ Department of Education and Training (2016). National Strategy for International Education 2025. Retrieved from: https://nsie.education.gov.au/sites/nsie/files/docs/national_strategy_for_international_education_2025.pdf



1. INTENTIONAL DESIGN 2. LOOKING OUT 3. NAVIGATING ENGAGEMENT 4. TRANSITIONS & TRANSFORMATIONS



WHAT PEDAGOGY IS EFFECTIVE TO SUPPORT MOBILITY AND AGENCY?

Community based learning within intentionally designed, critical curriculum; preparation for students to look out to critical global perspectives; and assisting students to navigate their engagement with reflective and reflexive intercultural understanding is important to facilitating students' transitions and transformations towards global citizenship.

WHAT'S THE NEXT STEP?

Institutional support is required to:

- Navigate the intensive resource requirements of these experiences.
- Foster openness to Eastern and Western knowledge traditions to construct truly global perspectives.
- Promote reciprocal partnerships with the communities and contexts in which these learning experiences take place.
- Address student barriers to participation, for example, by recognising and promoting the value of local intercultural experiences.



Support for this project has been provided by the Australian Government Office for Learning and Teaching. The views in this project do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

Appendix D Case Studies

The following six case studies are explored in detail in *Local Global Citizenship in Higher Education: A framework and case studies for curriculum development*, available at <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning/resources>

James Cook University	Western Sydney University
<p>Service Learning for Sustainable Futures, a core subject in the Bachelor of Education</p> <p>This subject focuses pre-service teachers on the pedagogy and practice of service learning underpinned by sustainability goals. Pre-service teachers integrate meaningful community service (minimum 50 hours) with learning experiences and reflection to enrich their understanding of their own teaching role. The service learning projects aim to strengthen communities and intercultural understanding with a focus on activities that promote social and environmental responsibility. Experiences include options for local, national and international experiences.</p>	<p>Tertiary Experience Enhancement Project</p> <p>The Tertiary Experience Enhancement Project offers short-term international service learning experiences to students majoring in TESOL or related fields. Students provide service in community schools in Tainan city for three weeks, with opportunities for home stays and learning about local community life. As part of this subject, students integrate Mandarin courses, intercultural studies, cultural visits and an English teaching practicum (104 hours) in Taiwan.</p>
<p>Internationalisation of the curriculum in Social Work and Human Services</p> <p>Social Work and Human Services at JCU has approached internationalisation through a number of initiatives, including embedding global perspectives in existing curriculum, facilitating reciprocal staff and student exchanges, establishing the subject <i>WS2008: International Exchange</i>, and developing intercultural learning materials for outbound mobility students. These initiatives aim to expose social work students to diverse global perspectives and to support them in developing a contextual awareness of the genesis, perpetuation and experience of social and environmental issues that extends beyond the local and parochial. Placement experiences, either locally or internationally, offer opportunities for the integration of global perspectives into students' learning experiences.</p>	<p>Intercultural Experience for Local and Global Citizenship</p> <p>The Western Sydney University Overseas Professional Experience Program enables students to attend a block placement in Ningbo (China) as part of their final practicum. In the previous two years, 2 academic staff and 20 Master of Teaching students have participated in the program. Whilst in Ningbo students participate in intercultural studies and stay on campus in student accommodation. Their experiences include assisting other student's English language learning, providing service in community schools, attending community events and buddying with local students to learn about life in Ningbo.</p>

<p>Business Plan course for MBA students at JCU Singapore</p> <p>The business plan course LB5218 is one of two alternative capstone subjects for MBA students which brings together theoretical frameworks covered in the course and applies it to practice based learning. In this course, students (in diverse teams coming from different parts of Asia and Europe) design a business plan for one or more social, community groups or organisations. This form of learning emphasises critical thinking and personal reflection while encouraging a heightened sense of community, civic engagement, and personal responsibility. More importantly, such forms of service learning projects with diverse groups of students from Asia and the European countries immersing in a Singaporean context help to foster global perspectives where cultural dynamics and identity development allows for self-reflection of one's role as a global citizen.</p>	<p>Research Oriented School/industry Engaged Teacher-research Education (ROSETE) Program</p> <p>The ROSETE Program represents a strategic, coordinated partnership in teacher-researcher education that targets a key area of importance for Australia/China relations. The ROSETE Program enables the Ningbo volunteers as teacher-researcher candidates, the partnership organisations and Australian school students to develop skills, knowledge and experience that extend their research skills, disciplinary knowledge and academic experiences. There are a number of ways in which the capabilities of the Ningbo volunteers are enhanced to prepare them for careers in a range of employment sectors. These include internships in schools, interdisciplinary research training courses, and joint university/department professional learning activities.</p>
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Appendix E Evaluation Report

SP14-4613 – James Cook University

Developing Global Perspectives

Educating diverse learners: curriculum and pedagogical frameworks that bring global from the periphery to the core

Background

The aim of this project was to identify how student global perspective taking can be maximised through service learning experiences when grounded in curriculum theory. The project also considered how the agentic qualities of students could be promoted and fostered towards future development of global perspectives in intercultural experiences that are mobile and non-mobile. The study identified and synthesised robust curriculum and pedagogical practices that develop global perspectives. It should be noted that on its completion, the project also changed its title to *Local Global Learning*.

The intended deliverables of the project were all achieved and include:

- eBook providing six case studies
- Good Practice Guide providing guidelines, examples and recommendations for [students, academics and university leaders]
- Project website
- Local Global Learning network
- One national symposium and one international symposium
- Conference presentations
- Journal articles, book chapters (in press)

The project was allocated an evaluator from the independent evaluation team commissioned by the Office for Learning and Teaching (OLT) for Strategic Commissioned Projects. The role of the evaluator was to conduct formative evaluation activities throughout the life of the project as well as form summative judgements about the overall merit of the project at its conclusion.

The guiding focus of the formative evaluation was to ensure that the project's aims and outcomes were being achieved with the upmost impact and would be delivered within budget on time. The evaluative activities are outlined in more detail in the following sections.

The summative evaluation that forms the content of this report has been guided by the following questions:

- Did the project achieve its stated outcomes?
- Was the project managed and conducted in ways that contributed to project success?
- Did the project achieve as much impact as it should have?
- How could the processes associated with the project be improved and replicated?

Evaluation Reflections

This project team and the evaluation team were first introduced at the OLT Evaluation workshop in March 2015 for all 2014 Strategic Commissioned Projects. The *Developing Global Perspectives* cluster area was comprised of four project teams and included this project led by, Dr Kelsey Halbert and Dr Peta Salter (James Cook University) and Professor Michael Singh (Western Sydney University).

The *Local Global Learning* project team comprised members who were new to the OLT Strategic Commissioned Project process. From the outset, the project team was enthusiastic and committed. Members however had to work steadily to ensure they remained on track and met milestone goals, given that ethics approval had not been obtained for the data collection phase prior to the commencement of the project in March. They also had to devise a tight communication strategy to ensure that all participants in the team, including staff in JCU Singapore, were consistently informed and up-to-date with project requirements and decisions throughout the duration of the project.

The evaluator found several factors that contributed to the successful achievement of the project aim and goals. These factors include:

- Phone and face-to-face meetings with the team involving the evaluator at the beginning of the project
- Strong project management, including appropriate documentation such as flowcharts of activities and deadlines to manage the multisite location of project team members
- A project Reference Group with expertise in the pedagogical leanings of the project
- Experienced OLT researchers who provided onsite mentor support to the early career members of the team

It is to be noted that a strength of this project was the intellectual rigour of the project leaders who incorporated their knowledge and expertise from the relevant fields of pedagogy throughout the stages of data analysis and development of resources.

The team was also supported by a committed and experienced project manager, Elise Howard, who was thorough in managing the project by providing clear documentation and her insightful input.

Formative Evaluation Strategies

In order to determine that the project's aims were achieved and outcomes were delivered, formative and summative evaluation strategies were conducted by the evaluator and the evaluation team throughout the research. The evaluator was provided with access to the project team's shared document space on DropBox and included in project team communications. The evaluator was present at key face-to-face meetings with the team and was a member of the project Reference Group. The evaluation team members participated in various communications of the project, including virtual and face-to-face project meetings, project emails, reference group meetings and inter-cluster meetings. During the project

lifecycle, the evaluation team provided ongoing advice and feedback for progress reports, development of frameworks, analysis of data and development and refinement of resources.

Project Management

It has well known that effective project management practice incorporates principles that:

- Identify project requirements
- Establish clear and achievable outcomes
- Balance the competing demands for quality, scope, time and cost
- Manage the expectations of various stakeholders
- Adapt plans to overcome challenges

This project evidenced these project management principles. In particular, the project was well managed with clearly defined outcomes and deliverables, and flexibility to fine tune and make adjustments to accommodate challenges. For instance, to enhance the quality of final deliverables achieved through consulting and incorporating further stakeholder feedback, the team formally extended their timeline with the OLT, thus improving the overall applicability and potential impact of resources.

A range of stakeholder groups were involved as sources of data and in project advisory roles. The project Reference Group was comprised of academics of high reputation at local and international scales who were provided with opportunities to provide feedback. For instance, the project was informed by a number of theoretical frameworks and therefore required substantial conversation to consolidate the perspectives that underpinned the pedagogical approach under investigation. The Reference Group and mentors were useful for clarifying these perspectives and the focus of the resources. The team was also proactive in making links and forming collaborations with two other project teams in the *Developing Global Perspectives* cluster of 2014 Strategic Commissioned Projects, evidenced in the combined symposium held in Sydney with these other projects.

Achievement of Outcomes

This project has identified five key findings. It has developed and modelled approaches to curriculum structures that support intercultural community experiences that foster global perspectives in students. It has recognized gaps and frames in existing literature and mapped how mobility and community experiences are positioned in current higher education curriculum. The project has also identified labels for a common language of service learning for global perspectives. It has raised awareness of the enablers and barriers to student engagement with intercultural experiences, both mobile and non-mobile. These issues, along with principles for the effective design of curriculum that supports these experiences, inform future efforts and improvements to practice for the student experience of global perspectives.

These findings emerged from engagement with 76 students across three university campuses in Sydney, Townsville and Singapore. Students comprised diverse demographics and included

regional, remote and international backgrounds. To meaningfully capture findings and contextualise practice, narratives in the form of location-based case studies were developed to express the cultural nuances. The evidence basis, along with the pedagogical framework based on the four domains of *Intentional design, Looking out, Navigating engagement and Transitions and transformations*, provides a robust basis that facilitates the adoption of informed practice across the sector.

The project extended the findings to distil three recommendations for the sector. The evidence-based insights underpinning the recommendations reinforce their potential influence and impact in the sector and the overall value of the project to the Australian higher education sector.

Impact

The project achieved the intended deliverables.

Outcomes	
Project Symposiums	2
Website	1
Case Studies	6
Good Practice Guide	1
Publications (in press)	4
Conference Presentations	8
Final Report	1

At all times in the development of the project artefacts, the imperative for ensuring the maximum impact of these resources across the sector was a top priority for the team.

A combined one-day national symposium was held in Sydney in June 2016 with two other Strategic Projects in the *Developing Global Perspectives* cluster. An individual symposium was also held in Singapore in June 2016 to test project findings.

A website was established early in the project and provides access to a wide range of resources and communication networking opportunities relevant to the project.

A network, the Local Global Network, initiated by the curriculum mapping activity comprised 48 participants from Singapore, Indonesia and Australia.

Six case studies were developed. The case studies are campus-based to preserve the voice and integrity of complexities that were raised in the perspectives offered by students. Analysis of the case studies revealed common and diverging themes of student agency, curriculum

and pedagogy. The case studies also demonstrate practice relevant to the four domains which are further developed in the Good Practice Guide.

The Good Practice Guide extends the four domains with three elements and presents staged strategies for designing curriculum that fosters global perspectives. The layout provides a coherent whole and distinctively addresses and delivers the issues relevant to the intended audience of academic and professional staff. The guide also includes recommendations for strategies at a commencing level through to best practice.

Two book chapters and two journal articles were in press at the time of the project completion.

The conference presentations were conducted at conferences in Australia.

Dissemination also occurred through the informal networking that emerged through the Reference Group, symposiums, Local Global Network and linking engaged peers who expressed interest in the evolving work of the project.

Summary

The project activities, and in particular the symposiums and network ensured that a large number of stakeholders were not only consulted in developing the findings, but were also engaged with the critical questions of supporting students to develop global perspectives in intercultural experiences that are mobile and non-mobile. The project outcomes have strong potential to influence and impact the overall Australian higher education sector and create a more nuanced and informed approach to supporting students to develop global perspectives.

This project was conducted in a professional and collegial spirit that was enhanced by the willingness of the team to engage with and learn from others. The relationships that have been formed during this project through the networking required of participants are an asset and key strength that should also contribute to ensuring the project's future impact.

Overall, the evaluators appreciated the opportunity to work with this project team. The extent of interest in the symposium and the network and the potential impact of sector-wide application of project findings, strongly reflect the value of this project in the Australian higher education sector.

Appendix F Curriculum Map

A curriculum map of higher education subjects in Australia that offer diverse students the opportunity to develop global perspectives through local or international community based learning experiences is available at: <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning/resources>

Appendix G Literature Review

The Local Global Learning literature review provides an overview of recent literature relating to service learning for global citizenship: theories, pedagogies, and student and community experiences. The full version is available at: <https://www.jcu.edu.au/learning-and-teaching/university-wide-projects/local-global-learning/resources>

Appendix H Impact Plan

	Project completion	Six months post-completion	Twelve months post-completion	Twenty-four months post-completion
1. Team members	Indicators: Changes to team member practice to enhance opportunities for global perspectives Institutional recognition of TMs contributions Expected impact: Changes and enhancement to TM course design.	Indicators: Project team involvement in development of a multidisciplinary service learning approach JCU College of Arts Society and Education introduction of a College-wide Service Learning subject. Expected impact: Increased integration of global perspectives within course structures.	<i>Intentionally left blank</i>	Indicators: Increasing integration of global perspectives throughout degrees. Service learning is recognised institution wide, for example through accreditation processes. Expected impact: Integration of SL units as core university business.
2. Immediate students	<i>Intentionally left blank</i>	Indicators Positive student learning outcomes (as indicated through reflective journals) as restructured curriculum and pedagogy is implemented for service learning experiences. Expected impact: Student experience occurs within evidenced based curriculum and pedagogy and coordinated approaches across disciplines and have greater capacity to navigate ambiguous experiences with support from educators.	Indicators: Students have access to multidisciplinary and intra disciplinary service learning subjects at JCU. JCU role out of SL subjects – collaborative models as well as disciplinary models – how to tap into interdisciplinary push??? Gain traction within college first? Remove ED from code and re-brand with CASE? Expected impact: Student experience occurs within evidenced based curriculum and pedagogy and coordinated approaches across disciplines.	Indicators: Increasing demonstration of agency by students (as evidenced through reflective journals and subject feedback) including enhanced knowledge and ways of engaging – supported by strong curriculum framework that promotes rigorous reflection Expected impact: Increased global perspective taking in graduates and the production of potential future change agents.
3. Spreading the word	Indicators: Engaged Local Global Learning Network. Presentations at HE forums completed – QUES, HERDSA, CADAD. Publication and dissemination of e-book, website materials and journal articles. Impact: Increasing connectedness by higher education staff involved in facilitating community based learning experiences, ideas and resource sharing. Uptake of project outputs by early adopters.	Indicators: Ongoing publication production. Feedback on uptake of project outputs. Impact: Improved practice within the sector and increasing institutional awareness of resourcing and support required for community based learning experiences.	<i>Intentionally left blank</i>	<i>Intentionally left blank</i>

4. Narrow opportunistic adoption	<i>Intentionally left blank</i>	<p>Indicators: Ongoing publication production. Feedback on uptake of project outputs. Follow-up to CADAD presentation to prepare readiness for broader adoption.</p> <p>Impact: Improved practice within the sector and increasing institutional awareness of resourcing and support required for community based learning experiences.</p>	<p>Indicators: JCU Education – incorporation of Service Learning subjects into new Masters program. Ongoing publication production. Feedback on uptake of project outputs. CADAD feedback on broader adoption.</p> <p>Impact: Improved practice within the sector and increasing institutional awareness of resourcing and support required for community based learning experiences.</p>	<p>Indicators: Increased awareness of and take up across JCU/WSU service learning courses at discipline levels linked to case studies. Sharing practice with other HE practitioners through conference presentations.</p> <p>Impact: Improved practice within the sector and increasing institutional awareness of resourcing and support required for community based learning experiences.</p>
5. Narrow systemic adoption	<i>Intentionally left blank</i>	<p>Indicators: Changes to curriculum and pedagogical approaches in the case study subjects.</p> <p>Expected impact: More structured and inclusive curriculum opportunities for students within the case studies</p>	<p>Indicators: Changing curriculum and pedagogical practice across Local Global Learning Network and CADAD.</p> <p>Expected impact: Strong linkages with Curriculum development and engagement to support curriculum renewal for global perspectives.</p>	<p>Indicators: Changing curriculum and pedagogical practice across Local Global Learning Network and CADAD.</p> <p>Expected impact: Strong linkages with Curriculum development and engagement to support curriculum renewal for global perspectives.</p>
6. Broad opportunistic adoption	<i>Intentionally left blank</i>	<p>Indicators: Changes to curriculum and pedagogical approaches in subjects, units or offerings at other Higher Education institutions.</p> <p>Expected impact: More structured and inclusive curriculum opportunities for students across Australian HE.</p>	<p>Indicators: Changes to curriculum and pedagogical approaches in subjects, units or offerings at other Higher Education institutions.</p> <p>Expected impact: More structured and inclusive curriculum opportunities for students across Australian HE.</p>	<p>Indicators: Changes to curriculum and pedagogical approaches in subjects, units or offerings at other Higher Education institutions.</p> <p>Expected impact: More structured and inclusive curriculum opportunities for students across Australian HE.</p>
7. Broad systemic adoption	<i>Intentionally left blank</i>	<p>Indicators: Recommendations provided to support Colombo Plan program implementation. Recommendations provided to relevant professional accreditation bodies. AITSL, QCT, AASW on the value of wider professional experience and appropriate curriculum and pedagogical structures.</p> <p>Expected impact: Increasing integration of global perspectives and community based learning within degrees to assist with achieving this essential graduate attribute.</p>		