

LOCAL GLOBAL CITIZENSHIP IN HIGHER EDUCATION

A framework and case studies for
curriculum development



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- **Professor Lindy Mc Allister, Professor of Work Integrated Learning and Associate Dean, The University of Sydney; and**
- **Dr Reyna Zipf, Senior Lecturer, School of Education and the Arts, Central Queensland University.**

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PREFACE

This book is a key resource developed as part of the Local Global Learning project. The Local Global Learning project was funded through the Office for Learning and Teaching 2014 Strategic Priority: Developing Global Perspectives. This priority sought to address the contexts of Australian universities engaged in processes for developing global perspectives and challenges inherent to Australian universities' key role in educating their graduates to live and work in an increasingly connected world. In response, the Local Global 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**.

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A number of 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:

- This e-book
- 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
- Summary critical literature review

Further project outputs included:

- The development of a network of practitioners: Local Global Learning Network
- Curriculum development symposiums and workshops
- Conference and non-refereed presentations



PREFACE

I think the benefit of this project has been to provide academics with a simple framework to guide the application of principles of intentional design, engagement and personal and professional transitions and transformations to the development of quality local and global service programs activities for students. The guidance for people to start out, move forward, and engage in best practice will be invaluable in developing manageable, quality programs.

- Professor Lindy McAllister

At last, a user-friendly guide for getting started with service learning! The Good Practice Guide does exactly what it states, providing a guide to facilitating global perspectives in diverse student cohorts through community-based learning experiences. The Guide is premised on the principle that all community-based learning programs should be grounded in the notion of reciprocal partnerships. Four research-derived domains are used to explicate the process of developing and evolving community-based service learning into best practice models. The domains provide a clear guide to those starting out in this area, and offer those with well-resourced existing programs ideas to further enhance critical learning opportunities for students. Strategies are succinctly unpacked into dot points stating service-learning goals. Each goal is supported by a practical strategy. For me, this is the most valuable part of the Guide as clear links between the theory of criticality and how to actualise critical consciousness and agency in practice are explicated. The Good Practice Guide provides a concise model for maximising learning opportunities for all involved in local and global community-based service learning programs.

- Dr Reyna Zipf

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INTRODUCTION

This book has been developed as a resource to support educators at all levels of higher education to design and implement robust curriculum frameworks for global citizenship. It guides readers through a discussion of current policy, theorisation of the global learner and citizen and offers a good practice framework derived from case studies of divergent practices and disciplines. This book is for all those with a stake in delivering or supporting intercultural learning, particularly through the transformative potential of experiential learning.

As an educator you might identify with a range of labels for your work, such as service-learning, work-integrated learning, cultural exchange, community-based learning, placements or study tours, and your work may engage with local or international contexts, or both. Regardless of the differing labels and contexts, these traditions often have the same or complementary aims of developing knowledge, skills and dispositions to further prepare graduates as global professionals and citizens. And, as our research has identified, key to realising these aims are robust and supportive curriculum frameworks that bring together elements of preparing and facilitating the student experience of learning as an 'outsider' in an unfamiliar context.

The good practice curriculum framework offered here is underpinned by elements of 'service-learning' pedagogy, particularly the phases of preparation for service, service itself and reflection on service. As Butin (2015, p. 5) notes, service learning is a "potentially powerful mode of engaging students, supporting communities, and bridging the theory-practice divide to foster meaningful scholarship in action". When this service takes place in either a local or global intercultural community setting, and is supported by a structured process of preparation,

sense making, engagement in social issues and reflection, it has been demonstrated to foster student agency, particularly in relation to lifelong learning, active citizenship and mobilising for change. Service-learning in intercultural environments promotes student engagement with global perspectives, increases intercultural competency and can challenge students' dispositions regarding their own contribution to local and, or global communities. This promotion of student engagement should be framed critically, acknowledging the complexities and limitations of fostering conditions of 'transformation' through experiential learning.

Chapter 1 presents a critical review of the field to highlight policy and research drivers that impact on curriculum work. Chapter 2 theorises global citizenship in higher education and offers a fluid taxonomy or continuum of the agentic global learner and citizen. Chapter 3 presents a synthesis of the research and theory applied in a curriculum framework. This good practice guide consists of four domains to support student experiences: intentional design, looking out, navigating engagement and, finally, transitions and transformations.

Chapters 4–9 present the case studies that informed the development of the good practice guide. Illustrating six different approaches from three disciplines across two universities, these cases include international mobility and local experiences that seek to develop global perspectives in diverse student cohorts. The contexts of these cases are wide ranging, from undergraduate Social Work students on mobility experiences and Education students engaging in local and overseas community service, to postgraduate Business students engaging in local, multicultural contexts. However, despite their diverse contexts, the case studies share a common

approach to facilitating perspectives through a community-based learning experience, ranging from volunteering in schools, undertaking international study tours, completing projects for local community organisations or delivering on 'real-life' tasks for businesses. The case study approach highlights the value of these experiences for students, demonstrating real outcomes in intercultural and professional learning, development of agency, understanding of global contexts and self-development. Chapter 10 concludes with a discussion of the considerations and challenges for higher education when implementing the domains of good practice.

Reference

Butin, D 2015, 'Dreaming of Justice: Critical Service-Learning and the Need to Wake Up', *Theory Into Practice*, 54, pp. 5–10.

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TRANSFORMING GRADUATES FOR GLOBAL CITIZENSHIP

Internationally, higher education institutions are shaping and responding to social justice and economic drivers to foster global perspectives. 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 relying solely on peripheral electives or international mobility experiences.

In the Australian context, The New Colombo Plan and more recently the National Strategy for International Education 2025 aspire for increased 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.

Increased student mobility offerings are often positioned as key to developing global perspective and work in very direct ways to engage graduates. In regards to the New Colombo plan, the "Australian Government wants to see study in the Indo-Pacific region become a rite of passage for Australian undergraduate students, and as an endeavour that is highly valued across the Australian community" (Department of Foreign Affairs and Trade 2016, para 4). However, while study abroad participation

is on the rise (particularly in short-term programs of less than one semester), participation is limited overall at 11 per cent of the higher education student cohort (Potts 2016). At a practical level, students with previous travel experiences and a higher socio economic status have a greater propensity to study abroad and part-time students are less likely to engage in study abroad (Nerlich 2015; Lawrence 2016). The narrative of increasing study abroad participation may mask 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. 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 8 per cent 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 so it is unclear how diverse student cohorts respond to these initiatives. Also, mobility experiences have been found to 'overpromise' their contributions to student development. For example, in Europe the Erasmus mobility initiative has been critiqued for promising a 'cosmopolitan myth' (Cicchelli 2013; Dervin 2009) where interculturality is not necessarily a "clear-cut feature" (Borghetti, Beaven & Pugliese 2015, p. 31) to mobility experiences. Furthermore, while mobility experiences have been linked to increased reflective learning, creative thinking, cognitive development and academic success for students (Potts 2016), there is also the danger of uncritical approaches framed to 'do good' to, rather than learn with, community partners. When coupled with



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mobility data that suggests that students most likely to take up these experiences already experience privilege, uncritical approaches to mobility experiences are in danger of reinforcing, rather than challenging, skewed notions of the cultures students are working with and put at risk goals for “transformational, deep[ening] ... relationships” (DFAT 2016, para3).

Given the limitations of mobility in terms of access and unknown outcomes, curriculum and pedagogical frameworks that can build lasting and deep connections across the region are needed to facilitate global perspectives for both those that do, and do not, have access to international opportunities. Rather than assuming that the experience (for example, an overseas placement) is the key variable, there is a need to study the diversity of the curriculum frameworks that support experiencing that placement. Common to both local and global contexts is the experience of being an ‘outsider’, which has also been linked to increased empathy and the potential for transformative learning (Walters, Garii & Walters 2009; Lilley, Barker & Harris 2014). Key to realising this potential is a curriculum framework that aims to cultivate it. In response to mobility programs, Brewer and Cunningham (2010) propose two strategies: structure study abroad to bridge the separation between academic learning from experiential and intercultural learning; and integrate study abroad with the undergraduate curriculum. These strategies, however, can be applied to local contexts as well, indicating 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. There is a

need to broaden and enrich constructs of global citizenship as core experiences in the curriculum. There is a gap in attention given to robust curriculum and pedagogy that will foster ethical/cosmopolitan global citizenship in diverse cohorts, through international and local experiences. Engagement in local contexts could serve to foster students’ agency to seek out further experiences and become mobile, or at least to combat diminishing levels of interest in mobility experiences by students across the completion of their degrees.

As a two-pronged local and global approach, we propose that service-learning is a curriculum framework that has the potential to critically scaffold experiential learning for global citizenship. While study abroad experiences affect learning in students’ cognitive, interpersonal and intrapersonal domains, service learning experiences can go further to develop a sense of social responsibility, individual identity, perspective transformation, citizenship, critical thinking, social justice orientations, tolerance of difference and intercultural knowledge (Bamber & Pike 2013; Enberg 2013; Gilbride-Brown 2011; Talbot 2011) in both local and global contexts. Yet, research that provides theoretically informed curriculum and pedagogical frameworks in this area is still in its infancy (Permaul 2009).

Service-learning is a form of community-based learning and can be defined in many ways. In Australia, programs that include elements of service-learning can appear under a range of labels, including work integrated learning, placements, field education, internships or volunteering. Service-learning is, therefore, best identified through a range of characteristics, including:

- combining academic study with learning in a community context;
- requiring engagement in purposeful activities to provide a service to the community in response to community identified priorities;
- occurring outside the boundaries of a classroom;
- integrating a process of critical self-reflection, sense-making and linking of academic content with experiential learning (Permaul 2009; Goldberg & Coufal 2009; Li & Miller 2013; Caspersz, Olaru & Smith 2012; Bringle & Hatcher 1996 cited in Gerstenblatt 2014; Chong 2014).

In higher education, service-learning provides a structure through which universities can contribute to the public good, respond to local and global community priorities and engage in values-based education to facilitate the development of socially responsible citizens (Lilley 2014). Other rationales for service-learning include improved academic engagement, retention, the application of broader attributes and capabilities including social and collaborative skills, enhanced transitions between university study and the world of work and creating graduates that are ready to compete in a global marketplace (Britt 2012; Rizvi 2009). Butin (2003) proposes four typologies for service-learning which cover a spectrum ranging from the technical to the post-modern. For example, higher education institutions may focus on the technical side or effectiveness of service-learning as a tool rather than the implications of the experience. Alternatively, the focus may be on the cultural meanings of the practice for institutions and individuals involved, assisting students to develop greater respect for and

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understanding of diversity. Some may focus on the political through promotion and empowerment of voices, and developing goals to transform power relationships. Finally, the post-modern or post-structural focuses on how the service-learning process creates, sustains and disrupts the boundaries and norms by which we make sense of ourselves and of the world.

The Local Global Learning project has created a robust, evidence-informed curriculum framework to cultivate global perspectives, critically frame intercultural experiences and engage student agency. Invoking agency is a key driver to increase participation and encourage critical engagement with the 'promises' these experiences offer.

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2 THEORISING THE GLOBAL CITIZEN

“To exist, humanely, is to name the world, to change it. Once named, the world in its turn reappears to the namers as a problem and requires of them a new naming. Human beings are not built in silence, but in word, in work, in action-reflection.” (Friere 1986, p. 69).

LOCAL GLOBAL CITIZEN

Lilley, Barker and Harris (2014, p. 957) observed that “the global citizen term is contested and eludes precise definition”. Global perspectives may be defined as a multidimensional construct composed of the interrelated dimensions of social responsibility, global competence, and global civic engagement (Morais & Ogden 2011). For Hansen (2010) global perspectives are defined as a worldview in which students and universities see themselves as connected to the world community, feel responsible for its members and demonstrate this commitment through their collective attitudes, beliefs and behaviours. We purposely go beyond perspectives and take up the label of critical global citizenship invoking a notion of citizenship that is orientated to action to enact change. Integral to this agency is critical thinking to make sense of and understand troublesome knowledge and limitations (Britt 2009; Gilbride-Brown 2011; Westheimer & Kahne 2004, Lilley 2014; Power & Bennett 2015). This notion also intersects with Dewey’s (1966, 1933)

approach to social inquiry, Mezirow’s (1991, 2000, 2003) process of transformative learning and Friere’s (1970, 1986) critical pedagogy to work from a theoretical foundation that argues for social consciousness and change.

Policies and practice to facilitate global citizenship tend to be institutionally driven and research that gives a student voice to constructions of global citizenship is limited. Studies of small cohorts have found that students are able to articulate concepts of global citizenship with nuanced understanding (Bourn 2010; Hendershot & Sperandio 2009). Students can view the global citizen as a privileged position and be cynical about rhetoric or shallow actions that may be construed as citizenship, such as purchasing wristbands for a cause. In addition, students can be pessimistic about their potential to influence the state of the world (Bourn 2010). When faced with pressures of assessment, students will tend towards lower risk and more efficient means for achieving outcomes, which is counter to the journey required for the development of global citizenship (Leask 2012). This highlights the importance of responding flexibly to a diverse student cohort (Trilokekar & Kukar 2011). The approach that we present to developing students’ critical Local Global citizenship draws on pedagogies for transformative learning and mobilising student agency.

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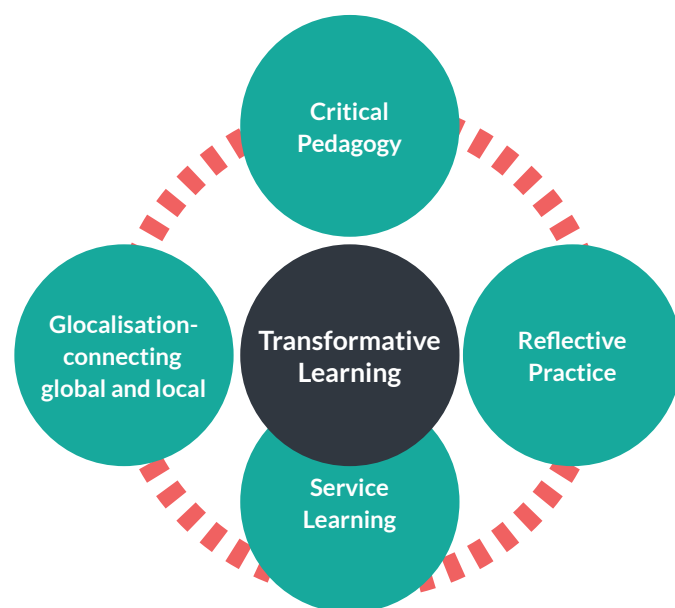


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PEDAGOGIES OF LOCAL GLOBAL CITIZENSHIP



- A '**glocalised**'¹ approach (Robertson 2012) to service learning offers the potential for local issues to be considered in a global context and vice versa, adaptive to diverse communities. Glocalisation is a local–global imaginary (de Sousa Santos 2006; Sassen 2004) that embraces the interdependent connections of the global and local rather than positioning the global as a local counterpoint (Robertson 2012). Working from this imaginary requires students to consider their 'local' position in the world, their relationship to political and social institutions in the context of a global society and to think outside of cultural boundaries (Robertson 2012; Bamber & Pike 2013; Batistoni, Longo & Jayanandhan 2009; Rizvi 2009; Lilley 2014).
- **Critical pedagogy** is a form of experiential learning that seeks to challenge inequality by confronting divisions created by race and class. Instead it seeks to promote equality and democracy through education. This requires students to question existing power structures and reflect on the cognitive dissonance brought about through increasing critical consciousness (Dewey 1966; Mezirow 1991, 2000, 2003; Friere 1970, 1986; Gilbride-Brown 2011; Westheimer & Kahne 2004).
- **Service learning** can be constructed to create the conditions required for a *transformative learning* experience by creating ambiguity, dissonance, disorientation and disequilibrium. The conditions for this immersion can be created locally and are not the exclusive domain of international or 'exotic' experiences (Farnsworth 2010; Che, Spearman & Manizade 2009; Trilokekar & Kukar 2011; Bamber & Pike 2012; Lilley 2014; Smith & Shaw 2012; Butin 2010; Lilley, Barker & Harris 2014).
- **Reflective practice**, ethnography and online environments 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, their tendencies to "othering" 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 important to this reflection (Carrington 2011; Merrill, Braskamp & Braskamp 2012; Enberg 2013). Rather than a transfer of knowledge, the educator is focused on developing students' critical analysis skills, awareness of global conditions, comfort with ambiguity and difference and an understanding of their potential to reproduce the status quo. It is about "facilitating students' acceptance of and comfort with 'strangeness' as *being in the world rather than knowing the world*" (Carrington 2011, p. 8). This requires a shift from transmissive pedagogies to *learning through discovery, learner-centred, collaborative, praxis oriented, cognitive based learning*.

¹ While the term 'glocalisation' originated in discourses of micro marketing, it 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 unfamiliar community. These communities are not simply local or global (a site of cosmopolitan learning about the 'other'). Global phenomena are not devoid of space-time temporality, the global is experienced in the local.

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CRITICAL SERVICE LEARNING

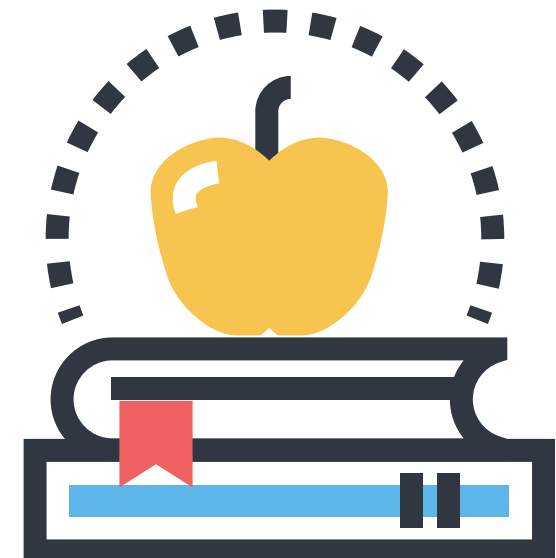
A critical service-learning approach requires pedagogy with a focus on transformative learning, through reflection, critical thinking, problem solving and a local and global focus. Service-learning that is informed by critical pedagogy will encourage students to engage with social issues and critical analysis by questioning existing structures and facilitating student reflection and action (Westheimer & Kahne 2004; Gilbride-Brown 2011). This requires students to become conscious, have the ability to reflect on personal power and reflect on the cognitive dissonance that critical consciousness creates (Rosenberger cited in Gilbride-Brown 2011). This type of service-learning, therefore, is “less likely to emphasise the need for charity and volunteerism as ends in themselves and more likely to teach about social movements and how to effect systemic change” (Westheimer & Kahne 2004, p. 242).

To further an understanding of systemic change, critical service-learning emphasises reflection about the political meaning of the experiences, how they fit within the world and to understand how culture constantly shifts and changes as a result of global interactions (Rizvi 2009). This means that rather than a transfer of knowledge, the educator is focused on developing students’ skills to “examine the ways in which global processes are creating conditions of economic and cultural exchange that are transforming our identities and communities; and that, unreflexively, we may be contributing to the production and reproduction of those conditions, through our uncritical acceptance of the dominant ways of thinking about global connectivity” (p. 265).

Service-learning’s emphasis on critical pedagogy and emancipation can create an illusion that it does not require further justification or critique (Kistler 2011). While service-learning may have positive intentions, the social, political and historical context of “helping others” shapes how service-learning will be experienced by communities. This historical context includes colonisation, and “Christianization and the civilizing mission, as the project of the narrative of Western civilization ... as the project of the modern world-system” (Mignolo cited in Andreotti 2011b, p. 383). Furthermore, the historical relationship between the university and the community it intends to serve can result in partnerships which are imbalanced and challenging (Casperz, Olaru & Smith 2012; Schuetze & Inman 2010; Bringle & Hatcher 2009).

One of the limitations of service-learning is that “there is never a service-learning educational experience that accomplishes exactly what ... the instructor wants it to accomplish – there is always ‘slippage or remainder’” (Butin 2010, p. 46). The form that this ‘remainder’ takes is dependent on the context of each service-learning experience. Critically embracing these ‘slippages’ can be an important tool in the service-learning experience to allow for engagement with complexity and to foster more genuine community-based partnerships and outcomes in the longer-term. In addition, recognising that service-learning is an incremental journey or a scaffolded approach in diverse settings, there will be different experiences for each student. Student agency and disposition will shape the way that individuals will respond to these experiences,

therefore, there is much that is outside the educator’s intentions and is dependent upon the extent to which the learner engages with the experience. Acknowledging these historical traditions and pedagogical limitations, we have foregrounded student agency and curriculum design that embraces slippages rhizomatically rather than assuming linear outcomes.



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AGENCY OF THE GLOCALLY ENGAGED LEARNER AND CITIZEN

Critical pedagogy and transformative learning requires placing students as the agents of their transformation (Bamber 2015; Billett 2009). Bamber (2015) proposes that not only must educators and institutions continue to remake the conditions for transformation, so must students. It must also be recognised that learning is a journey and students will follow multiple pathways to achieve a range of outcomes at different points in time, depending on their agency and disposition (Billett 2009; Lilley 2014; Rizvi 2009).

Agency is a concept mobilised in contested ways by both critical empowerment and neoliberal discourses. On the one hand, students can be seen as critical agents for whom tertiary learning experiences further empower them to take action in social and political systems and on the other hand, 'agency' can also be invoked to position students as savvy consumers responsible for their learning outcomes. Acknowledging these complex and sometimes competing notions of student agency allows educators to be reflexive about their own responsibilities in enacting a supportive curriculum. In doing so educators are navigating their own accountabilities and institutional power alongside principles of shared responsibility, knowledge exchange and supported risk-taking which underpin transformative learning theories. These challenges and considerations are elaborated in [Chapter 10](#).

When underpinned by transformative learning, global citizenship is better positioned as a continuing process rather than an end point. Therefore, we have developed a continuum of global citizenship informed by theories of students as agentic learners (supported by Billett 2009; Britt 2009) developing cognitive, intrapersonal and interpersonal knowledge and understanding (Butin 2003; Enberg 2013). Britt (2009) offers a taxonomy of service learning based on students as learners, citizens and activists. Thus, a student can be seen to progress through transformative stages, commencing as a learner on an experiential education journey first practising, then critically reflecting on disciplinary skills. Following skills development, the learner may experience cognitive growth and increased potential to act as a change agent. This requires "space for the development of empowered learners who recognise their competence and ability to think critically" (Britt 2009, p. 13) rather than merely providing opportunities for skills and knowledge practice.



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The continuum presents a range of global citizenship that is always present and in which no part is necessarily distinct from the sum of all parts. That is, with the three identified roles on the continuum: **learner, citizen and agent**, a student may identify strongly with a particular role, but also have connections with another or both the other roles. The three roles of learner, citizen and change agent take up Britt's (2012) taxonomy of service-learning. A learner develops competence and self-efficacy through improvement of their individual content competence. A citizen explores what it means to exist in relation to others in community by experiencing being an individual in relation to the collective community. An agent works with

others to transform systems of oppression, realised by a critical consciousness of structural inequalities and marginalisation. These roles can be further framed around global citizenship by Enberg's (2013) notions of cognitive, intrapersonal and interpersonal capacities for global citizenship. These capacities explicate first the foundational knowledge and skills we need to learn and evaluative knowledge through a cognitive approach, and then how these underpin knowing ourselves and others as citizens with intrapersonal intercultural sensitivity, and finally, acting on that reflection as a change agent with interpersonal confidence and social responsibility to guide future commitments.

As such, the extremes of the continuum are distinct and a progression from the point of learner through to agent is discernible in the development of student agency and action between these extreme points. As students develop knowledge, skills and dispositions in order to know self and other (including the often 'hidden' dispositions and skills education institutions require of learners), they develop their agency as learners. Richards, Sweet and Billet (2013) propose five salient factors central to preparing agentic learners that are useful for elucidating the characteristics of student agency in the continuum. These factors are interrelated and draw on student dispositions relevant to the development of global perspectives,

CONTINUUM OF GLOBAL CITIZENSHIP

Personal Epistemology

Maximizing Opportunities

Self Concept

Assertiveness

Resilience

LEARNER



CITIZEN



AGENT



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such as learning, knowledge of the context and ways of relating with self and other:

1. Awareness of **personal epistemology**, including approaches and considerations of how these might impact on learning and sense-making during experiences
2. Ability to **maximise learning opportunities** to direct own learning during experiences
3. Continual self-assessment of **self-concept**, including traits, competencies and values (Bong & Skaalvik 2003)
4. Ability to **assert** own opinions and learning needs while respecting those of others and minimising conflict
5. **Resilience** to cope with curriculum workload, transitions to new or challenging environments and personal factors such as loneliness, isolation and family issues.

At the beginning of the continuum, a learner displays rudimentary engagement with agentic capacities and may require support to progress through the continuum, while an agent is fully conversant and efficacious in ways that sustain self-directed progress.

Students will engage with provided curriculum and experiences in various ways. Billett's (2011) model of intended, enacted and experienced curriculum acknowledges the open and multiple ways curriculum is enacted, particularly in boundless and unpredictable experiential learning. Intended curriculum asserts

the intended knowledge to be learnt, enacted curriculum is that which is implemented in academic settings or provided through experiences, and experienced curriculum captures how students construe and construct their experiences and their engagement with it (Billet 2011). Importantly, 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 "activities and interactions ... beyond the reach of the teacher and the university, and ... largely subject to the energy, commitment and intentionality of students as learners" (Billet 2011, pp. 24–25). 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 2012). 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). As Billet (2011, pp. 24–25) notes:

Many of the activities and interactions in which students engage are beyond the reach of the teacher and the university, and will be largely subject to the energy, commitment and intentionality of students as learners, that is: their personal epistemologies.

Rather than simply tracing curriculum components through a predetermined rubric, a wider notion of curriculum mapping to support movement through the continuum is required. To this end, we agree with Wang (2014) that curriculum that is mapped rhizomatically is more attuned to current practices

as well as alternatives, and complements the fluid nature of the continuum. This approach takes up the notion that pre-designed outcomes (such as graduate attributes or professional standards) trace only limited elements of the intended curriculum and limit characteristics of global citizenship in the experienced curriculum. This aligns with the borderless nature of experiential learning, where 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. This also reinforces the focus on student agency in the continuum progression, as for these approaches to be successful students need to be placed as the agents of their own transformation (Bamber 2015; Billett 2009).

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This chapter presents a framework for guiding curriculum development. The framework is based on the theories of global citizenship and agentic learning conceptualised in the previous chapter. As service learning is seen as a flexible learning approach that facilitates transformation through “disruption and sets new directions that are not linearly learnt” (Carrington 2011, p. 3), this framework takes an alternative approach to curriculum as a linear process. While there is an organising logic of four domains each with three elements, we hope you ‘read’ these as a rhizome conceptualised as a series of nodes with multiple connections which will be developed depending on context and student agency (Carrington 2011; Wang 2004). It provides a “messy decentred network” (Carrington 2011, p. 4) that allows for diversity in experiences, engagement and responses, student agency and multiple learning pathways.

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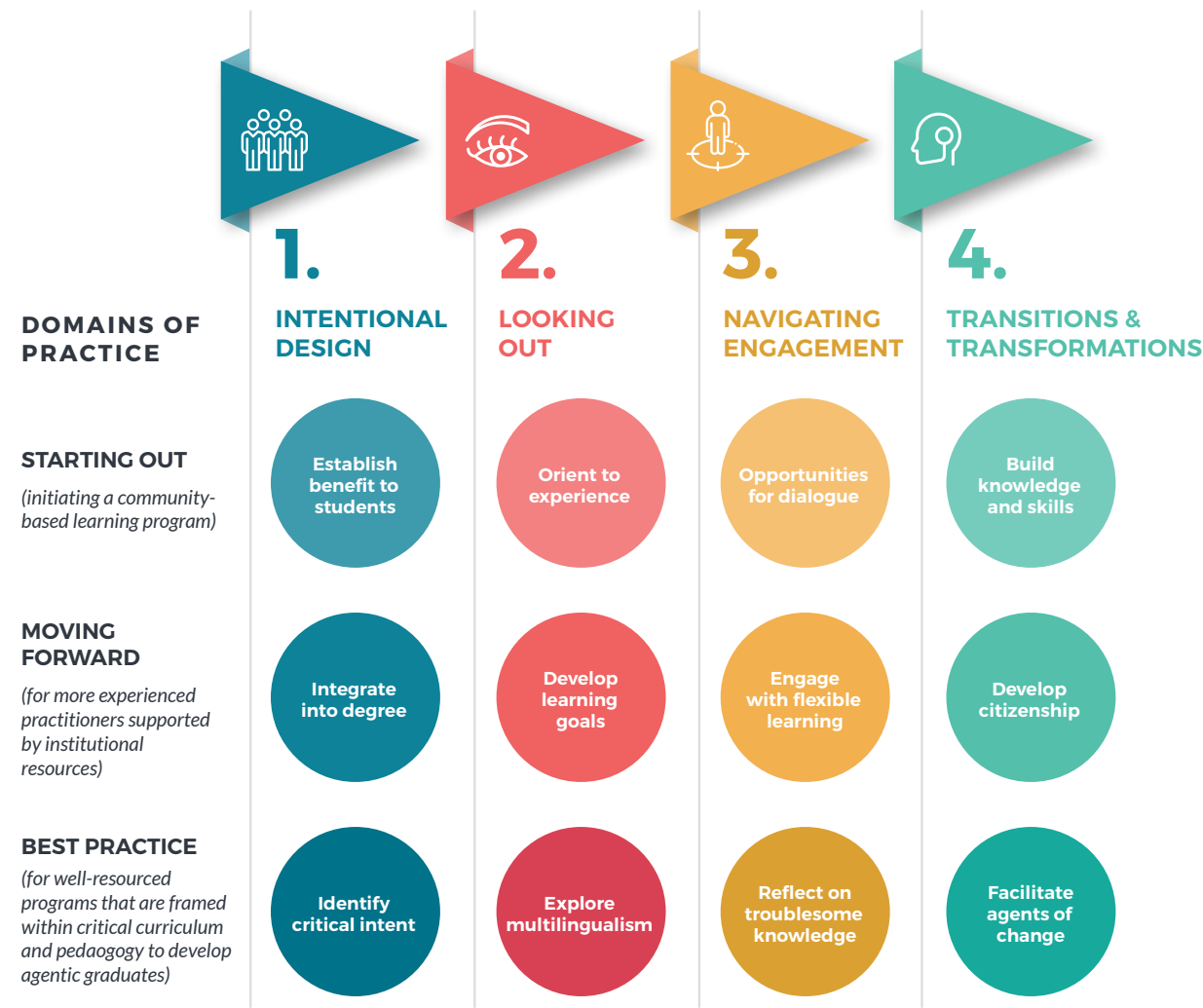
The case studies in Chapters Four - Nine make connections to the elements of the framework by plotting where each sits within the four domains. The cases cover a range of disciplines with distinctive cohorts and contexts and incorporate local and global experiences within a curriculum framework, as opposed to disconnected and unstructured cultural tourism experiences. The case studies share the following characteristics:

- Participation of diverse learners in diverse communities;
- Development of global perspectives as a key curriculum feature; and
- Engagement with service learning principles (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:

- Survey of students to ascertain dispositions to cultural exchange and their intellectual agency as local/global citizens by identifying inhibitors and enablers and demographic and cultural profile;
- Document analysis of subject materials and resources, focussing on intended and enacted curriculum;
- Focus groups with students to explore their experiences of curriculum enactment; and
- Focus groups of staff to elaborate on intention and enactment of curriculum, and perceived experiences of students.

These cases demonstrate curriculum follows diverse pathways with slippages between intent and experience. We hope that these are accessible to both novice and experienced educators in the field of community based learning for global citizenship.



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1.

INTENTIONAL DESIGN

IDENTIFY THE LEARNING INTENT – HOW THIS WILL INFORM THE DESIGN OF THE EXPERIENCE AND ITS SURROUNDING CURRICULUM?

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, which is crucial as it informs the design of the experience in curriculum in the remaining domains.

STARTING OUT

Establish the benefit of the experience for students

Strategies: Develop clear messages which identify the benefits of experiences that can:

- Encourage openness to lifelong learning and a recognition there is no ‘endpoint’ to intercultural awareness.
- Appeal to students’ interest in becoming work-ready, contributing to community and/or widening networks.
- Reflect local issues within a global context to relate to the immediacy of students’ experiences.

MOVING FORWARD

Integrate the experience into degree requirements

Strategies: Raise perceived ‘legitimacy’ through academic partnerships, integrating experiences into credited course offerings and increasing requirements around preparing for and engaging with experiences. Staff can:

- Embed experiences within credit-bearing subjects/courses.
- Integrate critical thinking and inquiry frameworks around experiences.
- Utilise online environments to facilitate global connections within academic partnerships.
- Promote student agency by incorporating innovative learning experiences and/or assessment requirements.

BEST PRACTICE

Identify critical intent

Strategies: Critically examine the idea of ‘service’ and the complex power relations inherent to new and unfamiliar contexts. Examination can require students and/or staff to:

- Reflect on the values that students apply to themselves, their perceived intercultural awareness and to ‘exotic others’.
- Enact curriculum content and pedagogical approaches that require consideration of cultural imperialism, colonisation, racism and privilege.
- Reflect on critical intercultural incidences.

CONSIDER COMPLEXITIES RELATING TO INTENTIONAL DESIGN...

- What **reciprocal partnerships** are in place or can be developed with community partners that will host student experiences?
- What **institutional support** and policies are in place to 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?
- What **barriers** do students need to negotiate in taking up these experiences? E.g. financial pressures, time constraints, family and work commitments? And how might experiences be designed to mitigate these barriers with potential benefits?
- What **competing and complementary agendas** need to be negotiated when changing already established professional practices and course designs, and/or accreditation processes to accommodate experiences?

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2. LOOKING OUT

ENACT CURRICULUM DESIGN – HOW CAN STUDENTS BE PREPARED TO ‘LOOK OUT’ TO THEIR FORTHCOMING

Looking out prepares students for their experience and aligns with the ‘preparation’ phase of service learning frameworks. The primary purpose of this domain is 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 orientation can be extended to encourage students to **develop learning goals** for the experience to motivate and guide learning and enact intentional design.

As a final point of preparation students can be encouraged to **explore multilingualism** as it relates to their intercultural context. Developing language skills enables deeper two-way learning and can improve students’ ability to engage with their experience.

STARTING OUT

Orient to experience

Strategies: Orient students to the forthcoming contexts, communities and situations they may experience. Orientation can:

- **Workshop cultural awareness, contextual knowledge (e.g. travelling locally) and basic language skills prior to departure/commencement of experience.**
- **Enable students to have contact with their host online or face-to-face prior to the experience to gather information, clarify tasks and frame expectations.**
- **Frame the experience as a learning opportunity, encouraging curiosity ahead of judgement.**
- **Review student expectations and prepare participants to cope when experiences don’t go according to plan.**

MOVING FORWARD

Develop learning goals

Strategies: Recognising that student intentions will differ from academic goals, work with students to develop learning goals during application processes or preparation activities. This can range from developing awareness of self and place in the world, intercultural awareness, becoming active citizens or increasing employability. Goals could encompass:

- **Agentic capacities students hope to extend or refine through service.**
- **Learning ‘hopes’ that are related to the unique mission of their host organisation.**
- **Knowledge and processes that can be applied to future professional practice.**
- **Contribution to reciprocal relationships between the student and their host.**

BEST PRACTICE

Explore multilingualism

Strategies: Develop language skills to enable deeper two-way learning, reciprocal activities and to improve students’ ability to engage with the experience. These opportunities could:

- **Enable time and encourage practice that takes students from learning about language, to learning a language, through to learning through a language.**
- **Use language learning to construct intercultural knowledge.**

CONSIDER COMPLEXITIES RELATING TO LOOKING OUT TO AND ORIENTATING STUDENTS TO SERVICE...

- **How can the reciprocity of partnerships be nurtured and sustained for mutual benefit and how can students be prepared to contribute to this?**
- **What institutional support is available for the preparation of meaningful activities and critically framed curriculum design?**
- **What potential is provided through recognising students’ (both domestic and international) multilingualism for knowledge generation and as an effective contribution to institutionalising global perspectives?**
- **What competing and complementary agendas need to be negotiated when exploring opportunities for incorporating Eastern and Western intellectual knowledge into orientations to learning?**

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3. NAVIGATING ENGAGEMENT

USE PEDAGOGIC TOOLS – HOW CAN STUDENTS BE SUPPORTED TO NAVIGATE THEIR EXPERIENCE?

Navigating engagement aims to support students in navigating the learning experience or placement itself. This domain focuses on pedagogical tools to support students in negotiating demands and traversing 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.

STARTING OUT

Facilitate opportunities for dialogue

Strategies: Use dialogue as a tool for sense-making through regular individual and group reflection with hosts, staff or other students. Dialogue can be facilitated through:

- **Partner or buddy programs to connect students with peers throughout their experience or ensure visiting students mix with the host culture and provide opportunities for recognising 'sameness'.**
- **Regular dialogue between educators and students during the experience to make sense of cultural misunderstandings and/or develop student understanding of curriculum aims.**
- **Mixed group composition so students are extended outside of familiar relationships and ideas.**

MOVING FORWARD

Engage with flexible learning

Strategies: Scaffold support for students who are challenged by navigating unfamiliar and uncertain environments and extend learning opportunities for more experienced or agentic students. Flexibility can be enabled via:

- **Curriculum flexibility, recognising that a range of experiences will contribute to diverse learning outcomes.**
- **Encouraging students to consider both intended and unintended learning outcomes as 'valid'.**
- **Assessment construction that recognises process rather than outcomes or 'right answers'.**

BEST PRACTICE

Provide opportunities to be exposed to and make sense of 'troublesome knowledge'

Strategies: Assist students to make sense of 'troublesome knowledge' that comes through immersion in new, unfamiliar and challenging situations, locally or internationally. This assistance can:

- **Reflect and debrief disorientating experiences or critical incidents.**
- **Prepare, support and encourage students to identify personal self-care and learning strategies.**
- **Take the form of 'invisible' facilitation, requiring staff to support student reflection in ways that encourage students to make their own critical connections, rather than push staff's own agenda or lens for viewing an incident.**

CONSIDER COMPLEXITIES ASSOCIATED WITH NAVIGATING ENGAGEMENT...

- **How can reciprocal partnerships shape the role that hosts play in facilitating opportunities for dialogue and navigating troublesome knowledge?**
- **What institutional support and resources are in place to enable educators to facilitate ongoing dialogic processes with students and develop capacities for skilful 'invisible' facilitation?**
- **What flexibility has been incorporated into curriculum structure to accommodate differences in student dispositions and their openness to learning through challenging experiences?**
- **How can competing and complementary agendas be negotiated to document the long-term impact of these experiences on students?**

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4.

TRANSITIONS & TRANSFORMATIONS

ESTABLISH PERSONAL AND PROFESSIONAL LINKS – HOW DOES THE EXPERIENCE FACILITATE FUTURE CAREERS AND TRANSFORMATIVE GLOBAL PERSPECTIVES?

The **transitions and transformations** domain 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 students as a '**learner**', focussing on cognitive development, self-efficacy and transitions to future careers. Moving forward, in the transformative process, a student 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.

STARTING OUT

Build knowledge and skills

Strategies: Facilitate reflection on cognitive development and self-efficacy which can:

- Draw connections between built knowledge and skills and disciplinary skills or future careers.
- Assess intercultural awareness at a basic level such as cultural dos and don'ts, understanding status and hierarchy or cultural communication styles.

MOVING FORWARD

Develop citizenship

Strategies: Reflect on relational development and democracy, particularly how students have developed understandings of global citizenship, to prompt future actions. This can:

- Facilitate reflection on the impact of the experience on notions of self, self-concept and self-understanding in contextualised intercultural experiences.
- Develop awareness of privilege, one's place in the world and reflection on what it means to exist in relation to others in the community.
- Develop awareness of 'saviour complex' and the importance of observing, learning, understanding and humility.

BEST PRACTICE

Facilitate agents of change

Strategies: Reflect on behavioural development and social justice activism, particularly how students have developed a critical consciousness of global perspectives to prompt future actions. This could:

- Frame the experience through a critical lens and facilitate reflection on the dynamics of injustice and oppression.
- Challenge students to consider their horizons and capability to engage in relationships and actions in a global society.
- Provide a sounding board for taking appropriate action.

CONSIDER COMPLEXITIES OF NAVIGATING TRANSITIONS AND TRANSFORMATIONS...

- What role might reciprocal partnerships and hosts have in supporting the future actions of students beyond placement?
- What **institutional support** and resources are in place to enable educators to continue and enrich partnerships beyond the duration of the placement?
- How can **student dispositions** and motivation for action be maintained after an immersive experience?
- How can **competing and complementary agendas** be negotiated to ensure links to global perspectives used as reflection points in this domain are truly global rather than a proliferation of Western intellectual traditions?

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INTRODUCTION

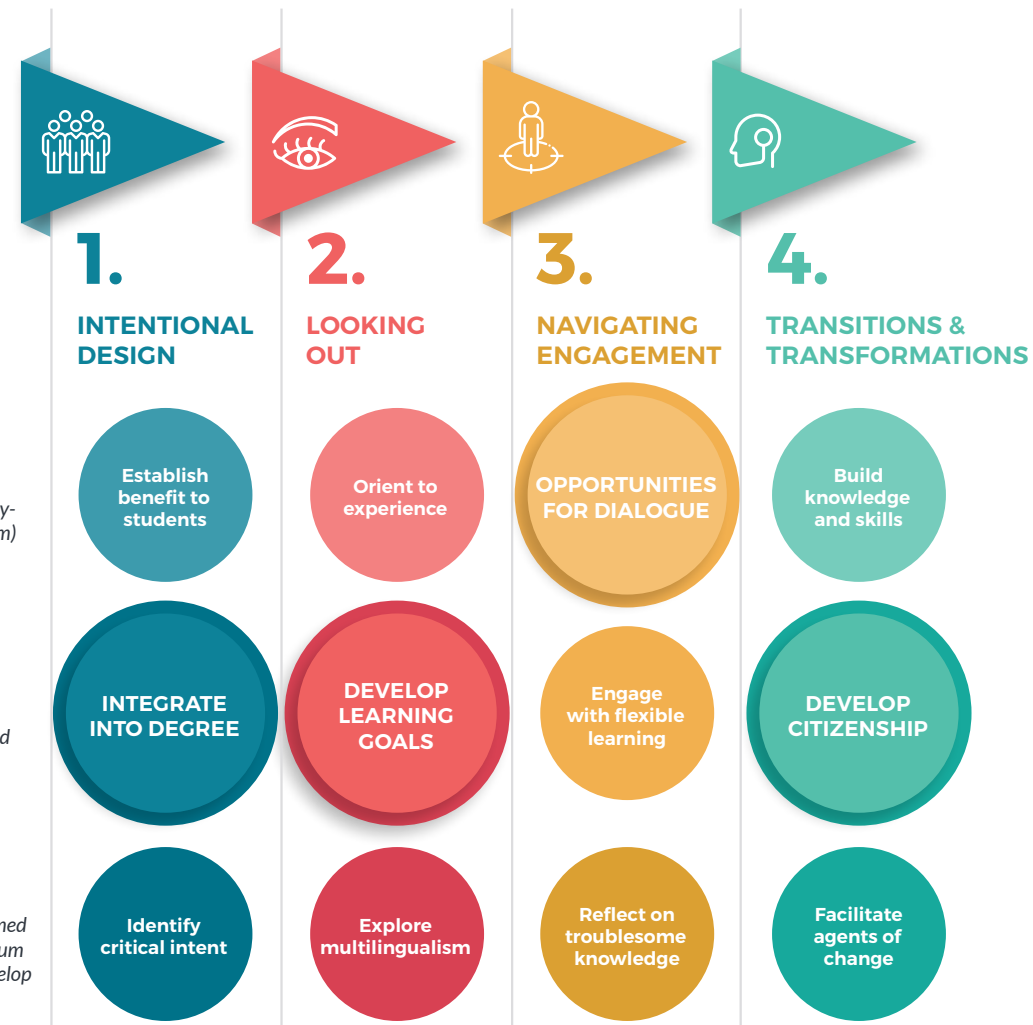
The subject at the centre of this case study is [ED4460: Service Learning for Sustainable futures](#). This is a capstone subject taken in the last year of the Bachelor of Education (ECE, Primary & Secondary). The **intentional design** of the subject seeks to engage students with ‘wider professional contexts’. That is, contexts new to the student and that preferably extend beyond ‘traditional’ classroom experiences in order to enrich preservice teachers’ understanding of the communities and contexts in which they teach. It is a compulsory subject requiring students to engage with theories of service learning (SL) and sustainability to **develop learning goals** for their placement consistent with both. Student agency is requisite to and a developmental aim of the subject as students need to identify, initiate and complete a placement of their own choosing, provided it is approved by the subject lecturer. Students develop and submit a placement proposal that must align with service learning theory and includes learning goals and risk-assessment relevant to the placement. **Opportunities for dialogue** are integral to subject design and encourage reflection on learning goals both during and at the completion of the placement. Post-placement, students critically reflect on their placement and learning that informs **transitions and transformations** to future professional teaching practice. One offering of the subject includes a university-organised overseas placement in Cambodian non-government schools.



STARTING OUT
(initiating a community-based learning program)

MOVING FORWARD
(for more experienced practitioners supported by institutional resources)

BEST PRACTICE
(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



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CONTEXT OF THE CASE STUDY

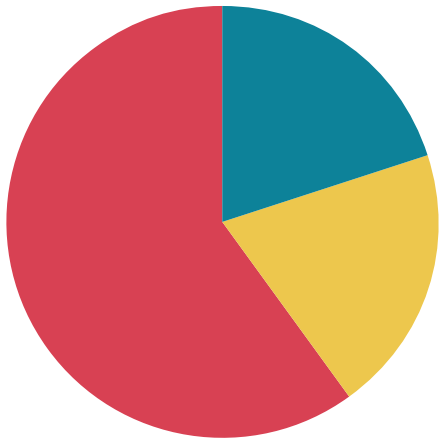
The case study explored the experiences of two cohorts. The first comprised 34 external students, undertaking local and international experiences. Some students independently sought out and organised a placement to meet the university requirements, while nine students participated in a university-organised placement to Cambodia. This option is organised in consultation with university staff¹ and sees students sustain a relationship with Cambodian schools who have hosted previous BEd students. Antipodeans Abroad arranges pre-placement briefings that complement the preparation phase of the subject and provide 24-hour in-country support. The second cohort comprised a total of 110 students, both internal and external students. As the subject requires students to negotiate their own placements, many students nominated placements in their 'home' or 'new' communities and therefore locations for placements extended beyond the immediate Townsville/ Cairns communities where the university contact points for the subject were based. Placements were varied and included group or individual experiences in schools, environmental education centres, refugee assistance programs, community or neighbourhood centres, turtle rehabilitation centres, animal sanctuaries, aged care, youth camps, women's shelters, sports clubs, youth detention centres, disability schools, welfare and charity organisations, working with homeless youth, Aboriginal cultural centres and community arts. A minority of students

in the latter cohort undertook placements in intercultural environments, with 17 of the cohort identified as undertaking an intercultural experience relevant to the research.

Students enrolled in both offerings were invited to respond to the survey. Those that had undertaken intercultural experiences relevant to the research were also invited to participate in the student focus group that brought together both cohorts and provided access to their de-identified assignments for content analysis. Research participants were drawn from a range of locations including Townsville, Ingham and Cairns. Most students were studying on campus at either Townsville or Cairns, with eight external students participating in the research. Participants were representative of the Service Learning for Sustainable Futures cohort and highlight the diverse nature of students that is characteristic of a regional university:

- Mostly mature age (57% aged 20–30, 36% aged 30+)
- 62 % were first in their family to attend university
- 7% identified as Aboriginal or Torres Strait Islander
- 78% reported living in a remote or regional area prior to attending studies
- 64% had work commitments outside of study and 50% had caring commitments.

WHERE DID YOU LIVE PRIOR TO COMMENCING STUDIES



60% Regional

20% Remote

20% Urban

0% Overseas

1 As a commercial arrangement, Antipodeans Aboard provide the logistical resources and in-country relationships that otherwise are very demanding for university staff to broker, organise and sustain. This partnership is distinct from other case studies which highlight university–university partnerships for international placements.

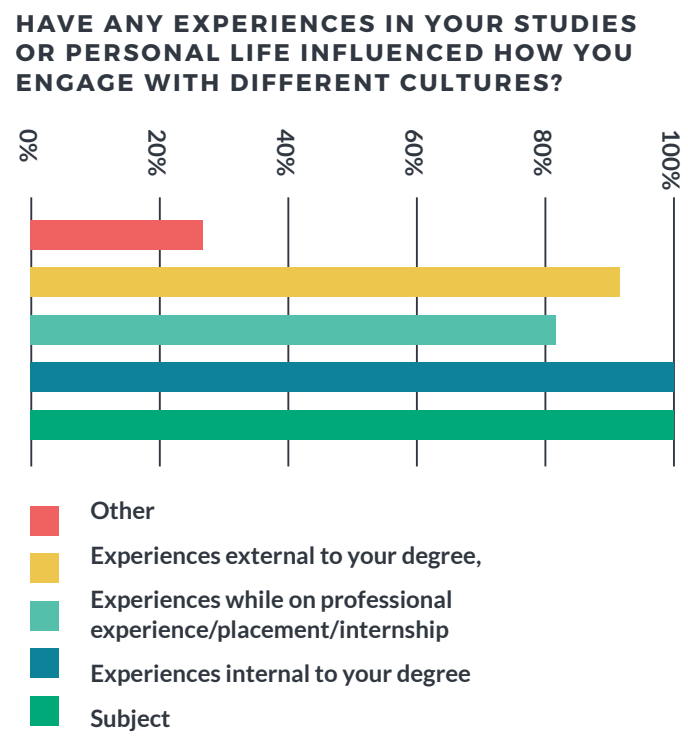
Most students reported prior experience with either interacting with people from a variety of cultures or working or volunteering overseas. Nearly all students expressed an interest in meeting people from different cultural backgrounds to their own and many identified themselves as a global citizen.

In articulating what global citizenship meant to them, student responses across both cohorts were representative of the Global Citizenship continuum of learner, citizen and agent (Engberg 2013). Some were unable to articulate the concept, simply answering: 'I'm not sure' (Stephanie), whilst others focused on 'being informed on issues and knowledgeable on different cultures and cultural issues' (George). In regards to agency, some responses demonstrated knowledge and understanding of global citizenship in the cognitive and affective domains or an understanding of the collective nature of active citizenship. There are also links to discourses of sustainability which are part of the **intentional design** of subject, for example:

I believe that I am responsible to play a role in advocating for issues which keep a country from moving forward. E.g. preservation of cultural diversity, sustainable communities and, gender equity, and poverty (Rebecca).

A global citizen identifies with and contributes to society/ a community by seeking solutions to challenges faced by the planet (Joe).

Students across both cohorts reported experiences during their studies that had increased their awareness of other cultures and their place in the world:



A number of responses highlighted the value that students place on experiential learning afforded by travel and immersion in unfamiliar contexts:

I have done quite a bit of travelling in my life (over 10 countries) and I have found that the most rewarding experience has been cultural immersion. Going somewhere and simply living in their world changes your perspective. You can be told about a country's and/ or culture's issues and you never really understand it until you live it (Ella).

Others indicated that a range of non-specific personal experiences combined with opportunities provided throughout the degree intersected to develop their awareness. Their responses indicated some interactional disposition, yet more heavily emphasised conceptions of self-identity, for example:

It is more about lots of different experiences connecting together. I think interacting with diverse people with the mindset that we are all the same but different, accepting people for who they are and getting to know them for who they are, not judging a person before getting to know them. However, I'm not sure what experiences influenced me to think this way (Stephanie).

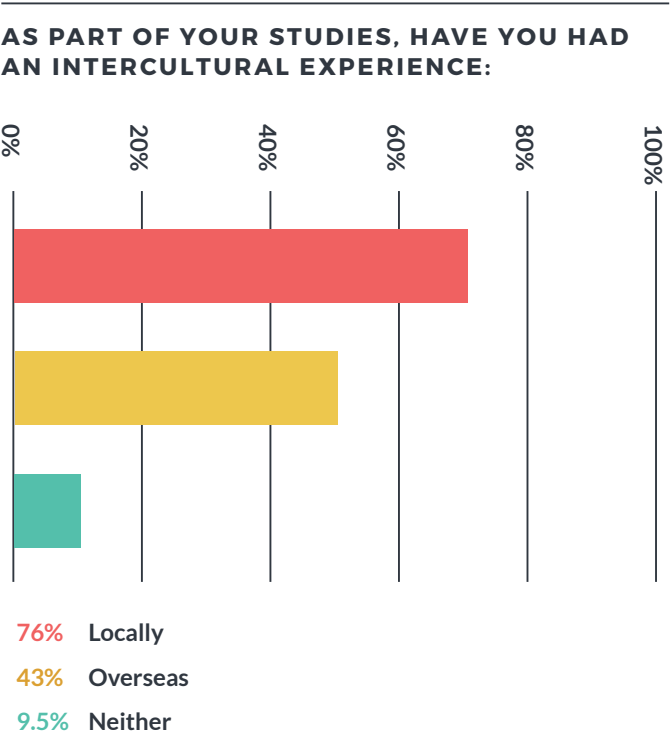
Most students indicated that opportunities to interact in intercultural environments throughout their degree had occurred locally rather than internationally. This is consistent with broader research about the uptake of international experiences by students, particularly with a link between student socio-economic status and attendance type (part-time or full-time) (Nerlich 2015).

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The survey did not explicitly capture whether the lack of international experiences was intentional or in response to the barriers that students may face in the uptake of international experiences, however, it did ask respondents to indicate generally the barriers that they perceive students face to international mobility. Finances, time, family and work commitments were ranked as the top four barriers ahead of dispositional barriers such as skills and confidence, language or communication barriers, lack of interest, perceived relevance of these experience or more general fears.

While increasing international cultural experiences is a strategic intent in higher education environments, this data indicates the importance of valuing local experiences as a more accessible means for developing global perspectives, and the notion of ‘value’ more broadly. Perceptions of ongoing ‘value’ are interesting, particularly from the perspective of mature age students, for example:

Whilst I understand the purpose of service learning subjects, particularly for younger students who do not have much life experience, perhaps a RPL option can be offered for mature-age students who have already gained the necessary experiences (Andrea)?

In the context of this subject, RPL would result in students not having to complete the 50-hour service requirement of the subject. The relatively high response rate to ‘lack of relevance to degree/future career’ further problematises the perceived value students attach to such experiences, and their propensity

to seek them out. However, contrasting comments, also from a mature age student highlight the diversity of students, their dispositions and openness to lifelong learning.

It would have been nice if there were more suggestions [for placements]. So then people could say I've got life experience, but they may not have life experience in everything. No one is really that experienced that they can say they've experienced everything (Trevor).

These comments reveal the diverse dispositions of cohorts in compulsory subjects. While international service learning subjects are usually offered to a small number of self-selecting students, this case study highlights cohorts that tend not to engage in these experiences, their reaction to compulsory participation in a service learning experience and the challenges for staff in this context in balancing ‘these experiences ... with a lot of other competing demands and how we continue to value them’. (Academic: Patricia)

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ENGAGING WITH THE CURRICULUM

Comparing the intent of the ED4460 curriculum with the way it is enacted in subject materials and actions and the experiences of students participating in the subject has highlighted significant points for further exploration. **Intentional design** positions preservice teachers (PSTs) as service learners to enable engagement in intercultural learning experiences. At the same time, assessment practices and pedagogies designed to ensure service opportunities are integrated meaningfully into professional knowledge rather than positioned as mere ‘add-ons’ elicit tensions around ‘getting the balance right’. These tensions emanate from navigating the levels of agency required for successful participation in the subject and the importance of **opportunities for dialogue** around experiences, particularly, but not solely restricted to, those students participating in overseas placements that seek to **develop citizenship** through global perspectives. The experience acts as a catalyst, and dialogue around this experience is integral to mediating ‘troublesome knowledge’ generated (Power & Bennett 2015).

Intentional design for agentic learners

From the outset the **intentional design** of this subject was focussed towards change and developing graduates that make a difference. Key to this is the ‘mission’ of the subject drawn from the institution’s mission statement: ‘dedicated to creating a brighter future for life in the tropics world-wide, through graduates and discoveries that make a difference’ (JCU, n.d.) and [referenced in the subject outline](#). Its original design aligned with the then sixth state professional standard for teachers, which required PSTs to demonstrate ‘learning partnerships’ with the communities they serve, ‘active citizenship’ as a wider encompassing notion of creating and making a difference and ‘empathy with others’ as a precursor to and/or effect of initiating such change (QCT, 2006). In the context of teacher education there are requirements for evidence of meeting standards, most obviously through the presentation of assessment tasks, and this, in conjunction with concern about the ways in which ‘wider professional experiences’ were often perceived as an ‘add on’ rather than an **experience integrated into the Bachelor of Education degree**, resulted in subject developers seeking out curriculum structures that could support meaningful integration. Previously, students had been required to complete 50 volunteer hours recorded by learning log. These hours contributed towards professional registration requirements, however, the ‘add on’ nature of the 50 hours led to questions regarding their value to preservice teachers’ professional development if not approached thoughtfully. A search for a curriculum structure that would highlight this value resulted in the adoption of a [service-learning pedagogical framework](#)

for the subject facilitated through three phases: preparation for service, service, and reflection on service. Underpinning all phases is the notion of assessment as required for ‘evidence’ – a placement proposal in phase one, certification of completion of the placement in phase two, and a critical reflection on placement learnings in phase three.

As a capstone subject, learner capabilities require engagement with this framework, for example, awareness of one’s own professional knowledge, capacity for reflection and the ability to take initiative in regards to professional development, are anticipated. Enactment of curriculum through assessment descriptions in the subject outline is led by action verbs that further support the connection between evidence gathered from assessment and agentic capstone characteristics, requiring students to: ‘search for and synthesise, connect with and to, reflect on, negotiate and develop, activate and extend’ their learning ([Assessment Task 1](#)). Teaching staff further reinforce these notions noting that ‘[PSTs are] looking at their professional identity as the bigger picture stuff too and looking at how they are quite empowered in what they see as making a difference’ (Academic: Katherine) and ‘they do have



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that stronger sense of professional identity and they do have that stronger sense of agency and empowerment to be able to negotiate a lot of that stuff on their own' (Academic: Natalie) to 'enrich their teaching practice and their pedagogy' (Academic: Natalie). Furthermore, a distinction between volunteering and service learning relates to constructs of citizenship through 'understandings about the world and the communities they will be working with' (Academic: Julia) and 'developing their own humanity and their own awareness outside of their own space and their own person ... I think some of the presumptions they have about service learning when they come to the subject is "oh, we just get out and do some volunteering". We have to break down that there is learning, and yes, there is serving, but the two go hand in hand in these experiences' (Academic: Julia).

In terms of PSTs' experiences of the curriculum structure, the [pre-placement task](#) which requires students to **develop learning goals** is identified as an enabler for making sense of the potential of their placement.

The assignment I did beforehand, it was good for over there because it taught us about social sustainability and economic sustainability and things like that which prepared me. When I was over there I was thinking about things like that. So, that prepared me for the placement. It was helpful. It was useful (Rachel).

I felt that ... the pre-placement proposal ... provided guidelines for what I needed to do because I could set my goals, ultimately, so when I went to the school and discussed it with them I had information, I already had plans of what I intended to do. So ... I think the subject

has set me up for my placement (Mary).

In contrast, for some the pre-placement task and requirement to negotiate their own placement poses a seemingly insurmountable barrier and leaves them feeling overwhelmed. An emerging response of 'I don't know if I did it right' is evident even after successful completion of the subject:

I just feel like I did it so wrong. We didn't have a project, we just really wanted to increase their ability to become social ... social sustainability, interacting with community, becoming active and informed citizens and all that sort of stuff (Shannon).

Tensions in these responses appear to stem from notions of prescriptive assessment and 'evidence' requirements linked to placements. One PST indicates that it is fine to exercise agency, however, this lies in tension with the fact that they will be assessed in the end 'That's just how it is, it's not what you think, it's what your lecturer wants you to know.' (P4). However, the same students are able to go on to describe a valid and worthwhile SL experience. PSTs express concerns about whether they really did a project or 'did it right' indicating discomfort with the ambiguity that SL creates and the space to **engage with flexible learning** provided in the curriculum structure to complement this and encourage students to negotiate the individual nature, and therefore, the learning outcome and 'assessment evidence', of the SL experience:

I felt like some aspects about what you could and couldn't do were really unclear (Anna).

I still didn't know if I was doing the right thing ... to me it was like this

is all up to you guys now, do it yourself. Which is fine because we're adults but at the same time we've got to please you because you are the ones marking us and saying that we have done it (Shannon).

Such responses also indicate tension between capstone subjects and degrees in which student learning is often scaffolded with more prescriptive assessment requirements. While there are some prescriptive measures around things like formatting of assessment for ED4460, the learning or what is 'in' the assessment remains open and fluid:

It's a different subject, it's not like one where you can look at the criteria sheet and tick all those boxes. It's what you put into it is what you get out of it (Trevor)

Because I was rushed initially I felt like ... I didn't really understand what that service learning subject was, even though x came to our professional orientation week and in third year we had it again. To be honest, I still really didn't understand what it was. I think it took me such a long time to get my head around it, to get a proper orientation. (Linda).

What 'you put into it' is shaped by the levels of agency PSTs exercise to be assertive and maximise learning opportunities, and the 'risks' they are prepared to take – academic, professional and social risks are intertwined here as PSTs negotiate their own self-concept, and their capacity to develop their personal epistemologies and resilience to cope with the transitions, challenges and changes that accompany SL. This in turn appears to create anxiety for some as the individual nature of service opportunities, which the intent of the subject hopes

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to realise, requires that students negotiate learning to suit their own needs. Achieving ‘balance’ is delicate in terms of supporting students with processes that are intended to facilitate this, while avoiding processes and structures that limit the potential of service opportunities and PST learning development. Thus, some disruption is built into the **intentional design** in that students need to make connections with new contexts and groups and this requires a degree of resilience and autonomy as professionals transitioning out of their degree. Furthermore, while some **checkpoints** are built into the subject, the anxiety that likewise can be created by something like a ‘this is what you should be doing by now’ reminder can further exacerbate this as service opportunities are **flexible learning** opportunities that progress at different rates and in different ways. The tension here is that while the assessment is meant to support and facilitate learning as part of a curriculum structure that seeks to **integrate experiences into the Bachelor degree** of Education more purposefully, it in key ways also acts as a tangible obstacle that requires evidence, however, what this evidence consists of is at times seemingly intangible for students with lower agency levels.

Opportunities for dialogue

Further problematising the construction of assessment as evidence in the subject is the interaction with others as key to **navigating engagement** to work through the intangibility noted above and realise the catalytic nature of the service experience. **Opportunities for dialogue** facilitated students ‘meaning making’ from experiences, especially when enabled within peer groups during and after placement. The challenge here is how such dialogue, as more authentic evidence of learning as opposed to sometimes quite artificially constructed or forced reflections, can be both facilitated and captured as ‘evidence’ in inclusive, not prescriptive, ways.



An intent for peer-to-peer engagement underpinned the design of the subject from the beginning, however, as a subject also designed to be delivered predominantly online to external students this presents unique challenges. Key to this design is the formation of ‘buddy-groups’ and within each buddy-group students complete postings for each of the subject modules. This requires them to post their own ideas and reflections for set tasks and to engage with the postings of others. Furthermore, sharing of learning has also always been integral to the design of the **final assessment task**. As part of this students write an e-journal article that is intended to be compiled into a subject journal and shared among all participants, and present a **poster** to peers in a ‘poster gallery’ during an on-campus workshop for those who can attend, however, attendance is not compulsory and alternative requirements result in some students submitting their posters without the benefit of the interactive gallery. This is problematic as it is the opportunity for dialogue within the gallery that students find beneficial for meaning making:

I must admit, before we did it I wasn't really excited for it, not necessarily looking forward to it. It was just another sort of thing to tick off the box, to finish. But once I actually did it, like I made the poster and I don't think that was helping me even reflect on the process, but once just talking to people about it, when we did that poster presentation walk, the gallery to share, that was just, I was surprised of the things I was pulling out and remembering and reflecting on and I sort of came out afterwards thinking, wow, it was actually like a really good experience. Prior to that, I had enjoyed my time and I had learnt so much, but I hadn't reflected on it until we did that discussion (Wendy).

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Dialogic processes also enable meaning-making during placements. A compulsory ‘mid-placement’ posting and response to peers is required with the intent that it encourages students to reflect on and **engage with flexible learning** and remain ‘connected’ to each other, with the awareness that some will encounter ‘**troublesome knowledge**’ (Power & Bennett, 2015). This intent is verified by students who describe learning that took place through interactions with peers, however, this often became support that went well beyond the connection offered by this blog. The support of peers enabled some to overcome barriers to participating in the SL experience and the chance to chat with peers on a more regular basis assisted some in making sense of their experience. Many students also noted how much they love telling others about their experience and that they hadn’t realised how much they had learnt until they had the chance to tell someone else about it. The notion of being part of a ‘group’ participating in the same placement together was also identified as integral to the dialogic process and viewed by students as both enabling in terms of them ‘not being alone’ on placement and sharing learning from it:

I don't think it is something that I would just go and do because it's too far out of my comfort zone but I just did it, just to gain the experience. I think going in a group and it was so well organised that pushed me over the edge (Meredith).

At first I was like let's go check it out and I made some of the boys come with me because I didn't want to go by myself (Shannon).

For the students that had access to staff during the immersion in Cambodia, the chance for regular **opportunities for dialogue** with educators assisted with debriefing and contextualising their experience.

I found that when we went to Cambodia we had support coming out of our ears. I went to school with two other girls, there was an American lady who worked at the school who was really supportive as well, we had support from a lady from [Cambodia] ... and we had [faculty staff member] there as well who were able to support us through lots of things. So, I felt really well supported in all aspects of it (Meredith).

I think if we didn't have [faculty staff member], it would have been a little bit harder ... that really helped. So daily we were seeing things, just having someone we were familiar with that we could just chat about it, she knew the subject as well so she knew what we were doing (Rachel).

The university-led international experience was structured to include a range of supports before during and after the experience to encourage students to take up this placement in an unfamiliar context in which students’ global citizenship and professional development would be both enriched and challenged. Risk and distance were tied together and resourced as such. However, it is clear that local experiences are more ad-hoc and dependent on community agencies to offer a high level of support. Here the minimal approach of the ‘connection’ blog left some feeling lost.

I just feel like they gave a lot of support to certain groups, like going over to Cambodia, there's a lot of help with that, they went there with a lot of staff, but for the rest of us that go on service learning, it's like, oh you guys do it, we don't really care about you. Well, that's how I felt (Shannon).

Less structured local experience leaves more room for fluctuations ranging from transformative to tokenistic experiences, depending on the placement that students organise and organisational support offered. Fluctuations here also contribute to students’ capacity to negotiate ‘**troublesome knowledge**’ (Power & Bennett, 2015). Student comments highlight that they were challenged by what they experienced but these comments don’t reveal how they are making meaning from the experience:

This project left me less motivated to help. It all seems too hard. Fifty hours was not enough time to really deliver a project ... I believe in cultural diversity and the importance of cross cultural experiences, but I believe there needs to be more support for students embarking on such a challenging project (Natasha).

When I developed my learning goals, I knew better than to aim to learn only one set of "Indigenous knowledges" or "empowerment strategies" but I did envision finishing my service project with a list of things I could understand as "Indigenous knowledges". Contrary to my assumptions, I now have a large void, where I now have more questions than answers (Abby).

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This could go either way, to broaden perspectives or to reinforce negative views. Students realise the complexity of their contexts in line with the curriculum intent but this is a disruptive process. ‘Service’ is not a neat role or ‘fixing’, and the reality of this is confronting for some. For a local experience, negotiating this is very dependent on the quality of the community agency supervision and support. It highlights the importance of **opportunities for dialogue** to debrief and the additional challenges faced by external students. For example, the opportunity to reflect on experiences creates space for students who initially thought they were lost: ‘It upsets me and it does make me think there needs to be change but I guess I don’t know how to make a change’ (Wendy), to realise significant understandings of agency and capacities for change:

I know that was what the whole subject was about, was that one person can make a difference but I guess the way I see it, the way I can make a difference is when I am a teacher by educating other people, that’s sort of me making that little bit of a difference. It still doesn’t help that there a people suffering horrible things and ending up in camps and stuff but I sort of think that’s how I can make that difference because I don’t know how to make any other difference. (Wendy).



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EMERGING THEMES

Across this case, emerging levels of global citizenship were strongest at the level of 'learners' building knowledge and skills and developing competence and self-efficacy as a result of service. Notions of social cohesion and relationships as key to global citizenship gained from experience suggests students are **developing citizenship** and exploring what it means to exist in relation to others in community. The most common development of global citizenship understanding gained from experiences is increased awareness of social factors. The importance of 'relationships' and 'social sustainability', and 'a lot more social cohesion and connectedness' is dominant:

There's a bigger, wider context that you need to remember everybody lives inside and we're all connected through. I'm really big on social cohesion, I think it's vital that we have that if we want our kids to grow up in a future happy world, they really need to know that the teacher really cares about them and wants to get to know them. For me, even though I did go into it with a prior understanding of those kinds of things, it was still beneficial (Trevor).

Insight into 'complexities' and mobilisation for 'just the littlest bit of help [to] make any sort of difference' (Wendy) are also prominent. In this instance, **transitions and transformations** align strongly with **intentional design**, where the subject provokes students to consider how they can contribute to sustainable futures and a 'future happy world'. It has a focus on how placements can be used to widen students' engagement with the communities in which they will work as teachers, as relationships and connections between schools and communities are vital. 'Relationship-based pedagogy' (Cain,

2014) and the use of critical reflection before during and after the SL experience to question assumptions and engage PSTs in authentic learning contexts which enable them to 'imagine' better worlds (Carrington 2011; Carrington, Mercer, Iyer, & Selva 2015; Carrington & Selva 2010; Naidoo 2012; Power & Bennett 2015) are common pedagogical narratives across SL studies in education. There is an awareness of social responsibility that indicates movement towards increasing agency, however, it is not critical enough nor tied to levels of agency expected for students to be considered **agents of change**.

A key tension is the level of support in the action phase, and PST confusion in regards to what constitutes 'appropriate' evidence of reflection. At the point of evolving agency, particularly being cognisant of interactional dispositions and encouraging critical consciousness through reflection on experiences, it is clear that support in the form of **opportunities for dialogue** is crucial. Disruption in thinking encourages PSTs to consider themselves as 'change agents in the teaching profession' (Carrington & Selva 2010, p. 54). Understanding and insight gained from experiences, presented as '**troublesome knowledge**' (Power & Bennett 2015) often reflects rhizomatic models in which the nexus of theory/experiences and thought/action gives rise to teaching insights that are non-linear and de-centred from previous notions of requirements of both the SL and university (Carrington 2011). This presents a challenge for students seeking to make linear connections between subject objectives and content to their own experience, and is often compounded by assessment pressures that lead students

to focus on efficiency at a cost to the journey required for transformative learning (Leask 2012) and risk-taking which brings about personal struggle and growth (Che, Spearman, & Manizade 2009). While aspects of agency are expected of and demonstrated by students across the intended, enacted and experienced curriculum, there is tension in what is perceived to be a 'dramatic' increase in the level of professional agency required by this capstone subject.

INTRODUCTION	CONTEXT	ENGAGE	EMERGING THEMES	LESSONS LEARNT	REFERENCES
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LESSONS LEARNT

The curriculum design explored in this case study:

- Invokes students to view themselves as a citizen in a collective community,
- Promotes high levels of agency for learners of local/global citizenship that are both a catalyst for great opportunities for learning and potentially intimidating, and
- Enacts preparation, action and reflection phases of service learning.

This case, as a compulsory subject rather than an elective self-selecting cohort, highlights the challenge of engaging a variety of student dispositions towards global perspectives. It is important for educators to realise that local contexts with global interconnections can present opportunities for increasing participation in intercultural experiential learning and for engaging with community. While international travel and immersion are seen as transformative, disruptive experiential learning does not need to take place in an exotic setting. Connecting the local and global fosters dispositions and learner characteristics for global citizenship. Meaningful assessment is at the nexus of making this experiential learning work. Educators should consider how to articulate curriculum aims to counter student anxiety and focus on process rather than ‘right answers’. Paramount to this is dialogue between peers, staff and students and community hosts, which is a catalyst for reflecting on experience and in turn working towards open learning outcomes.

At the level of the institution there are implications for resourcing to ensure partnerships/ host organisations provide a safe and supported learning environment and coordination of partnerships with community organisations to ensure capacity and benefits flow both ways. The institution also has a role to play in supporting staff in facilitating dialogue, which needs resources and presents specific changes for external/online cohorts.

The next step for the authors of this study is to consider how greater levels of agency can be scaffolded throughout the degree for more effective preparation for capstone subjects and support the action phase of this subject. Previously, the focus has been on reinforcing the preparation phase to support students in navigating concepts of service and sustainability and initiating and organising their own placement, and attention given to reflection on experience once completed. The focus now needs to be on the action phase, arguably the nexus of the subject, to develop more supportive and innovative assessment processes to facilitate dialogue and build confidence in agentic capacities developed during this phase.



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TEACHER EDUCATION FOR SUSTAINABLE FUTURES

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INTRODUCTION	CONTEXT	ENGAGE	EMERGING THEMES	LESSONS LEARNT	REFERENCES
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STUDENT EXCHANGE

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INTRODUCTION

This case study explores the nature and impact of an international student mobility initiative within Social Work and Human Services at James Cook University (JCU), in Northern Australia. This initiative sits within a discipline-wide program of internationalisation that aims to increase students’ understanding of the complex global context in which they will practice as social workers and to facilitate, motivate and empower them to contribute to the goals of global social justice, potentially as **agents of social change**. This mobility project is just one of a number of internationalisation activities undertaken by the discipline, including the development of international reciprocal partnerships, collaborative international conferences, **international staff exchanges**, and research and publication collaborations with international partners. In 2014, international student exchange experiences were incorporated into one elective unit in the Bachelor of Social Work (BSW) degree: *WS2008: International Exchange*, thus **integrating the mobility project into the curriculum**.

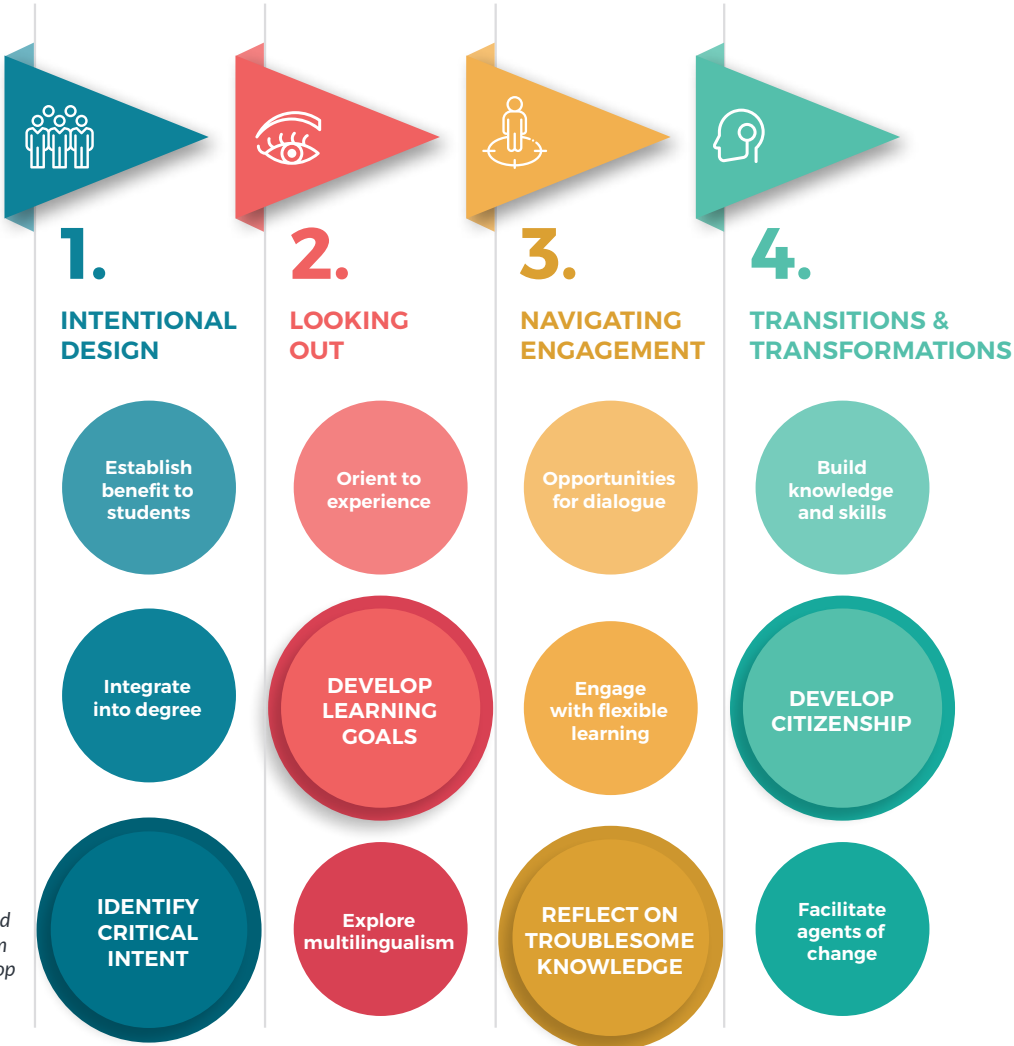
Central to the subject is a three-week group mobility experience in either Thailand or India where students participate in a range of activities including interactions with students and staff at the host institutions, homestay experiences with local families and communities, visits to community development and social welfare organisations, and a range of other cultural activities. The **critical intent** of the subject is established through the learning objectives which focus student attention on a critical appreciation of self, culture and cultural difference. This focus is developed through explicit critical preparation before, during, and after the students travel, and through the facilitation of purposeful **opportunities for dialogue** between the students, between the students and the staff, and between the visiting students and their hosts. This dialogue is intended to highlight any **troublesome knowledge** with which the students engage and help them to grapple with this. This case study examines the experiences of staff and students who were involved in the preparation and delivery of this subject in 2015.



STARTING OUT
(initiating a community-based learning program)

MOVING FORWARD
(for more experienced practitioners supported by institutional resources)

BEST PRACTICE
(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



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CONTEXT OF THE CASE STUDY

Social work is becoming increasingly international as new frameworks, perspectives, and understandings of global social work permeate and connect with local practice environments (Ife, 2007). Social work education is impacted by these developments and the internationalisation of the curriculum is increasingly an expected feature of social work education programs. The pressure to internationalise goes beyond professional and university imperatives with many social work employers seeking graduates who can demonstrate “an understanding of diverse cultures and the ability to work cross-culturally” (Grace et al., 2013, p. 122).

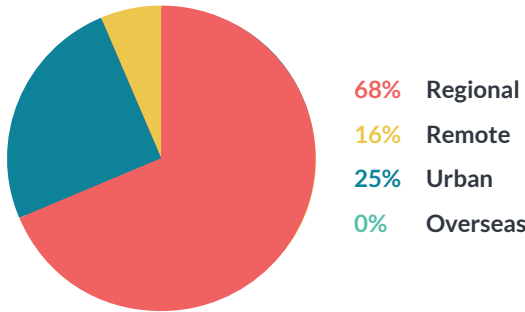
The Social Work and Human Services academic group at James Cook University has a consistent and ongoing interest in international social work and the **development of students’ global citizenship**. Most recently, a cross-disciplinary collaboration between social work and archaeology; the addition to the staff group of an academic with strong ties to India; the crystallisation of the university’s strategic intent including an explicitly internationalised institutional vision; and the availability of support funds through the AsiaBound and New Colombo Plan (NCP) programs created the conditions for a renewed focus on internationalisation activities within social work at JCU. In this newly conducive context, Social Work staff built **reciprocal relationships** with partner institutions Nakhon Ratchasima Rajabhat University (NRRU) in Thailand and the De Paul Institute of Science and Technology (DIST) in India to develop and facilitate regular, short-term, student exchange programs. Funding to support students engaged in the mobility

travel was successfully obtained through the Australian federal government’s ‘AsiaBound’ initiative, meaning that 20 funded places were available in 2015, ten each for travel to Thailand and India respectively. Students seeking to participate in the mobility project submitted applications that were evaluated by social work staff and successful applicants then enrolled in WS2008 as **an integrated degree elective** and began preparation for their travel.

This case study explores the experience of sixteen (16) students from a potential pool of twenty; six of the students travelled to Thailand in June/July 2015 and ten students travelled to India in November/ December 2015. The students were invited to complete an online survey after they returned from their international mobility experience. Ten students then participated in two separate focus groups where they were asked to reflect on their motivations for undertaking the international exchange subject and the learning support they received as part of the exchange experience. The respondents included students studying at each year level of the four-year BSW degree, in both internal (on-campus) and external (off-campus) modes, and were drawn from Cairns, Townsville and surrounding regional locations. Additionally, the views and perspectives of six staff members involved in WS2008 were sought through a focus group format, specifically examining their views about the purpose of intercultural learning experiences in the social work curriculum, the observed impact of the experience on **student learning goals**, and the challenges of integrating international exchange experiences into diverse aspects of the curriculum.

- The demographic characteristics of the survey respondents generally reflect the demographic profile of social work students at JCU:
- The overwhelming majority are mature aged (94% aged over 21; 69% aged 30+)
 - 54 per cent are the first in their family to attend university
 - 6 per cent identified as Aboriginal or Torres Strait Islander; 6 per cent identified as international
 - 75 per cent lived in a regional or rural area prior to attending university
 - 84 per cent balanced study with work commitments; 66 per cent had caring commitments

WHERE DID YOU LIVE PRIOR TO COMMENCING STUDIES

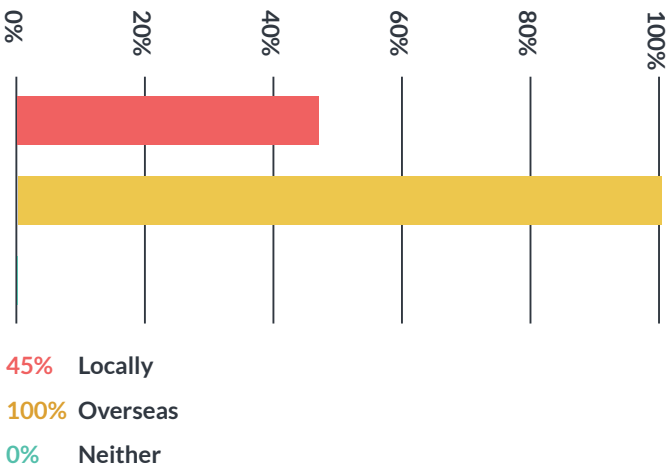


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For these students, demonstration of **their global citizenship** meant interacting with different cultures either through travel or by engaging with those from different cultures locally, and sharing ideas and learning from each other.

AS PART OF YOUR STUDIES, HAVE YOU HAD AN INTERCULTURAL EXPERIENCE:

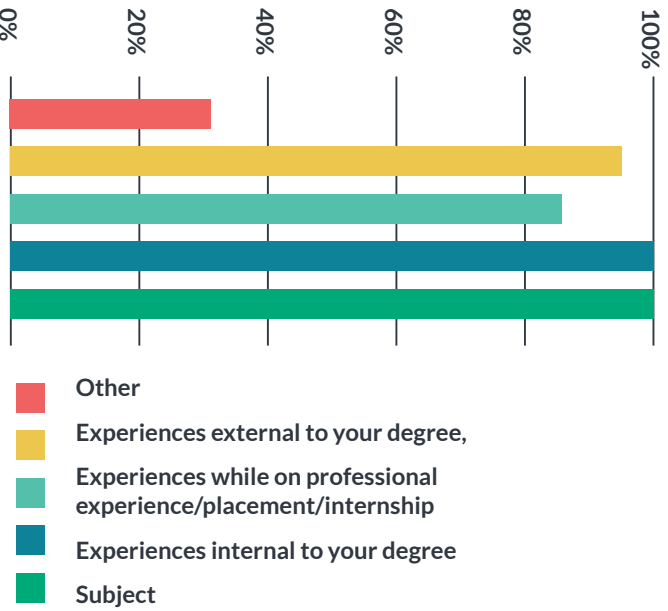


Most of the students who participated in the 2015 exchange considered themselves to be global citizens, citing their heightened global awareness and interest in global issues as evidence of this status and attributing this increased awareness to their exchange experience. However, nearly half the students were also able to draw on inter-cultural experiences within their local community.

Being a global citizen, to me, means you are aware of the world on a global scale – the cultures, religions, events ... that are occurring, valuing diversity and a willingness to learn (Tiffany).

The students reported that a range of experiences during their studies had made a difference to the way in which they engaged with different cultural experiences.

HAVE ANY EXPERIENCES IN YOUR STUDIES OR PERSONAL LIFE INFLUENCED HOW YOU ENGAGE WITH DIFFERENT CULTURES?



The responses of some students demonstrated the impact of the **critical intent** with which this subject and the subsequent international experiences had been planned and developed.

The overseas study experience to India has also had a massive impact on how I engage with different cultures. This journey has completely reconstructed the way in which I define 'culture' and has made me question many aspects of my own Australian social construction/ culture, especially in regards to white privilege, values and beliefs (Olive).

These responses support the outcomes of previous studies which report that experiences with other cultures and places, such as those gained through international mobility programs like WS2008, "were perceived as being the most important element in developing students' global citizen identities and practice of cosmopolitan ideals" (Hendershot & Sperandio 2009, p 41).

Over half the students believed valuing diversity by demonstrating respect and support for difference was a core component of global citizenship while one third highlighted the interconnectedness of local actions with global impacts in their explanations of global citizenship. These findings support the literature that demonstrates that international study experiences not only increase students' understanding of different cultures but also result in an increased tolerance for difference, and a greater inclination toward interacting across difference (Engberg 2013, p. 477).

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ENGAGING WITH THE CURRICULUM

The structure and content of WS2008: International Exchange has been developed with the recognition that JCU’s demographic profile and geographical catchment mean that fewer students are likely to have had opportunities to travel internationally and be exposed to these opportunities for intercultural learning. The [subject description](#) signals the **intentional design** of the subject that aims to encourage students to begin **developing a sense of global citizenship** and a critical awareness of their place in a global context both as individuals and as future social work professionals. This **critical intent** is reflected in the perspectives of staff who share

...a desire not to be sending groups of ‘social work tourists’ to Thailand and India, and not to be reproducing colonialist relationships and exposing our hosts to racist attitudes or attitudes of ignorance around other cultures ... we wanted to ensure that what we were doing addressed those issues in a very explicit manner rather than leaving them as kind of incidental learning that may or may not occur (Academic: Heidi).

Exploring, with both staff and students, the processes developed to enact these intentions highlighted two factors that significantly contribute to the outcomes sought. The first of these is a focus on preparation activities that engage the students with self-examination. And the second key factor is embedding the exchange within a multi-faceted international partnership.

Critical preparation

Explicit in the objectives and organisation of the activities in the subject is the desire for students to grapple with, and develop an understanding of culture, cultural diversity and inter-cultural practice, that is, “recognising their own cultural context as an essential prerequisite for understanding and interacting with people from different cultural backgrounds” (WS2008 Subject Outline). Critical reflection on the students’ own context and experience is identified in the introduction to the subject as one of the pedagogical tools for achieving this goal. Staff comments reflect the expectation that students are exposed to settings and activities that are **‘troublesome’** and encourage self-reflection.

I really like the opportunities for students to be dislocated, because I think in the social work degree often they get to explore who they are as a person and reflect on it ... but I think when they actually enter [a] different environment, whether that’s overseas or within Australia, what happens, is they really start to think about what [they’ve] taken for granted (Academic: Jacob).

However, in examining the intentions and goals of the subject as expressed explicitly through the stated objectives and more implicitly through the focus and nature of the activities organised for students, it is acknowledged that how students take up these opportunities cannot be guaranteed: “That is, how students engage with what is provided ... and then seek to reconcile, reject or ignore the contributions from elsewhere will shape how they go about integrating their experiences” (Billet 2011, p. 11). Understanding the processes which foster

this integration will guide curriculum development and how it is implemented or enacted.

In this subject, a number of processes are implemented to create an environment that allows for an **integration of the intended curriculum with the student experience**. Firstly, there are explicit efforts to **facilitate opportunities for dialogue** and the critical reflection processes that students are asked to engage in. The students meet as a group a number of times prior to their departure, to participate in a range of language and cultural preparation sessions. Given that JCU students are often geographically dispersed, these meetings make use of videoconferencing, Skype and phone connections to bring students together. These preparation sessions are co-facilitated by JCU staff and presenters from the destination country. This development of the group and the focus on regular **opportunities for dialogue** is also fostered while in the host country where students share accommodation, undertake joint activities and work together to complete presentations for staff and students at the host institution.

Prior to their departure for their international exchange, students are also required to complete a set of assessable modules which cover five separate topics: culture; imperialism and cultural diversity; racism and privilege; critical reflection; and inter-cultural practice. Student interaction with these modules involves encounters with a range of conceptual and stimulus material designed to challenge, and even confront, students with **‘troublesome knowledge’**. Through their participation in these reflective exercises, students explore and enhance their capacity to critically examine key aspects of their

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own culture, and cultural ‘[selves](#)’. Post-travel, students must complete an assessable reflection and statement of learning, looking back at their international experience and integrating the content of the modules with that experience. The focus here is on **flexible learning**, encouraging students to highlight the processes they use to make sense of their experience, rather than on finding the ‘right answer’.

Once in the host country, and during the organised activities, the critical preparation and support is ongoing in a number of ways. JCU staff accompany student groups for most of the time they are in the host country, providing both a clear perception of at-hand support available and the capacity for staff to facilitate ongoing **critically reflective dialogue**. The impact of this focus is evident as the students in this case study identified a number of outcomes of the exchange that reflect the **critical intent** of the mobility project: intercultural learning, global citizenship, agency and personal growth.



Intercultural learning

One of the features of the **intentionally designed critical preparation** activities and assessment was the facilitation of students’ inter-cultural learning. Student comments indicate a high level of congruence between this intention and design, and the actual outcomes for students themselves.

In some cases, this learning was related to specific aspects or signifiers of culture:

I learnt much about family dynamics, marriage, the role of gender, social norms, cultural practices, some basics of the language, privilege, the effects of globalisation, the social issues of India, and many, many other things (Elisha).

For other students, the learning was more clearly related to the impact of the immersive experience itself and a recognition that this provided an opportunity to explore intercultural learning that was qualitatively different from a classroom experience, and even different from inter-cultural experiences in their home country:

That culture can be quite different to reading in textbooks. Life experience by hands on is a better way of learning. Culture can be stereotyped and one needs to be careful to not stereotype and respect that people are individual as well as being brought up into their own culture (Tania).

Interestingly, the inclusion of the issue of ‘white privilege’ as part of the WS2008 preparation materials seemed to sensitise students to this dynamic and a number commented that the recognition of this was a challenging aspect of their experience:

I think a lot of us spoke about this ... being, firstly, a guest in India but also being a white guest in India and just having all of these privileges thrown at you (Libby).

For many of the students, this critical approach to the international study experience met the desired goal of helping students to engage with the complexities of culture, and to examine their own place and role in global society:

This experience challenged many of the cultural assumptions that I have made on a daily basis throughout my life. Being immersed within a population that holds greatly different worldviews than I do, enabled me to better appreciate diversity and highlighted how I, as a white, educated middle-class Australian, hold a position of privilege and this awareness will enable me to question and challenge this (Olive).

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Global citizenship / connection

The degree to which the students developed a **sense of global citizenship** and were able to articulate the connections that exist between themselves and their counterparts in other countries was less clear. Some students did discuss aspects of globalisation and the ways in which the experience had shaped their approach to global issues:

...asking questions and not just taking a global issue and going oh, yeah, that's a global issue from what I understand it from where I stand. But maybe trying to understand that issue from that viewpoint and research, asking more questions, looking into it more, being more critical about trying to understand the place of different countries and the differences and similarities and that kind of thing (Libby).

Others seemed to consider issues of global citizenship and connection in terms of the potential for reciprocity and two way learning. Some level of frustration was expressed regarding the limitations of the study experience and the ways in which visitors seemed to 'receive' more than they could 'give':

I felt that there was little time to serve the community in a broader sense other than to contribute to the concept of what an intercultural exchange brings and could potentially bring. Whereas, the giving and sharing by our host university, students, and community [they] gave so generously (Ella).

The experience led some students to reflect more clearly on their own culture, through identifying similarities and connections, or conversely, identifying what they perceived as shortcomings in Australian culture:

I learned that what was said of some Australians visiting other countries was true. That truly respecting some cultural norms was lacking in awareness on some levels. I believe it is inexcusable as we have access to a copious amount of information (Ella).

Agency

The issue of agency, the ability to take action to **facilitate change**, was remarked upon by a number of students. For some, this was based on recognition of the agency and capacities of others, as observed during the study trip:

I have learned that there are many people in the world who are willing to help others, who are willing to give what they can to improve other people's lives even when they have little themselves (Coralie).

Models of practice, which can be thought of as frameworks for agency, were also identified as part of the learning acquired during the study experience. Students' awareness of these alternative ways of working resonated with them and led to thinking about how they might draw on these in the future:

I also learned that there are many different ways to approach issues that differ greatly from Western approaches to social work/social issues. I was surprised to realise that after seeing alternative models of practice, that I align more closely to these ways of working than I do to many of the practices within Australia (Coralie).

More often, students discussed their own agency as a potential, suggesting that they believed the international study experience was equipping them to **take action** at some time in the future:

I believe that my experiences have given me the capacity to think more broadly about global differences and that I would be able to contribute in a social work capacity to be an agent for change (Sophie).

It is possible that many of these outcomes and developments that reflect the intentions and learning objectives of the subject would have developed for students without the inclusion of specific materials that focused students' attention on culture, racism and privilege. However, Trede, Bowles and Bridges (2013, p. 442) support our own experience that "providing international experiences without a pedagogical framework that helps students to reflect on self and others can be a wasted opportunity and runs the risk of reinforcing stereotypical thinking and racist attitudes". Students are alert to this particular direction of their learning, often noting the struggle or challenge involved in such learning:

But I just think that you're critically reflecting about things, then you have to look at the challenges of what have made you a more open person. So these challenges and conflicts make you a better person (Clara).

The engagement of students in reflective **critical preparatory tasks** prior to even short-term immersion experiences like those discussed in this case study is an essential element of developing global consciousness through international exchange.

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Established Reciprocal Partnerships

The international student exchange program in social work at James Cook University is embedded in strong relationships with partner institutions in Thailand (NRRU) and India (DIST). These partnerships have created opportunities to take a focused and thoughtful approach to international student mobility, and to design curricula around the mobility experiences not only before but also during the exchange activities. Both of these partnerships are underpinned by institutional MOUs and over time have developed into multi-faceted and complex collaborations, with the student mobility initiatives just one dimension of the partnerships.



The partner organisations have made clear commitments to establishing ongoing and sustainable relationships, with a view to the continual development and growth of collaborative activities. This security of relationship has allowed longer term thinking and planning about the mobility projects and other activities and has provided JCU students with mentorship and **opportunities for dialogue** and deep learning as is indicated in the student comment below:

What has been most helpful to my learning has been the continuous contact with the students and teachers during the experience. A once off meeting only touches the surface of what there is to learn and it is quite overwhelming. Being able to continuously learn from these people has allowed us as students to continuously ask questions, to observe daily life and [given] more opportunities to hear the knowledge that people have to provide us (Tiffany).

Staff involved in the mobility exchange highlight the importance of embedding the experiences in **reciprocal partnerships** as an opportunity to model relationships that can challenge assumptions and impact all aspects of social work practice.

I think the notion of partnership has be core to everything we do within this and that the students also think of themselves as partners in the process with the people that they are going to work with rather than 'them and us' and ... all of that sort of thing ... we need to build that in so that [the] organisations work as partners, the participants work as partners, and then it goes even beyond reciprocity, [so] that actually you know we are doing it together (Academic: Nina).

Importantly, the length and depth of relationships developed in this project has also created collaborative spaces where partners can honestly raise concerns and address issues in ways which simply would not be possible in shorter, more transactional situations. It must be noted, however, that such strong relationships do not arise spontaneously. They require a significant investment of time and energy, a commitment to learning from partners, and a well developed and continuously reviewed communication strategy.

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EMERGING THEMES

Although the goals of the internationalisation activities within social work at JCU align very closely with the vision and strategic intent of the university and its various organisational levels, there has been very little direct institutional support for these activities. Fundamentally, this has meant that the design, planning, relationship building, facilitating, assessment and review of these activities have been dependent on the commitment and goodwill of staff above and beyond recognised workloads. While staff involved in the project no doubt reap some personal and professional benefit and individual satisfaction from their efforts, this situation creates significant vulnerabilities in terms of the sustainability of the initiatives.

... the way that [the mobility project] is embedded in the institutional organisation and context is quite challenging so, despite the absolute alignment of that project with university and division and college goals across a number of different dimensions, we don't receive any support, organisational or financial support, to run that project. That has quite significant implications in terms of people's workloads and the ability to get things organised etc., so ... that in itself is an organisational challenge (Academic: Jacob).

Another theme emerging from this research is the impact of curriculum design on the goals and intentions of the international exchange activity. The present mobility activities exist within the framework of a single elective unit within the BSW degree. While this is effective in meeting the organisational responsibilities for funded travel, it does pose an issue in terms of wider internationalisation of the curriculum

and the integration of intercultural learning into the entire degree. As highlighted by staff in the focus group:

I guess another one that I am not sure if we have been as successful in doing was ... that people that had the opportunity to go on this trip would bring that experience back with them, and somehow disseminate it, ... into the broader study body, that there would be benefits that would flow from that, not just for the travelling students but for other students as well. So I think those things were parts of the purpose that still remain valid (Academic: Nina).

The single unit approach risks being a 'bolt-on' solution to the question of internationalisation and to date excludes opportunities to engage non-travelling students in critically reflective intercultural learning.

Offsetting these 'barriers' of institutional support and curriculum design limitations, it is clear that a major enabler of the project is the involvement of committed staff that are willing to contribute time, effort and even financial resources to the project. Without such a staff commitment the projects would stumble at the first hurdle. It has also been exceptionally valuable to have staff involved in the projects who are well connected with others within the partner organisations and countries. In the projects under consideration here, close personal experience and contacts in Thailand and India were the foundation for the initial interest in, and subsequent development of, the student mobility project. These personal relationships and connections continue to play an important role as enablers of the projects.



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LESSONS LEARNT

The curriculum design discussed in this case study:

- Encourages students to view themselves as global citizens,
- Creates opportunities for students to develop agency and resilience as they engage with opportunities for learning and with the related challenges, and
- Enacts preparation, action and reflection phases of service learning.

The case study is an example of a purposeful approach to promoting internationalisation of the social work curriculum, and in particular, the facilitation of inter-cultural learning amongst social work students through:

- The establishment and ongoing development of long-term, **reciprocal and sustainable relationships** between social work staff and students at JCU and partner institutions in Thailand and India,
- The development of a set of focused preparation materials and processes which **intentionally encourage student awareness of a critical and post-colonial lens** through which to view their international and intercultural experiences,
- The provision of in-country activities which expose students to potentially disruptive experiences (i.e. **troublesome knowledge**) as well as practical opportunities for meaningful professional and intercultural experiences and interpersonal relationship building,
- The **facilitation of opportunities for in-depth dialogue** and relationship building through direct support and facilitation by JCU staff while in-country.

Based on the findings from student surveys and staff/student focus groups, our experience at JCU indicates that international student mobility experiences are beneficial when the following curriculum design elements are included:

1. Opportunities for meaningful intercultural learning. These opportunities facilitate the movement of students along the ‘continuum of global citizenship’ from the position of ‘learner’ towards the position of ‘agent’ (Engberg 2013). The critical intent inherent in the curriculum supports students in shifting from a purely abstract, cognitively oriented understanding of culture, towards more reflective and reflexive understandings. These tend to include a greater critical awareness of the student’s own culture and identity, and the impact of these on the students’ own cognitive, affective and behavioural processes. The most significant examples of movement along this continuum are represented by those students who begin to see themselves as capable of engaging in relationships and actions in global society, who are capable of recognising dynamics of injustice and oppression, and who make commitments to being part of a movement to address these through their own practice as **agents of change**.
2. Opportunities which promote students’ agentic learning capacities (Richards, Sweet & Billett 2013) across a number of different dimensions. For example, the combination of critical preparation materials, and a focus on reflection as a tool and process for understanding leads to the **development of students’ personal learning goals** as they develop a

deeper understanding of how they learn and make sense of intercultural experiences. Resilience, as another agentic capacity, is also addressed by this approach to curriculum design, as students are placed in new, unfamiliar, and challenging situations and expected to develop strategies to cope with and learn from these ‘**troublesome**’ challenges, while at the same time being supported and encouraged by project staff.

3. Processes which model authentic attempts to establish **reciprocal relationships and meaningful dialogue** at the institutional level provide opportunities for students to consider and build such reciprocity-based relationships themselves through their participation in project activities.

Based on our experience of planning, designing, enacting and reflecting on curriculum related to this project, and taking into account the material emerging from staff and student reflections on their intentions and experiences, a number of recommendations and suggestions for future practice can be made:

- Successful international mobility and intercultural learning projects depend to a great extent on the nature and quality of the relationships between partnering institutions and staff. To this end we cannot over-emphasise how important it is to devote adequate time, energy and resources to building and developing these reciprocal relationships and to making commitments to do so over longer, more sustainable timeframes.

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- Some type of learning will almost inevitably occur when students travel to culturally different locations. However, our experience has taught us that greater congruence is likely to occur between the intended and experienced curriculum when adequate preparation is done prior to travel. In particular, we believe that the global realities of cultural imperialism, colonialism, racism and privilege need to be brought into focus for students as part of this preparation. We, therefore, recommend a preparation process which goes beyond practicalities and **equips students with a critical lens** through which they can make sense of their intercultural experiences thus promoting their self-awareness as globally-agentic learners.
- Disruptive and disorienting experiences (i.e. ‘**troublesome knowledge**’) are common during international study trips and often serve as important catalysts for significant learning. In an increasingly risk-averse environment we recommend taking care to not eliminate the possibility that such challenges could arise. However, our experience has shown that the potential for such experiences to lead to transformative learning is greatly enhanced when **facilitated group dialogue** and reflection is possible and strongly recommend that student groups be accompanied by staff and that regular reflection and debriefing be conducted during the travel. These reflection and debriefing processes require skilled and experienced staff. It should be noted that staff travelling to new, unfamiliar, and challenging destinations might themselves struggle and feel overwhelmed by the experience, thus impacting on their ability to engage in such skilful facilitation.

- Securing **institutional support** is essential for the sustainability of student mobility projects. The project described here, while successful by many measures, remains vulnerable because of the lack of institutional support. Funding and resource support would ideally be accompanied by adequate workload recognition for the time and energy required to build relationships, plan and design curriculum, facilitate effective student preparation, organise appropriate in-country activities and promote reflection and active learning. We recognise that in many institutions this will represent a significant challenge in the current, financially constrained, environment.

Future Research

As we continue to develop and refine our approach to curriculum as part of the internationalisation activities within social work at JCU, a number of areas that warrant further research are emerging. One such area is to examine the degree to which the impacts of such intercultural learning experiences (positive or negative) persist over time and influence students’ future actions. We are also particularly interested in exploring the concept of reciprocity and how this does or doesn’t manifest in the personal and institutional relationships that form the basis of international mobility projects. This seems particularly relevant to us given the critical literature emerging about the one-sided relationships that often seem to characterise international exchanges between the Global North and Global South.



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INTERNATIONAL SOCIAL WORK
STUDENT EXCHANGE

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PROJECT-BASED WORK-INTEGRATED LEARNING:
BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

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INTRODUCTION

The subject at the centre of this case study is LB5218: Business Plan: Application of Strategy. This is a capstone subject taken in the final year of the Masters of Business Administration (MBA) program. The intentional design of the subject seeks to equip international students with a work-relevant skill set through a work placement with a local small-medium sized (SME) firm and a non-profit organisation. The subject brings together the theoretical materials covered in the course (including theories of ethical and social responsibility in professional practice and aligns them with the university’s strategic intent to develop graduates who make a difference in the local context) and introduces community-based learning experiences through collaboration with a Singaporean SME firm and a non-profit organisation. Students are encouraged to become work-ready, contribute to community and be aware of intercultural competencies and differences.

Student agency provides the opportunity for diverse student teams to engage with the wider curriculum by developing a practical logical business plan to provide achievable outcomes for the SME firm and the non-profit organisation. They must interact and deal with real life challenges in managing a local business within the uncertainties, constraints and parameters set by the organisations. The process allows student teams to reflect on their professional and inter-cultural learning experiences and any areas of conflict or challenges that arise in managing the business plan. Through these experiences, they learn about themselves and how to make meaningful and measurable contributions to the community and society.

The elements of the guide most pertinent to this case study are highlighted right.



DOMAINS OF PRACTICE

STARTING OUT

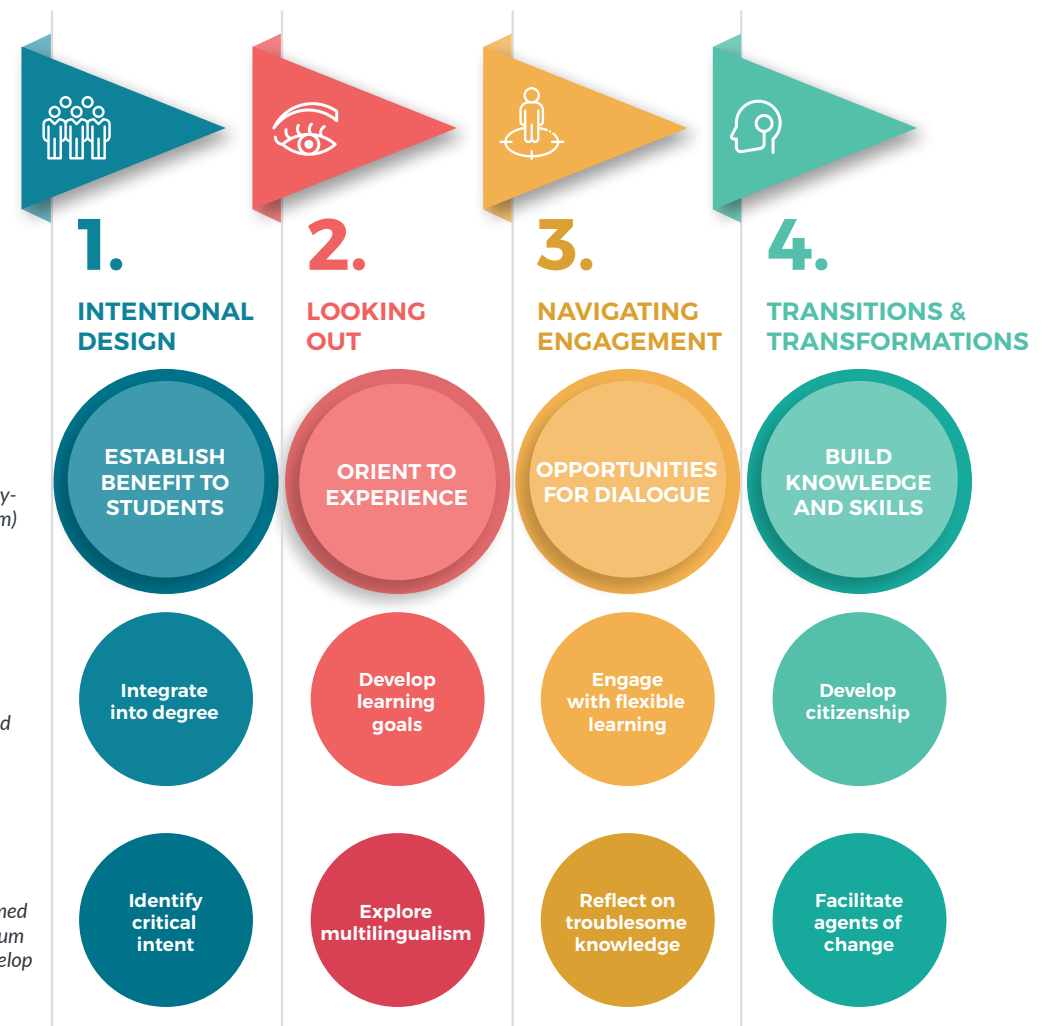
(initiating a community-based learning program)

MOVING FORWARD

(for more experienced practitioners supported by institutional resources)

BEST PRACTICE

(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



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CONTEXT OF THE CASE STUDY

This case study captured the learning experiences of two groups of international MBA students undertaking a business plan tailored to the specific business briefs of two organisations in Singapore, namely an SME firm and a non-profit organisation. The business plan is embedded in the course LB5218 (Business Plan: Application of Strategy) with the objective to equip students with a work-relevant skill set while developing a global mindset and to instil civic responsibility within a democratic framework.

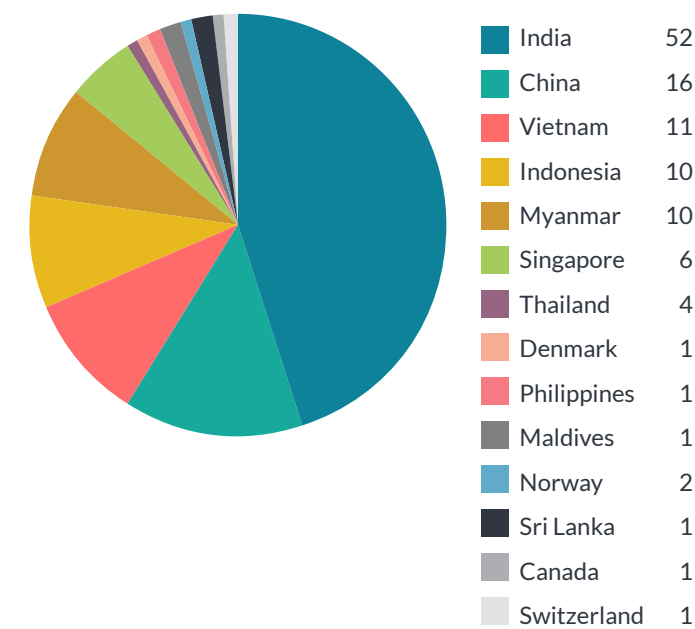
While the internship has been associated with WIL (Patrick et al. 2008) in providing students with workplace experience, this has been a challenge for international students enrolled at James Cook University (JCU) Singapore campus due to the Singapore government regulation prohibiting international students engaging in paid or voluntary industry internships or placements. One of the challenges in the above capstone course at JCU Singapore campus was to deliver practical experience to students in an international context given the legislative constraint.

Working around this challenge, autonomous teams were formed to work on a business plan tailored to the specific business briefs of real organisations located in Singapore such as Tan Seng Kee Foods Pte Ltd and RSVP (also known as Organisation of Senior Volunteers). Embarking on the business plan with a WIL focus enabled students to tackle real business problems given by the organisations. The autonomous teams were briefed by the directors at the premises of the organisations, undertook site visits and participated in the activities of the two organisations.

The combination of the diverse student population (see Figure 1) and the Singapore-based organisations provided a rich context for inter-cultural learning and gaining global perspectives. The participant profile highlighted the diverse nature of student backgrounds characterised by:

- International cohort represented by 23 nationalities
- Only 8 per cent reported living in a regional area, highlighting the urban nature of the cohort
- 30 per cent had caring commitments outside of study

COUNTRY OF ORIGIN OF THE STUDENTS
ENROLLED IN LB5218



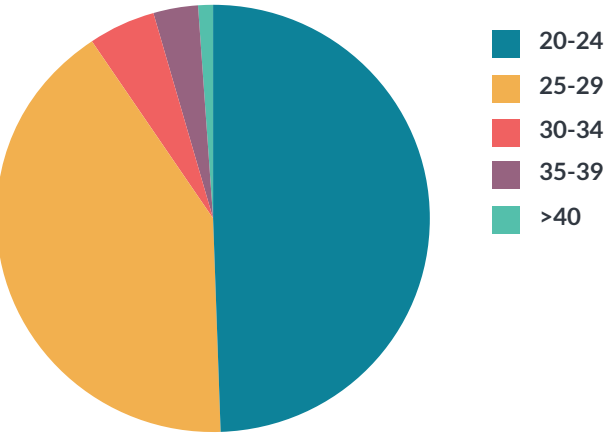
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This subject was taught in a 10-week semester and consisted of weekly face-to-face seminars with students gathering in small groups to develop, deliver, and document an integrated plan for a real or simulated business. Enrolled in the subject were 119 full-time, international fee paying students of which 90% were under 30 years old. Figure 2 shows the proportion of students in the different age groups.

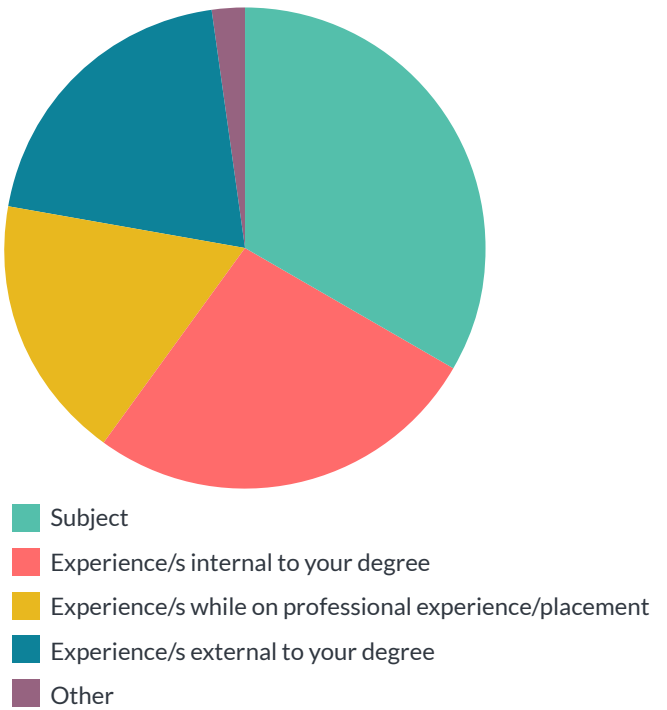
AGE



Almost 90% of the cohort was taking this course to fulfil their Master of Business Administration with the remainder taking it to fulfil their postgraduate programs. Two focus groups were conducted, one with the teaching staff and another with the students. The first group served to identify the key elements the teaching staff hope the course can impart to students while the latter examined the progress of the course in achieving its desired outcomes. The focus groups were complimented by a survey of the student cohort to gather student feedback about their learning experience with the subject.

Data collected via the various methods (Human Ethics Approval Number H6145) indicated that autonomous student teams had reported that experiences during their studies (through working with one another on the project, workshops and lectures internally) as well as experiences external to their degree such as professional experience and placement had contributed to their awareness of different cultures (see Figure 3).

HAVE ANY EXPERIENCES IN YOUR STUDIES OR PERSONAL LIFE INFLUENCED HOW YOU ENGAGE WITH DIFFERENT CULTURES?

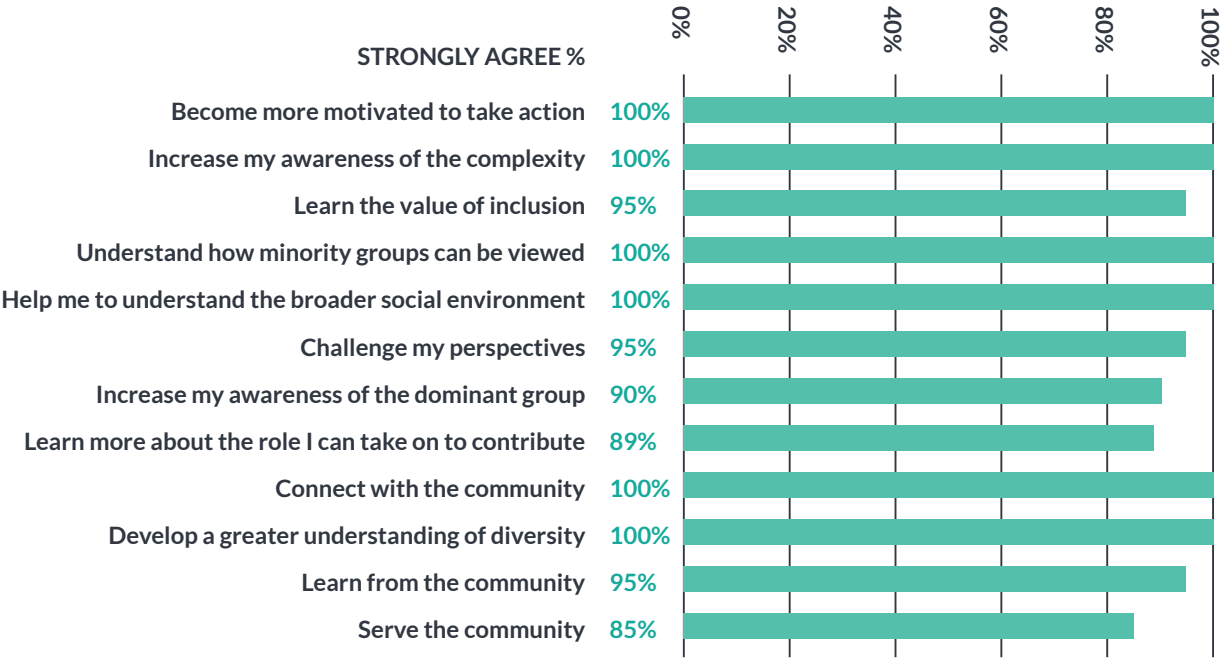


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More than 90% of the respondents expressed their inter-cultural experiences in terms of a greater understanding of diversity, an awareness of cultural differences, connecting with the community and learning more about their role in the community (see Figure 4).

INTER-CULTURAL EXPERIENCES OUTCOMES



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ENGAGING WITH THE CURRICULUM

The curriculum intent of LB5218 aligned with the [course learning objectives](#) in demonstrating an awareness of ethical and social responsibility in professional practice, as well as the university’s strategic intent to develop graduates who make a difference in the local context.

As suggested by Eyler and Giles (1999), one of the key components of a successful service-learning program is high quality placements. In the current WIL, this was achieved through partnerships with social enterprises and SMEs to develop community-based projects to enhance students’ experiences in service learning and provide global perspectives in actual work environments. Such an approach appealed to students’ interest in **becoming work-ready, contributing to community and/or widening networks**.

One such organisation was Tan Seng Kee (TSK) Foods Pte Ltd which focused mainly on [two projects](#):

1

Drafting a strategic business plan for international expansion. This required extensive analysis of a holistic approach which included but was not limited to: industry analysis, and competitor and market analysis, as well as conducting a feasibility study.

2

Drafting a strategic business plan for the domestic market in Singapore, which encompasses institutional caterers, food service chain restaurants, hawkers, wet markets, school cafeterias, hypermarkets and supermarkets (Sheng Siong, Giant and FairPrice).

In addition to TSK, students had the opportunity to work with a not-for-profit organisation, Retired and Senior Volunteer Program (RSVP, also known as “The Organization of Senior Volunteers”). Students were to draft a strategic business plan to attract 5,000 volunteers in 50 locations to mark Singapore’s 50th anniversary celebrations. Consistent with service-learning (Godfrey, Illes & Berry 2005), students worked on an authentic problem with resource constraints and organisation parameters set out for them within a 10-week time frame.

Milestones for the capstone experience were achieved by first defining the problem (i.e. the business brief) and setting the parameters during the orientation session and the pre-experience briefing. The students went on a site visit at an appropriate time before commencing their business plan project. Upon commencement, students constantly sought feedback from collaborating industry partners either via emails or site visits to gather relevant information. Project progress was reported weekly to their academic supervisors so as to initiate their development to become an agentic learner. The students then compiled the business plan report and presented a pitch to the industry partners. At the end of the placement, the industry partners and the academic supervisors provided feedback about each student’s overall performance.

Students’ development in WIL is marked by three assessments with their respective weights in [bracket](#): contribution to project management (30%), business plan document (50%), and ‘pitch’ presentation (20%). The various assessments required students to define the problem and the parameters by enacting team rules/crisis management plans for the completion of the project.

Students had to demonstrate a high level of autonomy and accountability in the planning, execution, communication, and evaluation of the business plan [required](#). Additionally, they had to handle work demands and expectations in a multi-cultural environment consisting of individuals from diverse nationalities, and social and cultural backgrounds. These business plans enabled autonomous teams of students to achieve the deliverables set out by the industry partners through two founding philosophies of occupationally specific knowledge and civic responsibility leading to a sustainable community. Two key themes were further developed in the curriculum activities: intentional design for agentic learners and global citizenship through cultural learning.

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Intentional design for agentic learners

Work-integration and service learning requires students to engage with the wider curriculum by developing a logical business plan to provide achievable outcomes for the organisation. By providing the context for students to develop job-specific knowledge that extends the theoretical knowledge learnt in the classroom (e.g. environmental and financial analysis), students have to deal with real life challenges in managing a business within the constraints and parameters set by the organisation (e.g. limited budget for promotion and advertising).

As part of agentic learning (and developing into an agentic learner thereafter), working on real business plans enables students to garner experience in developing personal and professional skills (Richards, Sweet & Billett 2013). These personal skills include time management and critical thinking, while the professional skills encompass technical and management knowledge, including the ability to communicate effectively, handle conflict and negotiate. In addition to the these anticipated skills, some of the unanticipated skills articulated by students include initiative, creativity, and research skills, as revealed in the reflection phase towards the end of the placement.

The value of discussing [with] one another ... various possibilities was extremely helpful to broaden each of our mindsets to various perspectives (Vini).

[The] technical process, teamwork and time management are the things that I learnt from this project. I understand how to prepare [a] detailed financial plan, conduct [an] interview to obtain data from customers, manage [a diverse group of] people to achieve one goal, and schedule my time [to] finish all [my] work (Angela).

Solving a real problem in an organisation also enabled student teams to come out with well-researched business plan projects designed to fit the business brief of the organisation. The hands-on experience enhanced the educational value of this project as observed by the following student reflections:

As our team was responsible for developing a business plan for TSK, I felt that I was able to understand many aspects of the business involved. The project helped our team understand the various principles, and implementation in a real world situation. I feel the project was an overall positive experience for my team (Minh).

The visit to the operations of TSK really helped me to understand how it works in real time and how you should analyse even small things while making any decision. It's not only about analysis but making strategy. It has taught me how to tackle problems in real life (Deepak).

In the pitch presentation, student teams communicated their business plan to a mixed audience consisting of their peers, lecturers and the organisation's representative (often the manager or CEO). This required students to express confidence in their delivery, essential knowledge of the industry and critical thinking skills in evaluating the project. These soft skills are essential in preparing students for real work and will aid in their future career prospects.

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Global citizenship through cultural learning

Development of global citizenship through working in multi-cultural teams comprising of various nationalities in an international work environment to achieve project deliverables was one of the aims of the project. Pivotal to transformative learning, the global mindset can be conceptualised as a “facilitator and a manifestation of student change”, as well as a “generating centre of global citizen learning” (Lilley, Barker & Harris 2015, p. 235). One of the benefits arising from working on the business plan with teammates from diverse dynamics is the enhancement of students’ intercultural skills and diversity awareness. It is well-recorded that exposure to other cultures builds critical thinking and cultural intelligence, competence and awareness (Cheng 2005; Goldberg & Coufal 2009). Ultimately, this reduces any unnecessary forms of stereotyping and discrimination, while increasing appreciation for other cultures (Eyler & Giles 1999).

During the project, students were able to adapt, communicate and learn better as they gained better understanding of different cultures in an education environment that was very different from their usual environment. The survey indicated that more than 90% of the students expressed how their intercultural experiences in the subject LB5218 allowed them to develop a greater understanding of diversity and an awareness of cultural differences, to connect with the community and to learn more about their role in the community (refer to Figure 4 on p.4).

I had discovered new things about new cultures, diversities, industries and countries. It also affects my outlook towards different walks of life (Boshi).

The project has made me more empathetic towards fellow mates and I find myself more sensitive and responsive to other people’s needs. I have learnt the difference between a boss and a leader (Song).

“Diversity was one ... important factor which impacted on our discussions which helped to improve my listening skills as well as communication skills. It helped me to be open to new methodologies and listen to new thoughts by encouraging a difference of presumptions on all points and also give everyone the opportunity for equal participation (Pooja).

When she witnessed the quality of the market research work carried out by the students to address the business brief, industry partner Ms Annie Tan, Director of TSK Foods Pte Ltd, duly acknowledged that this endeavour was overall a positive experience.

The international market research carried out by the various teams for our products [was] useful consideration for our expansion plans. We were very impressed with the amount of research carried out to fulfil the business briefs.

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Opportunities for reflection

At the end of the course, each student was required to submit a short reflection about their engagement with the autonomous team work experience. As it is recognised that learning outcomes will be vastly different for all students (Britt 2012), the reflection stage serves as an essential step for critical thinking and effective experiential learning (Jacoby 1996) as part of the flexible learning process. This process also enables students to incorporate the experiences garnered and skills learnt into their professional and private lives (Bailey, Carpenter & Harrington 1999; Godfrey, Illes & Berry 2005).

Looking at the various sources of data gathered from two focus groups, one of the main findings was that the students gained tremendously in the development of technical skills. These skills included written communication skills, time management skills and project management skills. The following focus group interview (FGI) data and reflections (R) from students and staff attested to this skill development. Communication was deemed essential in seeking understanding and the appreciation of different cultures.

Conflict is inevitable; the only thing we can do is minimise those conflicts. For example, in the business plan, I had become an emotional employee, but at the end we completed the business plan through communication with others (Jessica).

I strongly believe this total experience will be very valuable in my future endeavours, where we will have to negotiate, with different people from diverse backgrounds. In the present world, many issues are due to lack of understanding of others, how they feel, their perspectives etc. (Kirit).

The students believed that the course offered them plenty of learning opportunities in terms of time management and in handling the requirements of real-life business projects. They also gained invaluable experience through researching and working on the project.

The PESTEL analysis which looked at political, economic, social, technological, environmental and legal perspectives was very interesting and challenging. I believe this same technique can be used in analysing any real life situation (Vini).

[The] technical process, teamwork and time management are the things that I learnt from this project. I understand how to prepare [a] detailed financial plan, conduct [an] interview to obtain data from customers, manage [a diverse group of] people to achieve one goal, and schedule my time for finishing all [my] work (Angela).

[A task] was given every week to [each] individual [to] be submitted to the project leader at least one day before [the] weekly meeting. Since each of us also takes [other classes] and [have] a lot of assignments from other classes, finishing [the] weekly task is very challenging (Angela).

Putting the business plan together required team members to liaise with one another concerning the needs of the various departments in an SME business. The need for leadership in the team to make decisions was also one of the project skills articulated by students. In the process, they learned the challenges of running an SME business.

Generally speaking, doing this assignment has made me realise that even running a SME is very complicated because every department in a company is interconnected where one department change can affect other department performances. For instance, I need to make sure that our marketing strategies meet the budget (which is very hard), and I need to negotiate constantly with other departments like operations and finance to make sure the strategies can be implemented (Haridas).

According to the TSK case, in my opinion, the things I learnt are that once a team is conducting a plan, they should have a sound and reasonable action plan and follow the plan to order. This is the team leader's responsibility. A team leader should have the ability to make some decisions concerning the plan (Phuong).

The curriculum also benefitted students through improving their intercultural skills. Students were able to adapt, communicate and learn better as they gained a better understanding of different cultures and the education environment while working. They articulated aspects of global citizenship such as having an understanding of themselves and

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others, developing personal connections and allaying the fear of others from different countries as seen in the comments below.

These connections will definitely help you in the future. And even if you cannot use these connections, you get to know about different cultures. If at some point [in] time, you are in a different culture or different country, the knowledge of different cultures can always come to good use (Andisa).

[The] research report has also expanded my knowledge to work with different cultured people and made me manage my time well. This will benefit me in future in my career. When there is an opportunity to work in [a] different country I will be able to adapt and manage different cultural background colleagues (Yankun).

In their words, the curriculum provided opportunities for them to develop friends and connections across the globe, giving them the edge for global adaptability and global citizenry compared to other graduates.

[Experiencing] different localities, different cultures, definitely comes back helping you in a way. That maybe one day you will have an opportunity to work in their country (Jasmeen).

This is also communicated in the survey where the majority of the students indicated a belief that humans across the globe are all interconnected and after taking the course, the students considered themselves to be global citizens. The teaching staff was complimentary about their students’ ability to work on global problems and to develop different angles and perspectives in varied situations, and they felt the course did provide opportunities for students to engage in the global environment.

There [are] cross-cultural teams ... [with] team members from different countries [and] different cultures working together and they are required also to think of a plan [of] how to expand [the business] to foreign markets so that would give them also a chance to understand certain ... things that are not familiar to them, to ... research ... something on the foreign market and [in] this process they would learn about the difference in cultures (Saravanan).

Students also reflected on how they benefitted from working with people from different demographics and how they gained perspectives in looking at issues.

But our similar ages did help us get along. Our priorities may have been incredibly different, but the group had a good balance with various amounts of work experience and we all gelled really fast – easily within the first week (Yoshi).

This challenge also taught me that if there is a difficulty in one aspect of a product, we can always try looking from other aspects and changing those instead to make it more value add (Phuong).

In the survey responses (refer to Figure 4), almost all of the students expressed that they had obtained a better understanding of the broader social environment that surrounds their vocational interest and an increased awareness of the complexity of social issues and had become more motivated to initiate social change. Furthermore, they developed a greater awareness of their place in the world and reflected on what it means to exist in relation to others in the community.

Enablers and barriers in the curriculum

When enacting the curriculum intent, several barriers and enablers were encountered. The barriers included the restriction on formal placements and internships for international students in Singapore due to government’s directive. As a result, students experienced some constraints in accessing the workplace and the limited time-frame of 10 weeks restricted the opportunity to fully implement their ideas. Additionally, institutional resources and support were limited which led to the involvement of two organisations, TSK and RSVP. This gave rise to limited project scope defined by the collaborating organisations and therefore it was challenging to identify realistic projects for all the students. Limited service learning opportunities provided another barrier. Given that SMEs and non-profit organisations have different priorities, with the former emphasising sustainability and the latter community outreach, students were restricted to plan activities within the boundaries of these priorities and the resources of the organisations.

Nonetheless, there are several enablers which increase the effectiveness of this curriculum. For a start, JCUS offers a multi-national, multi-cultural, and multi-lingual student body with each team being encouraged to have members from different cultural backgrounds so as to have diversity within the team. Secondly, there is a wide range of organisation partners in Singapore with whom to collaborate. Subsequently, teaching staff from JCU can potentially seek partnerships and incorporate these resources into the curriculum. Lastly, there is flexibility in the subject delivery to introduce service learning activities in the enacted curriculum.

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EMERGING THEMES

Intended versus unintended outcomes

This course has several concrete outcomes for the students. Firstly, they will develop job-specific knowledge that extends the theoretical knowledge learnt in the classroom (such as environmental and financial analysis) to deal with real life challenges in managing a business within the constraints and parameters set by the organisation (such as limited budget for promotion and advertising). Secondly, they will develop global perspectives in multi-cultural teams comprising of various nationalities in an international work environment by embarking on a project in a Singapore-based organisation. The interactions within the group and within the organisations serve to create intercultural awareness and appreciation of group dynamics.

Intended (anticipated) Learning Outcomes Curriculum as an influencer to student agency

From the focus group data and survey data gathered, the following table represents some of the **anticipated (intended) and unanticipated (unintended) learning outcomes**. The unanticipated learning outcomes that account for some form of **flexible learning** in the process are highlighted in **yellow** in Table below.

Most technical skills and intercultural skills were identified as anticipated learning outcomes. These are evident from the learning outcomes of the intended curriculum. The design of the curriculum provides opportunities for students to directly

engage with the workplace through designing and executing a business plan with real organisations based in Singapore. It extends the theoretical knowledge learnt into building competencies and capacities integral to the work place. The students gained transferable skills such as communication and people skills to effectively communicate their opinions to people from diverse backgrounds. They learned to cope with different varied demands of their workload at university and to meet the business briefs of the organisations within tight timeframes, thus building resilience, confidence and assertiveness with regards to work and learning. As such, the curriculum seeks to influence student agency (Richards, Sweet & Billett 2013) which is extended or refined through service with those organisations.

ANTICIPATED AND UNANTICIPATED STUDENT LEARNING OUTCOMES

Technical skills	Intercultural skills	Global citizenship	Understanding of sustainability
Team management	Communication skills (languages)	Allayment of fear of others	Sustainable urbanisation (Organisations)
Conflict management	Adaptation skills	Articulation of an understanding of others	
Decision making	Respect for different cultural groups / ages	Appreciation of different systems/legislation	
Time management	Emotional management	Interconnectedness of organisations internally and globally	
		Nature of consumerism	

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Unintended (unanticipated) Learning Outcomes

Curriculum as an influencer to flexible learning goals

Students maximised their learning opportunities by extending their network to include the employees of the collaborating organisations and the wider community (for those groups involved in the not-for-profit project). Such experiences resulted in a higher awareness of their epistemological learning (such as a better understanding of self and others) which was reinforced through self-reflection and managing group dynamics. They developed a greater appreciation of the role of SMEs and non-profit organisations towards a sustainable future.

Global citizenship and an appreciation of sustainable enterprise emerged as key unintended learning outcomes of the project-based team collaborative learning experience in the subject. In addition, a noteworthy unintended outcome was the difference in staff expectations and student learning outcomes. The students did not focus on the intercultural experiences as intended from a business environment perspective, but instead emphasised the benefits of having a large network of helpful senior colleagues as well as the importance of communication. The interactions enabled students to develop an understanding of global citizenship to prompt future actions. The feedback provided by staff and students in the FGI illustrates this point.

There is a need to be conscious of [our] environment ... and how the environment influences our behaviour, and influences our actions, and plans. They need to agree on a common problem or issue, ... they have to agree with the organisation on that problem and then work for a period of time, ... within constraints to arrive at outcomes so every individual [has] to have good appreciation of elements and variables in the environment, ... which is global in a way. And the environment could be within the country, [or] outside of the country that [has] an impact (Academic Staff: Baluchi).

The networks and the connections over here will help you in future for your personal as well as professional life (Dao).

You are from different cultures and nationalities, so you have to be patient, and learn to listen. And you learn to speak up as well. It's a boost for your confidence as well (Wye Song).

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LESSONS LEARNT

The design and execution of the business plan explored in this case study:

- **Contributes to the reciprocal relationships between the student and their host organisations thereby shaping their learning goals**
- **Encourages greater sensitivity to intercultural awareness and development of personal and interpersonal skills**
- **Extends the students’ theoretical knowledge into practice and the development of transferable skills, competencies and capacities integral to the work place.**

This case study demonstrates that the provision of a real business case brief, despite the unavailability of actual internships, was sufficient to serve as an incentive for the students to fulfil the course outcomes. The students were motivated to engage actively in the business plan as it provided them with the opportunity for personal and professional development. Through the reciprocal nature of service-learning, knowledge from the students and community flowed bi-directionally in defining business issues and creating solutions (d’Arlach, Sánchez & Feuer 2009). As suggested by Godfrey, Illes and Berry (2005), this process enabled the students to contribute to the community whilst concurrently learning from the provider. The curriculum also provided potential job placements and the widening of professional networks for the students. At the very least, the students were able to gain perspectives and exposure to real-life experiences

in a global context (Godfrey, Illes & Berry 2005). They also gained knowledge and processes that can be applied to future professional practices.

Consistent with the aims of the enacted curriculum, the various assessments provided multiple platforms for the students to engage with organisations and develop business plans that addressed real problems and opportunities (Godfrey 1999; Godfrey, Illes & Berry 2005). Concomitantly, the students learnt to define the problems and parameters of the business plan by enacting team rules/crisis management plans for the completion of the project thereby engaging in flexible learning. In carrying out this project, the student teams demonstrated a high level of autonomy and accountability in the planning, execution, communication and evaluation of the required business plans. They learnt to develop transferable skills, such as critical thinking and analysis, while handling work demands and expectations in a multi-cultural environment consisting of individuals from diverse nationalities, and social and cultural backgrounds. Interpersonal skills and confidence were also developed through group work, presentations and documentation produced.

As proposed by Bohlander (2014), skills garnered from a successful service-learning experience will continue to be developed even after the project timeframe. Ultimately, this is consistent with the enacted curriculum for students to develop global perspectives by enhancing critical thinking through service-learning.

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PROJECT-BASED WORK-INTEGRATED LEARNING:
BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

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SERVICE INTEGRATED PROFESSIONAL LEARNING
FOR HIGHER DEGREE RESEARCHERS

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INTRODUCTION

This evidence-based case study (Gilchrest & Martin 2012; Vohnsen 2013) explores the education of diverse learners for local/global citizenship. The program brings together bilingual Higher Degree Researchers (HDR)—learner/citizens of China—and students from primary and secondary schools—learner/citizens of Australia—where English is the everyday language of instruction and communication. In this Higher Degree Research program candidates undertake either a Masters of Philosophy (18 months) or a Doctor of Philosophy (36–48 months) degree. The broad curriculum intent informing the collaborative partnership between the New South Wales Department of Education and Communities, education agencies in China, and the Western Sydney University focuses on service integrated professional learning for HDRs. These diverse student populations are pedagogically engaged through person-to-person intercultural interactions enhancing local/global perspective-taking for all concerned through developing the multilingual capabilities of all learners.

Interview data were collected from HDR students (N=8), their supervisors (N=4) and school principals (N=2) to provide multiple perspectives on the lived experience of this program.



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CURRICULAR CONTEXT

This section provides an overview the curriculum that is the focus of this case. Specifically, it presents evidence relating to the curriculum design for combining academic work with practical teaching experience; with the objective of jointly constructing Australia–China knowledge for making Chinese learnable through the HDR curriculum program of formal structured education in professional knowledge for research and teaching. Outcomes are also noted, in particular those relating to the program’s key strength; the renewal of Australia/ China inter-institutional partnerships, and the enhancement of the professional learning and career trajectories of HDRs.

The initial curriculum decisions for this local/global service integrated professional learning program in Chinese language education were initiated in 2005. In a study of initiatives to enhance the professional development of research students, the Commonwealth Department of Education (2014, p. 21) provided a snapshot of this program in service integrated professional learning. The Department’s report explains that under this program, HDRs from China support the teaching of Chinese to primary and secondary school students whilst undertaking their research education at Western Sydney University.

This service integrated professional learning for HDRs involves a collaborative research-and-teaching partnership between education institutions in Australia and China. The Director of the then Western Sydney Region of the Department of Education and Training, New South Wales, Ms Lindsay Wasson, negotiated an agreement with the Ningbo Municipal Education Bureau (NEB) in 2006 in which university graduates support primary and secondary schools across the region in jump-

starting the teaching/learning of Chinese. At the same time, the volunteers would do a Higher Degree by Research at Western Sydney University that would be directly linked to inform and be informed by their work in the classroom, and would be supported by academics with specialist knowledge of pedagogies for making Chinese learnable (Orton 2010, p. 55). The initial Memorandum of Understanding was signed in 2006 between the New South Wales Department of Education and Communities and the Ningbo Municipal Education Bureau (China), with Western Sydney University signing into the partnership in 2007.

The HDRs in this program learn how to use students’ everyday sociolinguistic knowledge to generate local Chinese content, and develop pedagogies that marshal the partial similarities between the English the students know and what they are to learn in Chinese. The HDRs from China are most recent graduates of an initial degree and some have completed a Masters degree (see image below).

HDRS WITH DELEGATES FROM NINGBO MUNICIPAL EDUCATION BUREAU



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To prepare the HDRs for their work as Chinese language volunteers, the partner organisations provide them with formal structured education to develop their professional knowledge of educational research and teaching. This includes workshops plus tutorials each week of the school year, along with regular seminars, conference presentations and a partnership-driven induction program. This program is contributing to studies of new pedagogy, where Chinese is defined as “a newly emergent local/global language” rather than a foreign or alien language (Singh & Han 2014, p. 405). In terms of making the transition to treating Chinese as a local/global language, Macquarie University educators report that this program is contributing to “the development of a unique Australian pedagogy for Chinese where choices in language sequence are developed according to sociocultural aspects of learners’ lives” (Moloney & Xu 2015, p. 11). The HDRs are deliberately prepared for careers in the education sector through this program in service integrated professional learning.

There are multiple sources of evidence pointing to the program outcomes. A Melbourne University educator’s study found that this program demonstrates “an appreciation of the value of Chinese language, and how engaging with Chinese can become a viable enterprise for the students in their particular program” (Orton 2010, p. 55). Moreover, Orton (2010, p. 55) found that: “One great strength of the program is that it is a realisation of the very sort of close Australian–Chinese engagement that [the Australian Government] advocates for others.”

Evidence of success of the partnership between the New South Wales Department of Education and Communities, the Ningbo Municipal Education Bureau (China) and Western Sydney University underwriting this local/global service integrated professional learning program in Chinese language education was the renewal of the initial Memorandum of Understanding in 2012 (see image below).

SIGNING MEMORANDUM OF UNDERSTANDING FOR A SECOND FIVE YEAR PERIOD (2013–2017)



INTRODUCTION	CONTEXT	ENGAGE	EMERGING THEMES	LESSONS LEARNT	REFERENCES
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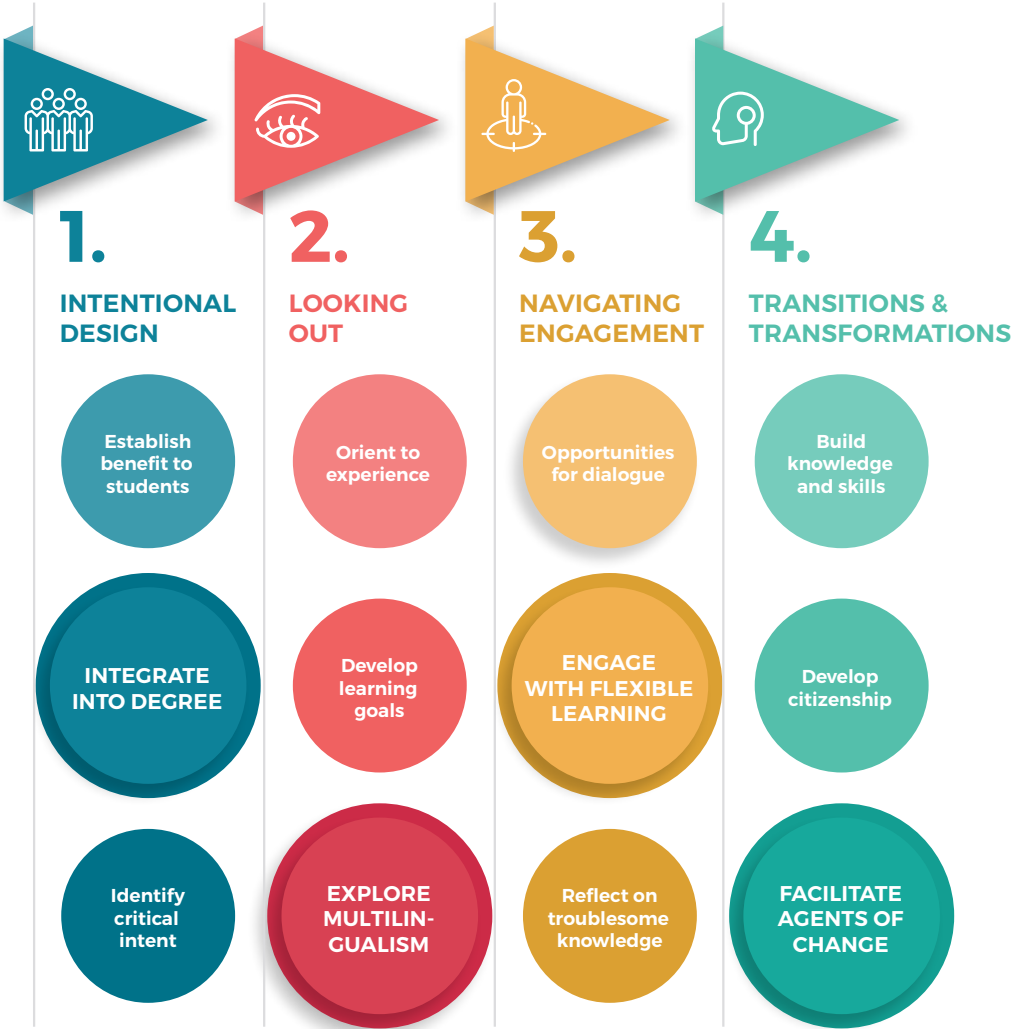
The elements of the Good Practice Guide most pertinent to this case study are:

DOMAINS OF PRACTICE

STARTING OUT
(initiating a community-based learning program)

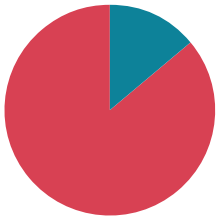
MOVING FORWARD
(for more experienced practitioners supported by institutional resources)

BEST PRACTICE
(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



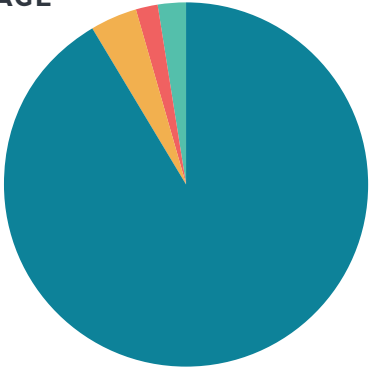
Evidence from an Australian Government report into the quality of research education and its labour market relevance (Department of Education 2014) also indicates that this program represents a strategic, coordinated partnership that targets a key area of importance for Australia/China relations. Since the first intake in 2008, 50 HDRs have completed the program and most of these have successfully gained employment in China in senior high schools, universities and international education enterprises. Several of the Masters candidates have continued their studies undertaking Masters of Teaching or PhDs in Australia. Some relevant demographics of these 50 HDRs are presented below:

GENDER



7 Male
43 Female

AGE



20-24
25-29
30-39
40+

7

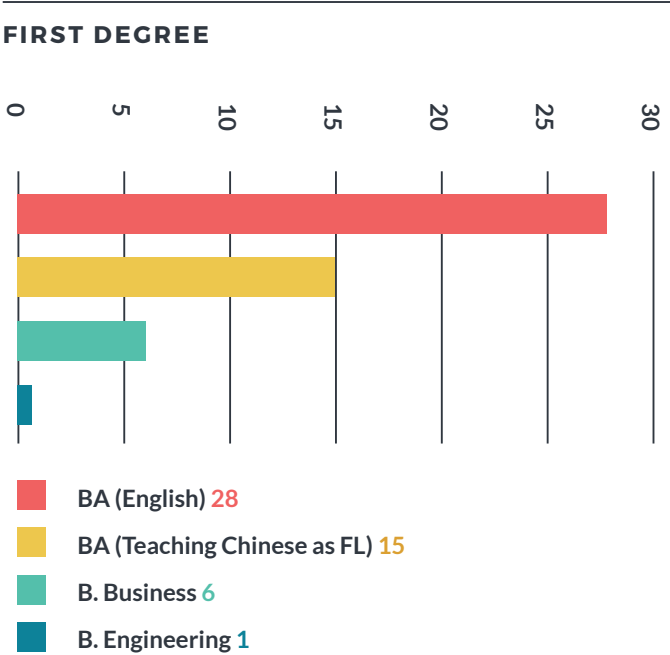
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CURRULCUM ENGAGEMENT

Most students who have undertaken this program have been female, and aged either 22 or 23. Their first degrees have generally been in the Arts faculties with majors in either teaching English or Chinese as a foreign language.



To study local/global perspective-taking, focusing on this program of service integrated professional learning for HDRs, a micro-analytical framework developed by Engberg (2013) was tested for its value in exploring issues of intercultural knowledge, knowing, interaction and responsibility. Analysis of the HDRs’ **knowledge** focuses on Australian school and university educational culture based on their knowledge of those in China; and their understanding of current educational events and the underlying reasons for international debates over education. **Knowing** concerns the HDRs’ approaches and thinking about experiences of Australian school and university educational culture. Evidence relating to the HDRs’ awareness of the importance of **intercultural educational interactions** has been analysed, in particular with reference to their openness to initiating intercultural connections. Given the importance of Australia/China interdependence in today’s globalised world, evidence of the HDR’s **interpersonal professional, personal and social responsibilities** has been analysed for their commitment to making a difference in the ways in which they make it possible for monolingual English-speaking school students to learn and use Chinese.



Intentional design

This program of service integrated professional learning for HDRs develops volunteers’ knowledge of Australian university and school cultures, which differ from those in China as well as their understanding of current educational and research events and the underlying reasons for international debates over what constitutes research, education, teaching and learning. This means being exposed to more complex ways of making meaning of education that are grounded in intercultural knowledge:

We give them specific teaching/learning methods they can use when they go to school. They are asked to see how this practical theoretic-pedagogical knowledge can inform their teaching and their students’ learning, how these practical ideas help them to plan their teaching (Supervisor, Anne).

In this service integrated professional learning program there is the interplay between the intellectual agency of the HDRs and university structures, with university drivers occupying the contested centre. On the one hand, there is the academic freedom—or intellectual agency—that can be exercised by these HDRs from China. On the other hand, there are the constraints of the university managerial procedures which shape the intellectual space that HDRs can explore:

The volunteers [HDR students from China] have to meet the very many university requirements relating to their early candidature plan, their confirmation of candidature, their university ethical specifications, annual progress reports, as well as requirements governing the timeline for the completion of their project reports

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to the requisite qualities and to follow-up on corrective feedback (Supervisor, James).

Because they are taking part in a service integrated professional learning program, the volunteer HDRs cannot escape the structures governing their work in schools. These provide the framework for the substance the HDRs encounter in their journey to become professional teachers of Chinese.

The volunteers have to fulfil the formal requirements of the NSW Department of Education, the Board of Studies, Teaching and Educational Standards (NSW), and the Australian Institute for Teaching and School Leadership, concerning ethics and certifying their suitability for working with school children. They have to learn and meet these organisational requirements. (Supervisor, Anne)

All of these structures exist prior to the volunteers from China arriving in Australia to engage as would-be teacher-researchers and some come prepared to understand and subsequently accept teaching Chinese with Australian characteristics:

Our academic supervisors introduce us to teaching/learning in Australian schools. Then they take us to schools to observe the local teachers and get some ideas about teaching and learning. Our supervisors also give us an orientation to how to teach in school, including issues of child protection (HDR, Qinxiong).

We observe local teaching. Our academic supervisors help and their support is very important, especially their practical ideas, suggestions for teaching and research, and encouragement that highlights our strong points (HDR, Liu).

Knowledge for local/global perspective-taking enlarges the volunteers’ understanding of differences in educational cultures. Their research education makes it possible to examine epistemological issues and to evaluate different sources of educational knowledge:

I wanted to see the differences between Australian and Chinese public schools ... Also after finishing the volunteer placement and completing my project report, I could get a Masters Research degree. So it is quite attractive (HDR, Qinghua).

This program of service integrated professional learning for HDRs develops volunteers’ knowledge of Australian university and school cultures, which differ from those in China:

In China teachers tend to lecture to students. They ask few students to answer questions. But here in Australia, the classroom is more interactive. I learnt that I need to think creatively, and understand students’ different backgrounds (HDR, Chu).

This program fosters the volunteers’ knowledge of the complexities of education, and Chinese language education in particular. Their school-based teaching/learning experiences provide them with evidence which they critically analyse to shape and enlarge their knowledge, understandings and skills with respect differences in educational cultures:

The thing that I learnt relates to how different the education system is. Here students learn in a more interactive way; they express their opinions whenever they want, and there is no need to raise hands. Also, I was unfamiliar with their classroom setting—the decoration in

primary school is more like a kindergarten ... In Chinese classrooms, we value more discipline and rules. There are more guidelines for students’ behaviour. In Australian classrooms there are fewer rules about students’ behaviour. This required a change of my mindset about teaching that inspired my interactions with students (HDR, Xiafu).

Not surprisingly, their education poses many intellectual struggles with respect to what meaning they should make of their experiential learning. In terms of such knowledge, the more diligent volunteers make substantial gains, taking every opportunity to learn new knowledge from the diverse community of school and university educators with whom they interact.

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Looking out

In terms of *knowing*, the focus here is on how volunteers approach and think about their experiences of Australian university and school culture. Some volunteers approached and thought about their service integrated professional learning on the road to becoming teacher-researchers in terms of experiential intercultural education:

My intention is to become a good teacher-researcher. So I want to learn different ‘Western’ styles of teaching and research. How do teachers in Australia deliver lessons in their classrooms? I wanted to learn their teaching methods to use in my future career (HDR, Guogao).

Some volunteers HDRs struggle to appreciate that what they know, and what they learn through their research-oriented service learning is meant to benefit the school students they are teaching and researching:

The volunteers use their students’ first language—English—to assist them to learn Mandarin. For the volunteers this means they must use their second language—English—to assist local students’ Mandarin learning in Sydney schools (Supervisor, James).



Despite, or because of this being an international program, the volunteers from China at an incipient stage in their development of local/global perspective-taking:

I came to this program because I want to experience something different. In China, after I graduate, I would just look for a job. Some of my friends went abroad but only for study. They didn’t have the opportunities to work and teach in different cultural environments. I was interested in the teaching experiences that this program provides (HDR, Liu).

For some volunteer HDRs, this program opened up an understanding of themselves as bilingual rather than them accepting the label “non-English speaking background”:

We can have bilingual teaching/learning experiences because we are learning to teach Chinese here. As we learn to teach Chinese our English is also being improved (HDR, Qinxiong).

Principals expect that the HDRs enrolled in this program will be top-level candidates with a high level of proficiency in both English and Chinese.

I was able to come and join this program because I passed the English proficiency test which meant my English is regarded as ‘ok’. However, I realised it is so bad only when I started to teach in schools here. I couldn’t understand my students’ talk. I often get lost at what to say to respond them and looked so stupid. Often the classroom teacher has to stand up and help me (HDR, Kuran).

A major challenge for some HDRs is knowing how to engage with and for the students in the school communities where they are volunteering, rather than just doing research on them, for their own personal benefit. Proficiency in English is necessary for this task:

The university supervisors as well as the school mentors and class teachers are bothered by the volunteers’ low level of English language proficiency. Even they themselves feel bad, knowing that an IEKTS score of 6.5 is not good enough, that their English is not good enough for working in schools. They soon learn this. They had pride in their English language proficiency before they arrived in Australia. However, that pride is replaced by an awareness of their inadequacies after they start their service learning in the schools (Supervisor, Christine).

The volunteer HDRs are introduced to the latest ideas and debates informing languages education which gives them a basis from which to redefine and reshape the curriculum and pedagogy of Chinese language education. This is a challenge to monolingual, Chinese-only approaches to Chinese language education.

Although they speak in English, the way the volunteers express their ideas and speak to students during their lessons in classrooms differs from the practices of local teachers. Sometimes the school students feel lost. The volunteers like to use closed questions rather than open questions. This means they do not encourage open discussion; they only wanted the ‘correct’ answer. ... Some of the volunteers gradually come to know the difference between their classroom teachers’ practices and their own. A few learned to change (Supervisor, James).

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Placing too great an emphasis on the way they learnt English in China denies the volunteers any power to change their language practices. But placing too great an emphasis on their agency for making such changes overlooks the constraints on them—and that change and learning takes time and energy:

One volunteer’s English expression was not as good as the school students with whom she was assigned to work. I helped her in various ways. I also had to help her to get in touch with the theoretic-pedagogical basis of the volunteer work she was expected to do in schools. I also helped her to structure her report. It was quite a demanding task. The difficult thing was managing her English language problems. I found myself doing a lot of editing and at some stages rewriting. Sometimes I was not sure if I was doing more than I should (Supervisor, Andrew).

Individuals participating in this program might be expected to have an orientation to looking outwards, that is, to develop enlarged local/global perspective-taking grounded in intercultural educational experiences, however, that is not always the case. Given China’s growing emphasis on the internationalisation of education through experiential learning practices such as offered by this program, questions have to be asked about how each of the partner organisations can develop the volunteers’ requisite intercultural skills and necessary dispositions for looking out beyond nation-centred interests to global priorities.

Navigating socio-educational engagement

The Chinese language volunteers are expected to traverse their professional engagement with colleagues, parents/carers and the community. Over eighteen months, volunteers are expected to learn to professionally navigate socio-educational engagement which requires them to become stronger in intercultural educational interactions. During their induction program, school principals make it clear that they want the volunteers to be proactive in terms of engaging professionally with colleagues, parents/carers and the community:

All principals expect the Chinese language volunteers to be capable of proactively engaging teachers, parents and students in their school community. They need to participate in special events conducted by the school, such as sports, musical and literacy events, even if these are not on the designated days when they are expected to be at schools. This is not happening (Supervisor, Christine).

However, reports of their interpersonal socio-educational interactions indicated varying degrees of openness in the direction HDRs initiated to create intercultural connections. Some did not have the sense of responsibility or the capability to initiate such interpersonal socio-educational interactions, preferring instead to pursue other interests:

The staffroom culture already existed. The staff mainly stayed in small groups during lunch time. They don’t consider us as staff. We are always told we are volunteers. It is clear from the beginning we are not staff. ... But that does not matter really as I am a team leader so I have to build networks and associations among Chinese students, work to [gain] support from high ranking officials, and

ensure that [I] protect the nation’s interests given the ideas and experiences they get here (HDR, Guogoa).

Given their predisposition for examination-driven, textbook-focused, teacher-centred instruction, most HDRs struggled to get to “know” the school students and how they learn:

How do I work to develop rapport with students? How do I work to establish a lesson structure that works? What will I do? How do I respond to students with misbehaviour? (HDR, Liu).

The evidence from both principals and the volunteers themselves regarding the latter’s interpersonal socio-educational interactions indicate limited openness toward intercultural educational connections. The principals’ expectations regarding the volunteers’ interpersonal socio-educational interactions resonated with their concept of holistic teacher professional learning:

The volunteers are expected to engaging professionally with students, teaching colleagues, the school community’s parents. Over 18 months or more they should become a part of the school community. Many of them do not do this. They are then expected to use the knowledge they gain from doing so to inform their planning and implementation of their language teaching/learning program (School principal, Stuart).

This may explain some volunteers’ frustrations with their experience in schools:

Some schools think the volunteers are a burden but some other schools value the volunteers. They think that they bring a different culture and language to schools to expose the students. However,

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some schools they don't really care about whether their students can be exposed to different cultures because they are already multicultural, school environments (HDR, Chu).

Some volunteers do not recognise the potential of their interpersonal socio-educational interactions in school with teachers and parents over the course of the eighteen months and prefer to look for collegiality outside of the school, or use their limited English language proficiency as an excuse for non-engagement:

Personally I need a long time to make friends. I am very shy and rarely go to parties and pubs. Some of my friends invited me to go there. I tried to adapt, at the beginning. It was very tough. I tried to adapt to local lifestyle and people. The food is okay for me, and I can cook. One of my problems is that I feel my language is not good enough. Some local people talk very fast, and it is difficult for me to catch up (HDR, Liu).

At the very least, this evidence indicates the importance of the volunteers engaging in proactive intercultural educational interactions to develop a host of professional dispositions. For principals, local/global perspective-taking required the volunteers to actively engage in their own intercultural education by steeping themselves in the many opportunities schools offer for multiple and overlapping interpersonal socio-educational interactions:

The volunteers are expected to extend and deepen parents' interest in and commitment to Chinese language education. There are various means for doing this. For instance, once they get the necessary official permission, they can up-load photographs or even

photo-essays about their educational work with the school students on the school's websites. They can provide details about university pathways, study opportunities in China, and even employment prospects arising from studying Chinese. This is important for informing parents and the school community about the value of Chinese language education (School principal, Stuart).

However, not all volunteers take responsibility for exploring such opportunities:

We don't really have opportunities to actually see how the local community does everything, how they live their life, what they think. We don't have direct interaction with the local community. I prefer to use the internet to sell milk powder to people in China (HDR, Fuan).

Even over eighteen months, the volunteers find it a challenge to learn the knowledge, attitudes, and skills necessary for local/global perspective-taking through developing interpersonal relations:

Compared to my life in China, I am lonely here because I don't have family, relatives and friends, even though I tried really hard to make friends. (HDR, Kuran)

Within an interdependent and local/global society, it is important the volunteers develop greater professional responsibility and commitment to engage with colleagues, parents/carers and the school community. In addition to the university lecturers helping the volunteers grapple with these questions, their class teachers and personal school mentor help them to develop more mature interpersonal relationships and to gain greater self-awareness regarding their responsibilities and what is expected of them:

Just as the volunteers are expected to provide their students with corrective feedback, to assess their learning and report to the school community what they have achieved in making Chinese learnable; the school does likewise for them. The volunteers are required to obtain weekly feedback from class teachers and school mentors about how they are going in developing the professional standards required of teachers of Chinese. Some of them do not do this (School principal, Kerry).

For instance, the class teachers and school mentors provide advice about how the volunteers should plan for and implement effective Chinese language teaching/learning programs; and also on how to create and maintain supportive Chinese language learning environments:

They guided us through students' behaviours and classroom management language ... they helped me in terms of classroom management and lesson planning (HDR, Xiafu).

This evidence concerning the interpersonal dimension to local/global perspective-taking brings into focus the volunteers' interactional dispositions. In terms of interpersonal socio-educational responsibility, the evidence above suggests that more is needed to secure the volunteers' commitment furthering local/global, Australia/China interdependence through making a difference by making Chinese learnable for monolingual English-speaking school students. There is much that requires further development.

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SERVICE INTEGRATED PROFESSIONAL LEARNING
FOR HIGHER DEGREE RESEARCHERS

Michael Singh*, Jinghe Han* and Nguyễn Thị Hồng Nhung**

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Transition & transformation

This program of service integrated professional learning for HDRs integrates into university-based teaching and learning, meaningful community service to enrich HDRs learning experiences, teach them responsibility for, and strengthen school communities. The transitions and transformations the volunteers made in coming to realise and exercise their professional, personal and social responsibility proved particularly important in relation to them demonstrating intercultural knowledge, competence, and engagement with respect to teaching and research:

I learnt that preparation for research and teaching is an everyday task. The idea of readiness is a life-long learning procedure (HDR, Qinghua).

Teaching and research are not easy jobs. I have had to learn as I go. In China the educational system is more instructional, and research unrelated to the real world. Teachers and researchers are concerned about delivering the knowledge demanded by others above them. But volunteering here in Australia has taught me very different approaches to teaching and research. I try not to instruct them in my knowledge, but to guide my students, so I can learn from them as much as they learn from me. Importantly, I have to teach them to search knowledge themselves, and to guide them to see the value of their study (HDR, Chu).

Those volunteers who demonstrate professional, personal and social responsibility for their interactional dispositions for making Chinese learnable (and not all of them have done so) indicate their likely future commitments:

I cannot teach in a Chinese way here. I cannot just ask students to repeat after me again and again—the students lose interest. I have to engage my students through teaching processes. I have to design many exercises and games. This is quite different from teaching in China. In China the teacher simply passes the knowledge to students, and the students would do as much as possible to absorb the knowledge. But here, although I want to give my students all my knowledge, I have to come up with the correct ways (HDR, Chu).

The professional, personal and social responsibility is evident in those volunteers who demonstrate a commitment to making a difference to the language learning of school students and a willingness to give to others in this interdependent local/global world. For some volunteers this brings to the fore the dissonance between their stereotypes, misperceptions and recognised privilege, and the challenges they face in building professional relationships and recognising intellectual equalities.

My naive opinions towards race have changed ... Because here in Sydney schools, the students have all skin colours ... I try to think from other perspectives. I start to see everyone for their shining points ... and accept that they can learn Chinese if I teach them

in appropriate ways. This kind of experience really changed the way I think ... I know now to encourage my students to experience and explore as part of my work ... as someone who wants to be a professional teacher of Chinese (HDR, Qinxiong).

Participating volunteers are expected to have a high level of professional responsibility for making a difference in the school students’ actual learning and use of Chinese. In addition to bilingual proficiency, principals required that the volunteers have:

- a basic sense and sensibilities expected of a professional teacher, including the willingness to learn skills appropriate for use in NSW Department of Education schools
- a commitment to language teaching and learning as their primary purpose (rather than holidaying or working)
- the disposition to further their own education to make progress to the professional standards required of teachers
- an outlook that indicates their preparedness to work in accordance with the educational culture of NSW Department of Education schools.

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EMERGING THEMES

A linear curriculum narrative may suggest that the overall direction towards local/global perspective-taking, in this service integrated professional learning program was predetermined by the initial design stage. Explorations on multilingualism and the co-production of Chinese–Australian knowledge are among many other possibilities laying claim to what constitutes local/global perspective-taking in HDRs’ education.

Multilingual indifference

Over the past fifty years, more than three dozen Australian Government reports and policies have framed problems relating to, and offered solutions for:

- (a) monolingual English-speaking Australian school students to learn languages such as Mandarin, Japanese, Indonesian and Korean;
- (b) equality of intellectual status for these languages with European languages, and
- (c) creating an educational culture favourable for teaching/ learning languages (Asia Education Foundation 2006).

However, the indifference to university students’ multilingual capabilities remains:

Interestingly, Australia has policies claiming it wants its school and university students to be multilingual; however, as a volunteer HDR I experienced indifference to my multilingual capabilities. The indifference I faced as a volunteer HDR has been evident in the lack

of recognition that would [identify myself] and other multilingual students as intercultural workers, capable of making university learning reciprocal (HDR, Xiafu).

However, while unlike the early 1990s, increasing local/global connectedness is manifested in multilingual students (and academic and professional staff) now the norm in most Australian universities, albeit a troubling norm (see table below).

MULTILINGUAL STUDENTS AND UNIVERSITY EDUCATION

Language characteristics of Australian universities	Educational issues of multilingual learning for universities
1. For some university students one language may be more dominant than English	Universities need to promote the balanced development of students’ multilingual capabilities
2. The language profiles of university students are diverse	Multilingualism is integral to many, if not all university students education
3. Multilingual students are now the norm in Australian universities	Students’ multilingual capabilities should be used, extended and accredited through their university education

What might Australian universities do to enrich multilingual students’ local/global perspective-taking?

They could certify their demonstrated capabilities for using their multiple languages for educational purposes. Specifically, for Higher Degree Researchers who are literate in two or more languages might have the demonstration of their capabilities for using them in making an original contribution to knowledge certified by Australian universities. (HDR, Liu)

The teaching of Asian languages in Australian higher education is needed for a range of cultural, educational, economic, foreign policy and trade reasons. While Australian government policies and reports underwrite curriculum decisions for the education of diverse learners for local/global citizenship, academics recognise that:

Initiatives to recruit international full-fee paying students are thoroughly saturated with economic interests of the Australian government and its universities. Thus, there can be no neutral position from which Australian universities educate local/global citizens. (Supervisor, Anne)

Efforts to institutionalise local/global perspective-taking in Australia’s universities hold interesting possibilities for their many multilingual students:

It’s important for Australian universities to open up the possibilities for universities to recognise their multilingual capabilities and to accredit the use of their languages in their own education and the education of their peers. Their languages have the intellectual resources that multilingual students can use for their own education and knowledge generation. It is important that Australian universities

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give renewed consideration to the relationship between students’ multiple languages and knowledge generation as an effective contribution to producing global perspectives (Supervisor, James).

Universities might credit these students—international, migrant, refugee and Indigenous—for using their multilingual capabilities for their own education, to make an original knowledge contribution, and to contribute to their education and to that of their peers.

Troubling knowledge

In developing local/global perspective-taking this service integrated professional learning program for HDRs from China employs pedagogies of intercultural learning to verify the presupposition that these HDRs can extend their multilingual capabilities to generate knowledge that can enrich their education and those who read their research:

All of the students in our program are bilingual or in some cases are multilingual. As part of their inter-cultural learning we want them to develop and use those languages as part of their university studies. In particular, ... we want them to use the intellectual resources from those languages in their university studies. We are particularly interested in their use of metaphors, concepts and images from their languages to help them analyse, interpret and make sense of their experiences of working as volunteers in schools across Sydney. We are interested in how they might bring into their written reports examples of modes of critique that come from their intellectual resources (Supervisor, James).

Monash University academics have acknowledged that in doing so this program encourages HDRs to engage:

with debates about the geopolitics of globalization and the implications for knowledge production, circulation and consumption, and with the research and theorizing of scholars from their home country and region. The University of Western Sydney [sic] project is directed towards the development of ‘Australia–Asia modes of theorising’ ... they explore how diverse, non-Western thought can advance ‘Anglophone, Euro-American education’ and its internationalization (Zhang, Chan & Kenway, 2015, pp. 2, 9).

In speaking superficially about this program, Takayama (2016, p. 8) notes that it rejects the conventional view of non-Western regions of the world as ‘simply producers of data for the theory mills of the North’ and instead conceptualises them as epistemic—as opposed to empirical—others with whom to challenge the ‘epistemic ignorance’ of the West.

This service integrated professional learning program invites these HDRs to envision themselves as intellectual nodes connecting divergent knowledge networks across multiple languages. They are encouraged to contribute practical ideas as well as taking from those proposed by other researchers:

Because the service learning program works with bilingual higher degree researchers, an interesting part of it is to see some of the volunteers—usually not all—begin to think about the two-way exchange of knowledge between their Chinese intellectual resources and the knowledge they are learning in Australia (Supervisor, James).

In assessing this initiative for advancing the cross-fertilisation of productive ideas, Danish academics see it as an educational means for enhancing bi/multilingual HDRs success as learners, because it establishes

relations between the new information that students encounter at their host university and the insight they have obtained previously in other educational settings. In this manner, one can transform students’ indigenous knowledge from a possible barrier to the transmission of Eurocentric wisdom into alternative insights that can be identified and harvested in the classroom. Such inclusiveness works to the benefit of individual learners, who are no longer requested to marginalise earlier acquired theoretical and methodological knowledge when they arrive at a new university (Tange & Kastberg 2013, p. 4).

Choy, Li and Singh (2015, p. 173) are concerned “that marginalization of non-Western theories in doctoral study constrains efforts to investigate any global dynamics of knowledge flows”. Takayama (2016, pp. 14–15) argues that much “more effort should be made to recognize Asia as an epistemic source that can contribute to theoretical understanding of education matters”. Where HDR research education becomes the work of knowledge co-production oriented towards disciplinary change in a given field of inquiry, it is “a stimulant and an opportunity for professional learning” (Tran & Nguyen 2015, pp. 965–966). Importantly, as Tran and Nguyen (2015, pp. 965–966) report “mutual learning occurs at the intersection of knowledge co-construction—the ‘intellectual equality’ zone”. These propositions give warrant “for new knowledge paradigms and mindsets” for local/global perspective-taking in universities (Ryan 2011, p. 644).

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LESSONS LEARNT

In terms of the curriculum design explored in this case study, it is important to emphasise three key lessons.

Learner-agency for sharing knowledge

This case study is important because it provides educators with knowledge of particular, local issues which indicates learner-agency in sharing their knowledge of the Chinese language. These insights can inform decisions in other universities. There are an enormous number of contextual factors impacting on this program of service integrated professional learning and the volunteer HDR's learning and intellectual agency. Evidence-based methods are such that its application to policy and practice has to consider the complex mixture of diverse individuals and local contexts, and the heterogeneity of their responsiveness and differential outcomes (Kravitz, Duan & Braslow 2004). Each university has different requirements governing programs, management personnel, teaching methods, budgets and financial imperatives, academic leadership, and sources of community support and engagement. Designing and implementing a program of service integrated professional learning for HDRs is a difficult educational undertaking because the university and the staff and students involved are complex beings, and they in turn are embedded in multifaceted, changing networks. Engberg's (2013) micro-analytical framework does not, and cannot identify or incorporate all of these, nor can it determine the power of those contextu

Relational agency and contextual orientation to local/global perspective-taking

The issue of the volunteer HDR's relational agency focused on their contextual orientation to local/global perspective-taking. Multiple interactions necessarily abound in any program of service integrated professional learning. However, there is no way to establish the direction of influence at work in these socio-educational interactions, or the degree to which they are reciprocal. Evidence-based research acknowledges the inherent gaps between research and practice; the need to understand and value individuals rather than whole categories of students, and thus appreciates the complexities of making sound judgments (Tonelli 1998; Varma, Rodriguez & Mansi 2012). A myriad of unintended and, unexpected interactions complicate the program's operations. Given this, Engberg (2013, p. 475) acknowledges that, "without any attention to the qualitative differences that characterize a sojourn abroad, it is difficult to understand whether the changes uncovered are conditional on characteristics such as duration, location, language, and other aspects of the host country".

Preparing, acting and reflecting on work and learning

This program builds on an early generation of related curriculum work which engaged university students in preparing, acting and reflecting on what their work meant for their learning, and vice versa. This program is now entering its third, five-year agreement. Political, economic and socio-cultural changes—Australia's recognition of the Peoples' Republic of China and the abandonment of the White Australia policy; the off-shoring of Australian industry to China and the industrialisation of education—have negated educational work which privileges English-only monolingualism, especially its place in knowledge production. The following observation is doubly insightful in this context:

Genetic findings have shifted social views about race, a concept now seen as worthless in both biology and anthropology. So previously accepted social science studies about differences between the races are irrelevant because race, as a basis for classifying people in a research study, is now understood to be socially, not genetically, constructed (Berliner 2002, p. 20).

This gives grounds for some caution regarding Engberg and Fox's (2011) finding that the effects of service-learning on social responsibility are more pronounced for upper class white males, who supposedly indicate a greater developmental readiness toward interdependence. Thus, conceptualising this framework offers a way forward for evidence-based research (Foy, Eccles, Jamtvedt, Young, Grimshaw & Baker, 2005).

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TAIWAN EXPERIENCE
EDUCATION PROGRAM

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INTRODUCTION

The School of Education has a history of conducting Overseas Professional Experience Programs for Western Sydney University students in such countries as Thailand, Taiwan, Fiji, Cook Islands, Malaysia and China. The opportunity to live and work in another culture broadens and deepens the students' life experiences while encouraging reflection of their role as teachers in their own culture (School of Education 2016a).

This case study explores the Overseas Professional Experience of a cohort of students who participated in the Taiwan Experience Education Program (TEEP), as their placement for their final years' practicum (Professional Practice 3 – PP3) in their Master of Teaching degree in Early Childhood, Primary or Secondary. This final practicum has evolved into a multi-strand unit with several alternatives to a local classroom-based placement, one of which is TEEP.

TEEP is based on a partnership between Western Sydney University (WSU), Southern Taiwan University of Science and Technology (STUST) and the Tainan City Government (TCG).

[TEEP] ... is promoted and funded by the Taiwan Ministry of Education (MOE) to enhance and enrich Taiwan's globalisation strategies. TEEP is coordinated by the Southern Taiwan University of Science and Technology (STUST), and co-organised and supported by the Tainan City Government (TCG), to globalise Tainan as a bilingual and internationalised city and facilitate STUST as a global English speaking environment (SOE 2016a).

Intentionally designed as an overseas experience outside of the traditional classroom, the primary pedagogical purpose of TEEP is to provide pre-service teachers with a unique experience in their final, short-term practicum, a three week block, after completing two domestic teaching practicums (PP1) and (PP2). The aim of the final practicum is to engage students with flexible learning through intercultural experiences and via accessing and implementing their university and local knowledge in teaching and learning languages based on the values of collaboration, diversity, responsibility, and equality (Unterhalter 2012).



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CONTEXT OF THE CASE STUDY

TEEP was selected as the focus for this case study as it is one of the largest cross-cultural service learning programs at Western Sydney University. In contrast to a traditional teaching practicum, TEEP focuses on pre-service teachers' learning through service in community settings.

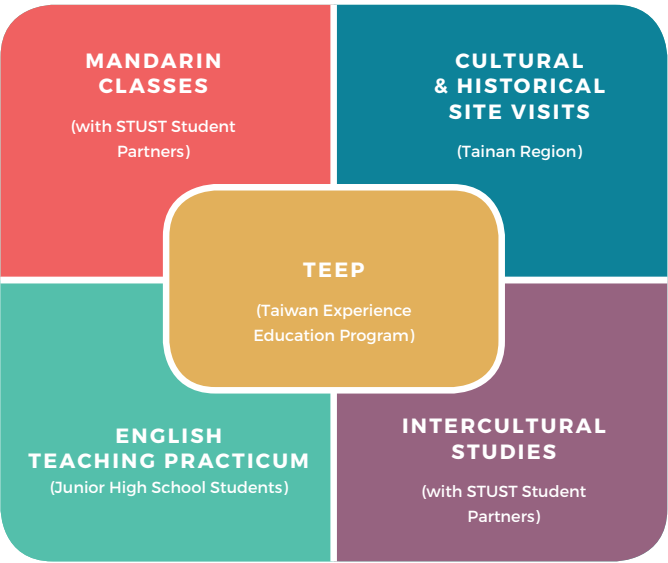
Offered though the PP3 component of the Master of Teaching (Secondary), this award-winning program enables final-year student teachers to gain valuable experience that may give them the edge when applying for teaching positions. The chance to work with young people in community settings adds an extra dimension to our graduates' teaching skills (SOE 2016a).

Students are required to complete 60 hours of service learning experience with clients along with a 500-word written piece of their reflections. The aim is to help students **orient** their teaching careers, **build up** their teaching **skills** in diverse educational cultures and contexts, develop their confidence in communicating with diverse learners as well as develop maturity in their future profession through an intercultural experience (Postareff & Lindblom-Ylänne 2011). The significance of facilitating pre-service teachers in this overseas service learning experience is also to engage them with diverse learners such as international students or students who speak English as second or foreign language.

During their placement, the pre-service teachers conduct English language lessons with school students (junior high school students attending a summer camp), and attend Mandarin lessons where they are the learners. Beyond the

school-based experience, TEEP provides many in-country cultural activities which are funded by STUST and facilitated by STUST staff and students (Figure 1). WSU students complete 108 hours over three weeks during their in-country experience.

FIGURE 1. TEEP AS AN OVERSEAS PROFESSIONAL EXPERIENCE PLACEMENT



Additionally, completing the final practicum via TEEP provides students with life skills along with an understanding of cultural identity. This intercultural experience program aims to build students' knowledge and skills in terms of understanding, critical reflections (Hickson 2011), and an awareness of their potential professions in different cultural contexts and hence prepare them to become global teachers of students with diverse needs (Reid, Collins & Singh 2014).

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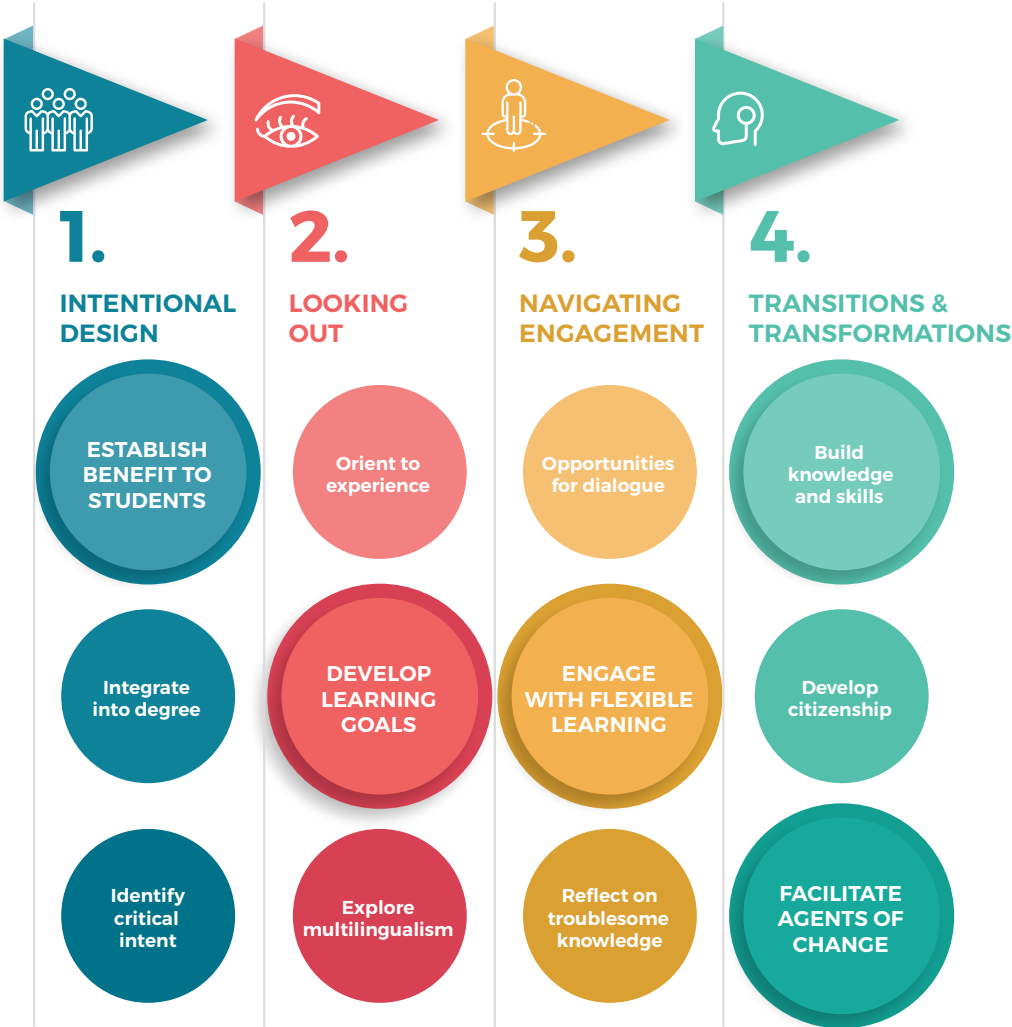
The elements of the guide most pertinent to this case study are:

DOMAINS OF PRACTICE

STARTING OUT
(initiating a community-based learning program)

MOVING FORWARD
(for more experienced practitioners supported by institutional resources)

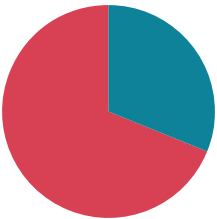
BEST PRACTICE
(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



Exploring students’ educational experiences of extending and deepening their local/global perspectives includes considering how students construct and reconstruct their intercultural knowledge and understanding. Four pre-service teachers who participated in the TEEP experience were interviewed along with six teaching staff who were involved.

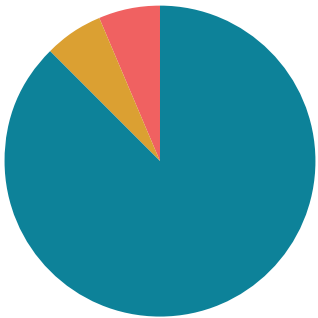
A WSU student cohort of 16 participated in TEEP in 2015, of which the gender ratio was reflective of the gender ratios across all teaching degrees at WSU. All participants held an Australian passport, the majority spoke English as their first language and most of the students were enrolled in the Master of Teaching (Secondary) program.

TEEP COHORT - GENDER



5 Male
11 Female

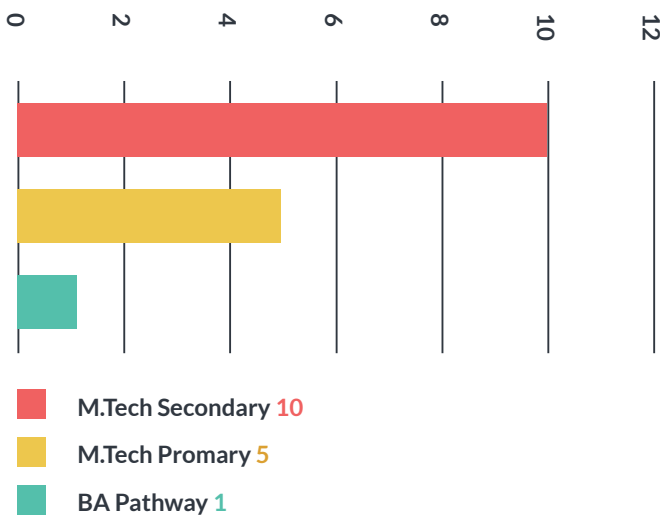
TEEP COHORT - FIRST LANGUAGE



English 14
Tagalo 1
Vietnamese 1

ENGAGING WITH THE CURRICULUM

TEEP COHORT - DEGREE



Each of the 16 TEEP students was invited to participate in the case study and four female students accepted and were involved in the data collection. This low participation rate (25%) can be explained by the timing of the TEEP experience that was at the end of the two-year Master of Teaching Program. It was difficult, therefore, to recruit the TEEP participants as many were on holidays, job seeking or volunteering in community agencies.

Intentional design for intercultural learning

Pre-service student teachers, via TEEP, have the opportunity to learn from other cultures, especially, other educational cultures (the STUST partners and Tainan school students and teachers):

Many of the students are looking for better understanding of how to work with second language learners. This is because many of the schools in which they will work in Australia will have students who have to study English as an additional language. The Taiwan study tour helps give them a better understanding of how to work with students who speak languages other than English (Academic, Adrian).

The learning outcomes align with the Australian Professional Standards for [Teachers](#). These standards assert the importance of “teachers’ knowledge of their students’ diverse cultural and linguistic background, professional practice for teaching strategies and engagement with school communities” (APST 2015, p. 5). TEEP provides pre-service teachers with a unique experience that aligns with trends in national school curricula (ACARA 2015) and other important policy documents such as Australia in the Asian Century and the calls to provide students with “Asia Literacy” (Halse, Cloonan, Dyer, Kostogriz, Toe & Weinmann 2013):

Australian curriculum now focuses on the cross curriculum priority area called ‘Asia and Australia’ (Academic, Grace).

There are multiple benefits to students who participate in TEEP. Through the university’s website, word of mouth, and throughout earlier professional practice PP1 and PP2, students

in the Master of Teaching degree become familiar with the whole gamut of opportunities available through the various strands of TEEP. Through the process of applying for, and being selected to participate, students become oriented to the experience enabled through TEEP.



As a prerequisite to TEEP, students complete a literacy test to ascertain their eligibility. This test evaluated the students’ language capabilities to a standard requisite for Australian school teachers:

The students were fully prepared academically and pedagogically. As the part of the university strategic plan, they have had two local teaching practicums and completed units in teaching methods. This is the condition. Without completing these, they won’t be selected into the program. Specifically, there is a focus on their suitability in terms of literacy. They needed to have all passed a literacy test before applying. The test is to make sure they go to schools to teach, using academic language both in writing and speaking. For some who had struggled with their academic literacy, there is some internal support. They go to see their literacy advisor and the School provides with them some online resources and workshops (Academic, Jenny).

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Students are required to complete a competitive application process. WSU academic staff support successful applicants during the risk assessment and Taiwanese school placement process before departing Australia and accompany these students during the overseas experience.

To gain approval from the university to participate in this overseas experience, these students also **develop learning goals**, through submitting a 1300-word rationale outlining their motivation for undertaking TEEP for their final placement. The structure of this written piece included:

- **students’ expectations for their TEEP experience and community engagement, and**
- **how and what goals could be achieved through this intercultural experience program.**

The written rationale has a dual purpose: to assist students to quantify their overall philosophical statements on teaching and learning, and link their goals with future career aspirations. Requiring students to develop their goals and action plans for their intercultural experience is a significant part of the TEEP pre-departure preparation:

The more intentional effort they put into the venture, the more they are likely to take from this educational experience. The students who have very clear goals are the ones who tend to be more engaged: they want to go out and explore; they want to spend time with their partner teachers (Academic, Brendan).

The TEEP experience necessitates support from the university academics involved to build and develop students’ teaching skills. At the pre-departure stage, TEEP participants were inducted into the program with overview information, tour booklet information and task orientation provided by the academic staff leaders. Pre-departure information and intercultural sessions were also conducted:

In providing this type of educational experience for the participants, it had to be organised and safe by having an academic organise everything for them. The intention was to provide a unique educational opportunity for them in terms of learning outcomes (Academic, June).

This response indicates the seriousness of the planning involved by the leaders of the overseas professional experience study tours. Risk management is important in order to arrange a successful trip for students to go abroad for teaching and learning. Students were then able to feel secure and confident.

Engaging with flexible learning

An overseas experience in service learning creates an ideal opportunity for students to engage in flexible learning (Cornelius, Gordon & Ackland 2011). In addition to teaching English to local students in Taiwan and learning about local culture/s, the learning activities for these pre-service teachers ranged from specific knowledge and skills in their teaching experiences abroad to understanding global perspectives of the real world. As one of the academics explained, the TEEP experience was:

Not just cultural customs, food, dress and how to address people. It’s about worldviews and different knowledge systems. This means trying to promote curiosity ahead of judgement (Academic, Glen).

The organisational framework also provided for flexible learning through activities inside and outside of the classroom. Students taught English language classes to the local junior high school students, engaged in informal English language sessions with their partner students, and participated in other social and cultural activities.

The host university organised a few different cultural activities for our students. They provided the students some language instruction, a tea ceremony, and calligraphy (Academic, Adrian).

These additional learning activities could not be fully notated pre-departure as many were generated throughout the experience. However, the notion of flexibility was introduced and explained to the TEEP cohort at the orientation stage of the program.

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Observing differences in pedagogy

Pedagogically, this program enabled flexible and varied learning activities contributing to mutual benefits to the students from both countries (university students from both WSU and STUST, along with the school students in Tainan). WSU pre-service teachers learnt how to work in the Tainan local environment where languages and cultures diverge (Jullien 2014). In this diverse setting, students exchanged knowledge of languages and cultures. They observed different instructional approaches used for local school students, for example, how the delivery of a lesson takes place in the classroom in another country where student empowerment may not be part of the teaching and learning culture.



While there were very specific cultural activities, they were a vehicle of knowledge exchange and learning together. This increased the students' awareness of what happens in another country, especially in developing countries or low to middle income countries (Academic, Sam).

Dialogue with staff and peers was an important part of making sense of pedagogical and other differences encountered during the experience:

Prior to and during the trip we do daily briefing particularly in the first week around fears and challenges. We have a group meeting after the day's teaching/learning activities every afternoon during the first week. Those reflective opportunities are where students express fears without our hosts hearing them, and also we help the students understand the challenges of the cultural differences they are experiencing (Academic, Glen).

Feedback from academics was given to ensure students felt secure and were making progress. Students were encouraged to reflect on their experiences to analyse the characteristics of their learners, their backgrounds as well as the settings to enable effective teaching.

The academic leader gave us feedback to help us feel more and more confident ... He encouraged us to get to know our school students and their school community more, and we did so (Pre-service teacher, Peta).

Students were challenged by learning how to work with others who may have different views and different teaching and learning styles. One of the staff leaders explained that students were grouped with various Taiwanese teachers and students as a deliberate attempt to build their agency:

Part of my reasoning for grouping them is to ensure they are not always in their comfort zones. I try to have them to better understand somebody else's teaching. They build confidence by knowing something about another topic area other than their own specialisation (Academic, Fiona).

Managing opportunities for dialogue may help students develop skills and confidence in dealing with overseas and diverse learners in their teaching. Students then gained an in-depth understanding of the benefits of being peers and team members through this overseas trip:

When you don't know anything about the country you are going to and you don't speak their language, that is a pretty scary experience. The good thing is we went in a group (Pre-service teacher, Sarah).

Peer support as a successful strategy throughout the TEEP experience enabled students to feel supported on a daily basis in Taiwan with respect to the foreign language spoken by the locals, social issues and life experiences.

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EMERGING THEMES

From the previous discussion relating to the TEEP students’ engagement with the curriculum, several themes have been identified.

Transitions and transformations – facilitating agents of change

During their TEEP experience, pre-service teachers participated in flexible learning opportunities, observed different pedagogies specific to the culture, built their background knowledge and teaching skills, drew benefits from teamwork and networking, and built their cultural understanding. Through their experiences as teachers of English classes in an Asian country, they laid the foundations for their entry into the global teaching force.



Students experienced “travelling makes wisdom”. They enriched their understanding, knowledge and skills from their varied experiences with their host students, local school children and their teachers and with local people in Tainan and nearby regions. In this real world context they had first hand opportunities to learn about different languages, people, and cultures with a more critical and global perspective (Choudry & Kapoor 2010). Upon their return to Australia, these students may work as global teachers (Singh 2011) as teaching in Australia now requires teachers to draw on their background knowledge and skills to engage with a very diverse student population (including students coming to Australia to study or those who live in Australia but speak languages other than English).

All of these engagements with the curriculum described above, in essence transformed the pre-service teachers from the individuals they were prior to this experience. They became agents of change, both internally and, as one student teacher indicated, also with the students in local Taiwanese schools.

I have influence as an individual. I can see I have an impact when I go into an intercultural environment. I can help the students the way they speak and the way to act and behave with people around them. I see I can have a positive impact (Pre-service teacher, Elle).

Initially, in their planning and delivery of the English language lessons, the pre-service teachers would have targeted specific learning outcomes in terms of the content to be taught. It does appear that the outcomes they observed were more than they expected. Learning how to teach and progressing student

outcomes in class is important but making changes in students’ lives is also significant. Elle’s understanding of “positive impact” illustrates her acknowledgement of her agency for change (Mercer 2012; Reeve & Tseng 2011).

Knowledge exchange

Knowledge exchange was a key theme that emerged from an analysis of the interview data from the academic leaders of the TEEP and the students who participated.

Students gained a different perspective through experiencing the difference in status attributed to teachers in Tainan in comparison to Australia:

She (a local student) was told not to call me by my first name. She was not encouraged to do so by the local hierarchy (Pre-service teacher, Anna).

This was one example of how cultural understanding and cultural identity may impact on the behaviour of teachers overseas. This TEEP experience may have alerted these pre-service teachers that operating within a different cultural environment may bring challenges. For example, they may know how to engage learners in a class when students obey teachers in a hierarchical society, however, male teachers may not be allowed to shake hands with female students for more than five seconds due to the cultural identity in such communication (Mashiya, Kok, Luthuli, Xulu & Mtshali 2015; Prieto-Arranz, Juan-Garau & Jacob 2013).

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This unit not only offers a cross-cultural experience, more importantly, it provides opportunities for knowledge exchange (Phillipson et al. 2012) through the interactions between the pre-service teachers and local Taiwan communities including English learners and their families. According to Contandriopoulos et al. (2010), knowledge exchange takes place among interconnected sources of knowledge and participants. The pre-service teachers taught English along with Australian cultural activities to the Taiwanese students.

There was knowledge exchange between the participants across the various connections and networks. WSU pre-service teachers had the opportunities for knowledge exchange with their:

- STUST English major partners
- Taiwanese classroom teachers
- Taiwanese school students
- WSU peers on the TEEP study tour, and
- WSU academic leaders.

In this way, the TEEP experience gave students an opportunity to see themselves as agents of intercultural knowledge exchange. They reflected on what they could offer local students through teaching English to them and what they could learn from their hosts. The intercultural experience gave them contexts that made sense of this knowledge exchange (Singh & Cui 2012b). Students had a sense that they were agents, bridging knowledge exchange between Taiwan and Australia. They shared knowledge they brought with them to the local Taiwanese communities and received local knowledge including customs relevant to the overseas community and education system.

Global Teachers

Educating teachers covers knowledge and skills in all areas of pedagogical engagement with all forms of curriculum (Lin 2012). Another important aspect is to prepare students to be well placed for employment in domestic and overseas contexts. Providing insights into the mobility of intellectual resources in education, and specifically training global teachers who can teach diverse learners, is an important element that this program offers.

During the overseas professional practice experience, students were provided with opportunities to develop their teaching skills for learners from a different culture with the support of local teachers and peer mentoring (Hall & Jaugietis 2011). With support and scaffolding, students were assisted to address the challenges of teaching English as second language through first hand experiences (Van de Pol, Volman & Beishuizen 2010):

They get insights in the work of other teachers and other curriculum areas. They have to sit down and plan units with these teachers. So they see how somebody else prepares lessons and the other skills that teachers have. They stay in contact with their peers. They become more connected as a group through the course of the tour (Academic, June).

By working with the local Taiwanese teachers, the TEEP cohort was able to observe language teaching pedagogies from an international perspective. In addition, the TEEP experience provided opportunities for networking with others on tour and through the internet, and with other students back in Australia, to learn from one another, share experiences and reflect on critical understanding (Esteban-Guitart & Moll 2014; Kiyama 2010).

They talk to each other on their social networks. They talk about opportunities for employment overseas and the friends this may bring. This collegiality occurs among students they may have never actually talked to, back in Australia (Academic, Grace).

Having contact with, and discussions and sharing with their peers on tour and online provided students with additional intercultural experiences and life skills. As final year students, maintaining a focus on their prospects for employment was critical and this overseas experience could positively contribute to their eligibility to join the global teaching labour force.

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LESSON LEARNT

The curriculum enacted through the TEEP experience explored in this case study:

1. Establishes benefits to students in participating in intercultural experiences relevant to their potential career as teachers in a global market,
2. Enhances students’ knowledge and skills as global teachers capable of engaging diverse learners, and
3. Implements preparation, actions and reflections of professional experience phases through service learning.

The road to enlightened local/global service learning involves knowledge exchange at the micro-, meso- and macro-levels. Knowledge exchange between Australia and Taiwan is not just reflected in the benefits to individual students, although these are very significant; there are additional benefits, as promoted on the WSU website:

To globalise Tainan as a bilingual and internationalised city and facilitate STUST as a global English speaking environment (SOE 2016a).

Funding for TEEP is supported by TCG and STUST. This partnership enables the study tour abroad to gather more participants. The need for further funding sources to support and encourage overseas experience is highlighted in order for more university students in education and other fields to have the opportunity to engage in experiential and flexible learning opportunities. It is important to inspire students towards being global citizens by understanding the interconnected nature of the world by being part of it. This may advantage students in their future employability.

WSU PRE-SERVICE TEACHERS WITH THEIR STUST STUDENT HOSTS



Source: WSU Website <http://teep.lc.stust.edu.tw/en/node/teep6>

Postface

WSU continues to develop its Overseas Professional Experience program with TEEP being a flagship example as promoted on the WSU website:

Inspired by the successful implementation and modelled on the effective module design of the 2015 TEEP program by STUST, the 2016 program intends to expand and diversify its international exchange in a more profound and innovative manner.

The 2016 program essentially embraces three phases of learning and internship. The first phase involves mainly the implementation of an English summer camp. The 2016 Experiencing Tainan English Summer Camp, a 3-week program that highlights the participants’ multi-faceted immersion into life in Tainan, Taiwan’s cultural capital. In the second and third phase, foreign students are arranged to do intensive English teaching internship at six featured elementary schools which are well known for their English learning environment establishment and prominent English teaching module design.

The effects of the 2016 TEEP program @STUST will spread across academic levels and governments, creating a multiple win-win for all stakeholders involved in this program (School of Education 2016b).

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9INTERCULTURAL EXPERIENCE FOR
LOCAL/GLOBAL CITIZENSHIP

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INTRODUCTION

The Overseas Professional Experience Program (OPEP) is the study tours program for enhancing students’ intercultural experiences at Western Sydney University. Within OPEP, the School of Education’s Professional Practice 3 (PP3) offers a pathway for students to access the opportunities provided through OPEP. Within the PP3 strand, students have multiple overseas practicum destinations to choose from including Thailand, Malaysia, China, Taiwan, Fiji and the Cook Islands.

PP3 is intentionally designed for pre-service teachers to experience and learn about different cultures and to improve their teaching capabilities. It is a compulsory unit undertaken by students in their second and final year of their Master of Teaching (Early Childhood, Primary or Secondary) within the School of Education, Western Sydney University, generally at the end of their degree. The multifaceted unit gives students the opportunity to complete their teaching practicum in a local school-based context or they can embark on one of the OPEP tours as the context for their PP3 and the successful completion of this unit is documented in their teaching portfolio. Undertaking PP3 in overseas contexts provides students with a component of learning through community service, and it assists students to navigate career options in a local/global learning context.

This case study explores the OPEP experience of one cohort of PP3 students who undertook the overseas teaching practicum placement in Ningbo, China.



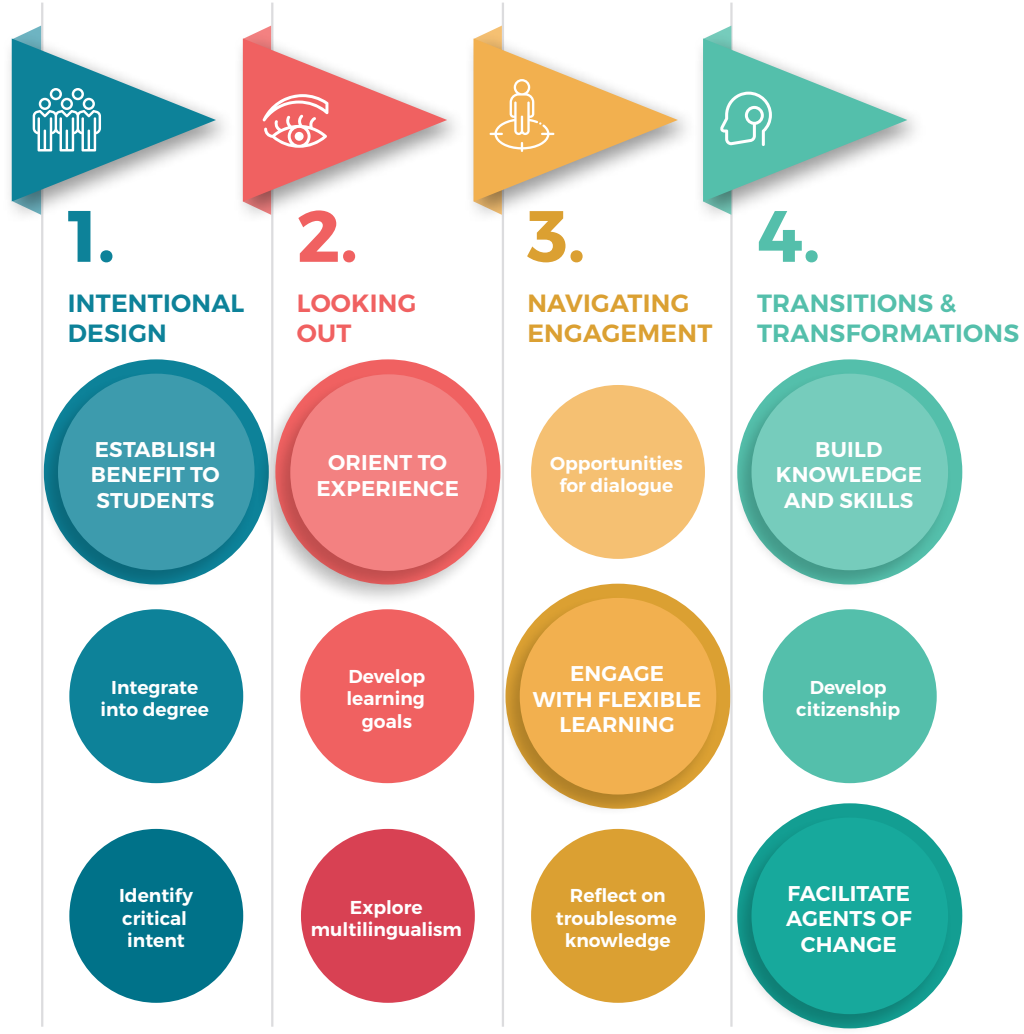
Applicability of
the Framework

The elements of the guide most pertinent to this case study are:

STARTING OUT
(initiating a community-based learning program)

MOVING FORWARD
(for more experienced practitioners supported by institutional resources)

BEST PRACTICE
(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentive graduates)



CONTEXT OF THE CASE STUDY

The Ningbo, China, study tour is

Offered though the PE3 component of the Master of Teaching, this program enables final-year student teachers to gain valuable experience that may give them the edge when applying for teaching positions. The chance to work with young people in community settings adds an extra dimension to our graduates' teaching skills (SOE 2016).

The Ningbo, China study tour as one of the options of a pre-service teacher's final practicum consists of a program of English language teaching to local students, from both university and local community government schools, where team teaching is implemented (Figure 1) and also incorporates a cultural program of site visits and activities in and around the Ningbo region (Figure 2).

FIGURE 1. TEAM TEACHING IN THE ENGLISH TEACHING PROGRAM OF THE NINGBO OVERSEAS EXPERIENCE PROGRAM



(Photo: Courtesy Tour Coordinators)

FIGURE 2. CULTURAL ACTIVITIES IN THE NINGBO PROGRAM



(Photos: Courtesy of Tour Coordinators)

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The third component of the Ningbo, China study tour is that for the duration of the two weeks, WSU students are partnered with a Ningbo University student with whom they may have a homestay, or just have as their 'buddy' throughout the study tour.

The Ningbo, China study tour is promoted on the WSU [website](#) as:

The Ningbo, China study tour offers a two week program, staying at accommodation in Ningbo University and working in a range of English-speaking activities with Chinese pre-service teachers. The University is located in the historical and cultural city of Ningbo of Zhejiang Province, bordering on the East China Sea. Our program ... provides pre-service teachers experiences in local schools (EC/ Primary and Secondary) to assist their students to improve their spoken and written English. Students in any of our programs are strongly encouraged to visit our UWS site and put in an expression of interest (SOE 2016).

Ningbo University (China) as the host university, in a long-term partnership with WSU, organises the local living arrangements (e.g. on-campus accommodation for those who wish), and the students' intercultural studies experiences.

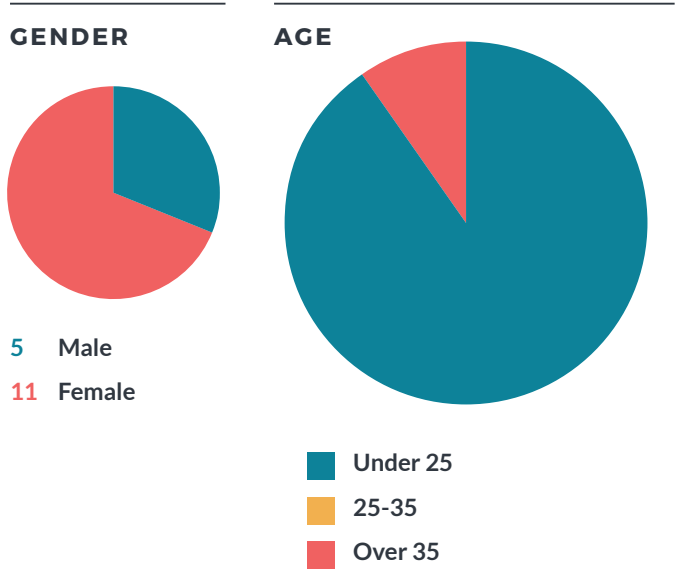
WSU study tour and placement coordinators provide information sessions, information on the OPEP home page on the WSU website and guest speakers (students who participated in the previous year's tour), all combine to provide students with a grounding in what the program entails and what is expected in this community-based learning program.

In addition to the personal benefits of participating in the Ningbo, China placement—teaching skills, cultural understanding, and establishing networks with Ningbo University student peers—employability prospects are enhanced by engaging in this community service learning program. A student who previously attended the Ningbo, China study tour had this to say about the experience:

OPEP gave my teaching experience a competitive edge compared to other pre-service teachers. The first thing a principal asked after seeing my CV is "Tell me about your overseas teaching experience in China". I have even landed a full time job in HPE with the Department of Education before I even finished graduating (WSU 2016).

In 2015, a group of twenty-one students embarked on the Ningbo, China study tour accompanied by two academics from the School of Education as the program coordinators. The program focused on the intercultural experiences for global citizenship for the WSU students who participated.

All of the students on the 2015 Ningbo, China study tour were from the Master of Teaching (Secondary) program. The twenty-one students all had current Australian passports (were Australian citizens), and spoke English as their first language. Gender and age demographics as shown in the table below, both reflect the general population of students in the Master of Teaching (Secondary) program at WSU.



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This case study draws on the experiences of both the students and their academic staff mentors at the conclusion of their two-week block study tour in Ningbo, China. Interviews were conducted with both WSU staff (N=2: one male and one female) and five female students (N=5).

This case study explores how students spent their time in China and the benefits they gained from experiencing a different culture and the development of their inter-cultural skills and global citizenship (Mansilla & Jackson 2011). The study outlines how pre-service teachers developed their knowledge and skills in teaching along with further understanding, awareness and preparation for their future professions through community service learning (Butin 2010) in a global context.

Further, the case study investigates the students’ experiences, changes in perspectives and future employability through their service learning placement in an overseas Asian country. The change in dispositions of these students built through the experience of this overseas placement provided significance and resources for contributing to the construction of their worldview as global/local citizens.

**FIGURE 4: WSU PRE-SERVICE TEACHERS
AND AN NU PARTNER STUDENT IN NINGBO**



(Photo: Tour Coordinators)

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ENGAGING WITH THE CURRICULUM

Orienting to experience¹ : support, mentoring
and dialogue

Once the students were familiar with the intentional design of the Ningbo, China study tour as part of their final placement, it was the academic staff who were responsible for the orientation of students to the experience. Evidence shows that students had very good preparation in terms of eligibility, and prior knowledge before this learning journey, as one student explained:

We had an interview as a part of the recruitment process. After the interview, we had a one-week pre-departure training program ... We had three meetings before going overseas. The first meeting was a group bonding activity, so we got to know each other. The second meeting was about the program (Student, Rose).



1 Domains of Practice – 2. Looking Out: Pre-service teachers receive orientation to the experience.

Being oriented to the local/global experience was not only about becoming familiar with the program, there were practicalities that some students had not thought about:

For myself, I had very little preparation ... that was actually needed for a trip to China. After the first meeting I had to sort out my visa and passport and stuff like that. That one was probably the scariest thing because we kind of suddenly realised this was essential (Student, Donna).

The full extent of the requirements did not appear obvious to some of the younger pre-service teachers and it could be argued that their learner agency in this context operated at a passive level. Learner agency discussed here is the “student choice and abilities to interact with personal, behavioral, environmental, and social factors [based on a specific] learning context” (Irvine, Code & Richards 2013, p. 175). It is likely that some of the student had no previous need to draw on their agency in a specific context like this before this experiential learning program took place. In this case study, students who participated had institutional support to develop their learner agency.

When orienting students to this multicultural experience in China based on the notion of service learning (Deeley 2015), input from the experienced facilitators² is essential. Responses from one staff coordinator indicated that their support initiated student agency (Irvine, Code & Richards 2013). By guiding, supporting, and mentoring them to be involved in learning

2 Having experienced facilitators is ensured at WSU, as the two academic coordinators comprise one academic who was the co-facilitator the previous year, who then leads and trains the second facilitator in the subsequent year. This ensures that for every overseas study tour, one coordinator is attending a second time as the leader with a colleague who is 'learning the ropes' and who will lead the study tour in the following year.

through service, the coordinators attempted to engage the students with some necessary skills and capabilities to deal with the reality of an overseas placement. For example, students may need to deal with navigating their way around a foreign city:

For many of the students it might be their first time travelling outside Australia. So they have to learn the skills to travel as some countries are easier for Australian students to visit than others ... Getting to some of the Chinese sites where we work is a little tricky in terms of navigation. They have to develop the patience of well-seasoned travellers. To mentor students through their first travel experiences to China where English isn't the first language we have to share our experiences. As academics we have to be quite resourceful in our approaches to getting around on a daily basis or finding an English speaker to help (Academic, June).

Mentoring also helps orient students to the intercultural experience. Mentoring is one of the support strategies used in this program for the pre-service teachers. A mentor who is more experienced in learning and studying helps and supports a mentee in terms of knowledge and skills. In this case study, the academic staff tour coordinators initially worked as the mentors who invested time, skills and effort to help students with their overseas experience. The purpose of mentoring is to build up other’s knowledge and skills for teaching languages efficiently. This relationship will bring mutual benefits (Kahle-Piasecki 2011). The academic lead coordinator shared her authentic experience in China to mentor the student cohort to

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solve all challenges during the in-country activities. This kind of mentoring support strengthens the students’ confidence to engage in their teaching and learning assignment in this new multicultural context.

As part of the pre-departure preparation (orienting students to the experience), the study tour cohort received information from students who had participated in the same program the previous year (2014). The current cohort appreciated this information and mentoring.

We had previous students who went last year come to talk to us, so we would know what to expect, what not to expect. At the third meeting we had a culture class. They taught us the importance of cultural facts (Student, Rose).

About the program, and we had previous people that went on last year’s trip come and speak to us about what it would be like and what not to expect. In the culture class, they taught us how to say hi and the importance of doing the greeting that way (Student, Trini).

Participants were also provided with support strategies for dealing with the day-to-day realities of being overseas. These included a group bonding activity, culture and language lessons from previous service learning participants, and mental preparation for facing any challenge.

It is really your own destination. You are mentally prepared to face challenges by going overseas. The more you understand about the environment and more confident you feel (Student, Donna).

The development of WSU students’ learner agency as a result of this service learning program is difficult to gauge (Reeve & Tseng 2011). There is support from the institutions involved and students in this case study spoke about insights gained from their participation. Such dialogue before and after the study tours may help ignite a higher level of learner agency—students forecasting how to manage an overseas placement, dependent not only on mentoring but being prepared to take their own initiative to solve problems.

However, opportunities for dialogue between all the participants in the host country as well as the WSU participants could be a useful addition to this OPEP. One challenge is that the PP3 overseas placement occurs at the end of the Master of Education (Secondary) course and afterwards, students are not required to attend any further university sessions; therefore, opportunities for further dialogue are limited.

Building cross-cultural knowledge and skills³

Data from interviews indicated that viewing the world with different eyes is of importance for students. Students are educated to be teachers in Australia, which is a multicultural society, and students need to anticipate and reflect on what teaching and learning means in classrooms with many diverse learners (Jullien 2014). This overseas study tour enabled the

3 Domains of Practice – 4. Transitions and Transformations: Students built their knowledge and skills.

student teachers to “go out” and “see” a new reality within their world. Through this program students engaged with difference: different people, different language and different culture. Having a more global, cross-cultural perspective of themselves as teachers, is a true benefit of this program, as the lead academic stated:

This project takes Australian students to another country, to China, to see the world from another perspective. There are many Australian students who have never been to another country and think it is just like Australia. But it’s not. Students don’t get that understanding until they go to another country, then they see the world in a different way. If they haven’t travelled around China, then students don’t understand its diversity. ... Actually being in another country is a huge education itself (Academic, June).

Students had positive experiences learning the local culture and customs from their Ningbo University buddies and through community service activities. Realising they would be part of a Mandarin speaking community whilst on their placement/study tour, some of the students pre-empted some challenges. One student spoke about this in terms of respecting the people and places to be visited:

When I went to China, I tried to learn the basic Chinese. I tried to use it there, but no one understood what I was saying anyway... Before I go to any country, I try and learn, ‘cos I think it’s respectful to learn part of their culture and part of their language before I actually going there, ‘cos I think it’s important to know (Student, Rose).

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Facilitate agents of change⁴

As a result of students’ development of their knowledge and skills through the Ningbo experience, the evidence showed that their learner agency changed. Learner agency can be described as the ability to consider options and then to act. Mercer (2012) states that the capacity to act is based on cognition, emotion and motivation within a person’s sociocultural and interpersonal contexts. In this case study, the pre-service teachers spoke about how they saw themselves as agents of change. After a hospital visit, one student recalled that:

emotionally that was the one that touched your heart a lot more! When you go into hospitals and see the sick children that can't get proper care ... it was a lot to do with making a change and just being able to help people in those areas (Student, Lily).

Another student felt her agency for change happened in the English language teaching activities:

I feel like I can do something overseas. I can help young people to learn English. Of course this would be a test of my teaching skills (Student, Abby).

These students had made observations within their overseas contexts and could see how they could make a difference. These short data excerpts are examples of how these students connected to their global context in a way only made possible through this experiential service learning approach. Their

4 Domains of Practice – 4. Transitions and Transformations: Students were facilitated to be agents of change.

knowledge of the real world was broadened not only in terms of their teaching skills, but also in the knowledge that they actually do have the capability to change the lives of others. Being an agent of change and an ambassador for Australia, were the highlights of one student’s learning from the PP3 overseas placement:

I have a new understanding through the trip. The most important thing being a global citizen is just to be an ambassador for your own country, a positive ambassador not one that goes and makes a bad name for Australia. I think a global citizen should be somebody that is willing to make a change, a positive change and impact on people's minds, bringing our culture to them and also being open to bringing their cultures here to Australia, like learning a lot about their culture. Actually being genuinely interested in and absorb yourself into their culture, I think that's what makes a global citizen (Student, Donna).

Building and developing global citizenship

One contemporary view of citizenship postulates it can be understood as communal togetherness (Heater 2013). Citizenship can justify what one enacts during their lifetime, for and under the legal protection of their country, as, “citizenship and education can also be conceptualised beyond the allegedly natural confines of nation building and organising” (Andreotti 2011, p. 307). Australian students going to China and learning through community engagement can both represent their citizenship and foster international partnerships. By doing so, these students gradually build up their global citizenship, which entails having cosmopolitan views in teacher education

programs, and learning to accept different perspectives (Ramirez & Meyer 2012; Andreotti 2011).

Students’ interview responses revealed they viewed themselves as global citizens who embrace diversity of cultures. For students like Lily, as noted in the quote below, being a global citizen, in part, emphasised a possible role as a volunteer based on having a world view that includes those with less social and economic capital. In essence, being a global citizen was having opportunities that would enable students to take charge of their life (Allan 2011).

A lot of my views changed, and some also strengthened. They just strengthened in a positive way because I have an open-mind to various different kinds of cultures. The biggest thing I learnt from the placement was the culture. The biggest learning I took away from this program is my passion to continue to volunteer, especially for those places that are more rural that don't have the opportunity to interact with foreigners (Student, Lily).

Interestingly, information technology emerged as one potential tool for developing global citizenship, for example, by assisting with language barriers:

I use language apps, even though they are not the best. When my Chinese language skills don't work for me, I often pull out the technology that we have nowadays. I have a screenshot of the address I want in Chinese characters. This makes me more capable of getting the students safely around the country. In those early meetings I get students to download those apps to their phones or iPads. They need to understand there are ways to get around some of the language challenges (Academic, Allan).

INTRODUCTION	CONTEXT	ENGAGE	EMERGING THEMES	LESSONS LEARNT	REFERENCES
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9INTERCULTURAL EXPERIENCE FOR
LOCAL/GLOBAL CITIZENSHIP

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Further to the awareness of language and culture, technology can therefore support students in their engagement with foreign communities as global citizens. Most tertiary students have optimum expertise with technology and the internet, living as they do, under the reign of information technology. This can be an integral strategy for global education (Açikalin 2010). Allan, the WSU coordinator outlined that using resources on the internet, can relieve some of the students’ anxieties about going to an overseas country, if they can identify in some ways with the citizens there:

Our students had large social networks on the Internet and also use the Internet for educational purposes. On one level, they have all the things you would expect of a young 21st century person. There are other things you don’t understand. In the Australian curriculum for English there is a theme running through it about knowledge of Asia. The Asia Education Foundation produced a fantastic series called Voices and Visions for English embedded in China, Japan, India, Vietnam and Indonesia. In music it was all about contemporary young people’s music in China today; in film it was about contemporary film in China today ... That’s what surprised the Australian students because what they expected about China was different. So initially they start to realise young people have a similar vision. Young people in China are into punk music just like them. That is the way it starts. You should always start with a shock of sameness. The shock is they aren’t that different from you. Look at their hairstyles, their dresses, lipsticks. What’s different? The shock of sameness comes first. That gives the students an impetus for their interests (Academic, Allan).

Developing global citizenship entails global responsibility for “change”, being able to “survive” in global environments and being open-minded towards varying global perspectives. Merrill, Braskamp and Braskamp (2012, p. 356) assert that a “global perspective is informed by the acquisition of knowledge, attitudes, and skills important to intercultural communication and identities and interpersonal relations”. Education for global perspectives needs to raise the students’ awareness of not only their rights and responsibilities, but also those of other global communities as they develop their knowledge and understanding of local/global issues. Students who engage in an overseas service learning educational experience have the opportunity to advance a global citizenship perspective on the issues facing the world (Ibrahim 2012).



EMERGING THEMES

Open-mindedness to global mindedness

Students claim that they have open-mindedness, however, a shift towards global mindedness has been a theme identified through the interviews with participants. Students demonstrated that this global mindedness was fostered as they began to view issues through the lens of diversity rather than liberalism. Conceptually, global mindedness is described as six interconnected features: “being open-minded, seeing the bigger picture; having awareness of one’s own prejudices; being open to new things; having a willingness to interact with different kinds of people and seeing difference as richness” (de Oliveira Andreotti, Biesta & Ahenakew 2015, p. 251). One student spoke about her open-mindedness being strengthened, but it also accounted for a shift towards global mindedness:

We’ve been taught a lot in university that has helped us to be open-minded. From this overseas experience a lot of my views weren’t changed, they were just strengthened in a positive way ’cos I’ve already had an open mind to those different cultures (Student, Rose).

The intentional design of the Ningbo experience was to provide pre-service teachers with a community service learning experience. The activities hence connect them to different people from Ningbo University, at various cultural events and significant sites and with school children and families. The experience provides them with first-hand experiences and opportunities for accepting the views of other people and their cultures. Students are then more likely to see the world as far wider and more interactive than previously experienced. Global

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mindedness also includes the notion that citizens are part of a global community, where an emphasis is on contributing (DeMello 2011). This was a key theme as demonstrated by a student’s feedback:

I have developed the motivation to keep going to help people. I am part of a community devoted to this now and I will try to keep this community running. I would like [to] go back ... on this program as a team leader (Student, Trini).

The above response does not explicitly mention global mindedness, but yet demonstrates it. However, students revealed global mindedness through their desire to be part of what this overseas community service learning program could offer. Three of the students indicated this:

I wanted to experience a different culture ... I have to get out of my comfort zone (Student, Donna).

I expected there would be differences and I was being respectful to learn prior to going (Student, Rose).

I really wanted to experience something different ... so I decided to join this program to experience authentic culture (Student, Lily).

Local/global knowledge in global education

Local and global knowledge was interrelated and learnt as a two-way process (Raymond et al. 2010). For example, when the WSU students were engaged in the team teaching English language lessons with the local university students in Ningbo, they were also learners in that context—a totally different practicum setting (a university rather than a school, with adult learners rather than children, and with their partner students who were experts in this foreign context). The knowledge exchange was two ways as described by one student with an example from participating in the cultural activities:

When we were there, we paired up with local university students who were our buddies. The buddy would go everywhere with us, so they could translate for us wherever we were (Student, Rose).

Having a Ningbo University student as a partner is one of the program’s unique features and one with mutual benefits. The Australian students helped the local students with their English and they learned some Mandarin Chinese and other local knowledge from their local buddy. Two students commented about the experience of having a Mandarin-speaking buddy during the study tour:

I worried a little. What if they cannot speak English? Then I found we could communicate very well. I was surprised the English major students were at such a good standard (Student, Trini).

My buddy followed me most of the time and we explored restaurants and local shops and some scenery places. She was very happy to spend time with me because she could practice her English and I felt safe with her around. She made my life so much easier and enjoyable (Student, Abby).

The insights the students provided in their interviews regarding their intercultural experiences provided evidence that they had grown as global citizens and that this experience was a successful contribution to their global education. They retold examples of how they were engaged with the generation of knowledge and also sharing it, both of which contribute to global education (Açikalin 2010).

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LESSONS LEARNT

This case study has looked at a program where service learning in education was implemented to advance global citizenship for the students participating. The academic coordinators and the student participants provided evidence through their interviews that this was successfully achieved.

The curriculum (PP3, Overseas Professional Experience – Ningbo, China) explored in the case study provided the participating student teacher cohort with unique opportunities by:

- 1. Orienting students to intercultural experiences for global citizenship through a range of community service activities,
- 2. Building their knowledge and skills as global citizens, with value added to their employability as global teachers, and
- 3. Providing opportunities for students to build their global networks by linking them with student partners from Ningbo University.

Enhancing the global perspectives for university students occurs more realistically and directly when students spend time and participate in overseas communities, interact with the local people in real life situations and have safe and positive experiences whilst doing so. To enable this, a university curriculum for global citizenship must take the risk to place students beyond their familiar, comfort zone and transport them as global travellers and ambassadors for Australia into other countries around the globe. From the interview data analysed, the PP3 strand destination Ningbo, China, achieved this.

It is recommended that:

- Opportunities for additional overseas study tours are further integrated into university degrees (with financial support for students from low income families).
- Design of curriculum relating to global issues and knowledge taught is approved and enacted. In terms of resources, developing the capabilities of academics as intercultural educators is of importance as well.

In promoting students’ global citizenship, Australian universities need to develop practical strategies and incentives directed at recognising, encouraging and enhancing multicultural experiences and multilingualism capabilities.



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10 KEY CONSIDERATIONS IN NAVIGATING CONTEXTS AND SUPPORTING STUDENTS

INTRODUCTION

Curriculum narratives may suggest that the overall direction towards global perspectives in education is predetermined by the initial design stage. However, these case studies illustrate that trajectories towards change agency are rhizomatic. The nodes of connectedness and understanding can be likened to the roots of a mangrove, where growth is not linear but branched and unpredictable in the changing current.

Increasing glocal connectedness occurs when the curriculum provides a balance of new encounters and support rooted by robust critical frames and reflective tools to make meaning, in the same way in which mangrove roots prove a nutrient rich and relatively safe (but not without risk) environment. This process of back-and-forth understanding of the ‘other’ by comparing, contrasting and gaining understanding of one’s own culture and language, is an iterative process and needs to be preceded by the opportunity to develop relationships and allay fears. This is further extended through development of students’ multilingual capabilities (Omoniyi 2003) as well as personal connections with the ‘other’ that they would not normally encounter.

Overall, the case studies demonstrate that the community experience itself is the catalyst for learning. The type of learning that takes place as a result of the experience is dependent on the ‘structure’ the curriculum framework provides, and the intersection of three key players in this framework: the educator, the community agency and the student. Long-term positive impacts from these experiences are dependent upon the educator and their skills in facilitating learning, the community agency and their commitment to facilitating a quality experience, and the student and the extent to which they

have capacity to exercise agency. Enveloping these three key players are varying levels of institutional support and resources to facilitate a quality experience.

While good practice guides intentionally filter and distil in order to present a synthesis of ideas and principles, this does not do justice in representing the ‘messiness’ and complexity of teaching and learning as a situated practice (Chapter 3). This chapter elaborates on key considerations to help practitioners navigate the challenges and capitalise on the opportunities of implementing glocal learning. These areas for consideration are interdependent and intended to promote further reflection and action as necessary.

The three key areas:

- **Reciprocal partnerships (with communities and contexts in which these learning experiences take place) are paramount. Without these partnerships there would be no learning experiences;**
- **Institutional contexts and support are integral to enabling academic staff, community partners and students to negotiate competing and complementary agendas at all stages of the experience.**
- **Student barriers and dispositions that influence the uptake and success of these experiences.**

These areas have been identified as they share significant investment in the curriculum, with power shifts amongst these during the intended, enacted and experiences curriculum. At the nexus of all three considerations sits the student experience.



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RECIPROCAL PARTNERSHIPS AND COMMUNITY CONTEXTS

Community contexts not only provide the opportunity for experiences but also play an integral role as partner in realising curriculum intent. As such they should be a key focus of intentional design. As a starting point, a fundamental question is what partnerships are already in place, or can be developed, between the institution and the community to facilitate student experiences. Crucial to the success and longevity of any potential partnership is its reciprocal nature, that is, the extent to which they move beyond superficial encounters to develop mutual understanding of goals and priorities for all parties so that benefits from the experience are not assumed but negotiated and equitable. Tensions are possible here as the historical relationship between the university and the community it intends to serve can result in partnerships which are imbalanced and challenging (Casperz, Olaru & Smith 2012; Casperz & Olaru 2013; Inman & Schuetze 2010; Bringle & Hatcher 2009). While reciprocity is recognised as an important component of service learning, community voices are often marginalised in service learning research (Butin 2003; Permaul 2009; Baldwin, Buchanan & Rudisill 2007; Caspersz, Olaru & Smith 2012; Martin, Seblinka & Tryon 2009). The proliferation of volunteer abroad opportunities and organisations known as “voluntourism” tend to focus on the marketability of students and their experience, rather than the experience of the host institutions and likely benefits (Bamber 2015).

Critical framing of the experience challenges students’ understandings of their own identities. In [Chapter 2](#), the role of critical theories of culture and critical pedagogies was discussed in framing particular knowledge, skills and dispositions of the

global citizen. The case studies highlight how staff members articulate the critical framing of their subjects. A staff member in the International Social Work Student Exchange case expressed a

desire not to be sending groups of ‘social work tourists’ to Thailand and India, and not to be reproducing colonialist relationships and exposing our hosts to racist attitudes or attitudes of ignorance around other cultures ... we wanted to ensure that what we were doing addressed those issues in a very explicit manner rather than leaving them as kind of incidental learning that may or may not occur (Academic, Libby).

In this case, pre-departure preparation requires students to complete a set of assessable modules on culture, imperialism and cultural diversity, racism and privilege, critical reflection and intercultural practice. This models ways in which students can be prepared to contribute to, and be cognizant of, mutual benefits to reciprocal partnerships.

Furthermore, genuine partnership can lead to hosts playing a greater role in facilitating opportunities for dialogue and responding to student needs. The capacity they have to debrief formally and informally in response to critical incidences ‘just-in-time’ can maximise student experiences and challenge and nurture student dispositions. While the workload for hosts in supporting students has not been documented through this project, some comments indicate high levels of commitment and support from partners, in addition to the learning that occurs when there is space for social interaction outside of formal learning opportunities:

The host university organised a few different cultural activities for our students. They provided the students some language instruction, a tea ceremony, and had them do some calligraphy. While these were very specific cultural activities, they were a vehicle of knowledge exchange and learning together. This increased the students’ awareness of what happens in another country, especially in developing countries or low to middle income countries (Academic, Adrian).

The International Social Work Student Exchange case study illustrated an example of a long-term partnership where host commitment to student learning not only shaped their experience but also modelled students social work values in practice. Hosts can also support students in navigating troublesome knowledge:

What has been most helpful to my learning has been the continuous contact with the students and teachers during the experience. A once off meeting only touches the surface of what there is to learn and it is quite overwhelming. Being able to continuously learn from these people has allowed us as students to continuously ask questions, to observe daily life and [gain] more opportunities to hear the knowledge that people have to provide us (Student, Jo).

In contrast, the ROSETE case study highlighted the experience that students can have at the hands of Australian hosts, with students describing an invisible wall that had to be broken down and the loneliness of the journey that occurred without support.

Some schools think the volunteers are a burden but some other schools value the volunteers. They think that they bring a different cultures and language to schools to expose the students. However,

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some schools they don't really care about whether their students can be exposed to different cultures because they are already multicultural school environments (HDR, Chu).

The staffroom culture already existed. The staff mainly stayed in small groups during lunch time. They don't consider us as staff. We are always told we are volunteers. It is clear from the beginning we are not staff (HDR, Guogoa).

The case studies present a further challenge to Australian institutions to facilitate global perspectives that are based on a commitment to knowledge co-production. Whether the experience is local or international, educators must be aware of their commitment to knowledge co-production with hosts through their role in constructing global perspectives: either to contribute to the proliferation of Western informed theory, knowledge and values, or to develop critically informed global perspectives, based on an intent to recognise imperialism, the legacy of colonisation and to incorporate alternative worldviews. For example, ROSETE highlighted the potential for 'cultural blindness' towards different global perspectives, and the views of students illustrated the lack of tolerance that can be displayed in Australia for visitors who have English as an additional language:

The university supervisors as well as the school mentoring teachers are bothered by their English. Even they themselves felt bad about it. That their English is not good makes them feel they are not good. They had pride in their proficient English before they arrived in Australia, and the pride is replaced by feeling bad after their school service experience (Supervisor, Christine).

Relationships and reciprocity with community hosts are pivotal in addressing unequal power relationships and facilitating learning. The development of, and often silences within, these relationships are complex as noted elsewhere (Miles et al. 2016) and indicate there "remains much to consider" (p. 210). Sending a number of students into a community for service learning experiences on a regular basis can burden rather than benefit community agencies if not handled appropriately. It can also create a burden for those staff looking to incorporate such experiences into their subjects/courses, or 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. The challenge here is to identify ways in which greater **institutional support** and resources can be deployed to support and develop these experiences. Not only does the quality of community partners that provide input into these experiences impact on student learning, managing partner relationships enables universities to promote their reputation or a community perception of the institution's place in and commitment to the local area. The burden on these relationships is further exacerbated in a context of increasing demands in regards to insurance and risk-assessment procedures.

Partnerships and reciprocity with host organisations were found to be key to facilitating an authentic and supportive learning experience, however, this requires time and space for long-term partnership development and a shared curriculum vision. While the academic is under pressure to maintain consistent resourcing for community based learning programs,

the context surrounding the university and community relationships can accentuate power imbalances (Casperz, Olaru & Smith 2012; Inman & Schuetze 2010; Bringle & Hatcher 2009). A commitment to a truly equal partnership requires time and considered practice:

I think the notion of partnership has to be core to everything we do, so the students think of themselves as partners in the process with the people that they are going to work with. So rather than 'them' and 'us' ... but partnerships that we need to build (Academic, Jacob).

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INSTITUTIONAL CONTEXTS AND SUPPORT

Educator efforts to establish community based learning experiences are resource intensive and require institutional support in terms of policy and resources. The intensive workload required to design, plan, build **reciprocal partnerships**, and facilitate and assess community based learning programs often goes unrecognised and relies on the commitment of community based learning ‘champions’.

The way that [the mobility project] is embedded in the institutional organisation and context is quite challenging so, despite the absolute alignment of that project with university and division and college goals across a number of different dimensions, we don’t receive any support, organisational or financial support to run that project. That has quite significant implications in terms of people’s workloads and the ability to get things organised etc., so ... that in itself is an organisational challenge (Academic, Jacob).

Educators and institutions need to consider 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.

As higher education becomes more risk averse and students become positioned as clients, educators may be discouraged from creating transformative conditions that disrupt and disorientate students required to navigate their own learning in community-based learning experiences. However, the potential benefits in the development of students’ future agency for change that can be reaped from such experiences are evident in the case studies.

Educators must be highly skilled and resourced to prepare meaningful activities and critically framed curriculum design and sophisticated capacities are also required to facilitate dialogic processes. For example, the role of the ‘invisible’ facilitator requires knowing when to extend and provoke some students whilst supporting and reassuring others. This requires the time and space to understand the **student** cohort and their **dispositions, barriers** to participation, prior knowledge and experiences, and strengths:

Some academics might be interested in intercultural service learning but it requires extra work. Those academics who find dealing with international students a problem ... want to avoid anything that requires extra work (Cultural Service Educator).

Finally, established professional practice, course design and accreditation processes can hinder or support the development of community based learning programs. For example, the Global Perspectives in the Asian Tropics case study illustrates that government legislation can hinder or enable experiences and thus may require creative solutions to adapt a course to local contexts. Educators need to be aware of how they will negotiate such competing and complementary agendas.

Matching service learning with university policy and its organisational changes is a recurring source of confusion. Typically, service learning programs are quite small programs relative to the large programs run by a faculty and the university at large. There is not much attention that the university’s management hierarchy can give to such a small service learning program. They have many other issues to deal with which are of greater importance or urgency. So academics running service learning programs, have to struggle along

to see what they can they can do (Intercultural Educator).

Established practices and assumptions can also impact on preparation for experiences where negotiation is required between Eastern and Western intellectual knowledge and orientations to notions of ‘service’. Furthermore, competing and complementary agendas impact on both the immediate documentation and long-term impact of student experiences, influencing the ways these are orientated:

*The tension here is that while the assessment is meant to support and facilitate learning as part of a curriculum structure that seeks to **integrate experiences into the Bachelor degree of Education** more purposefully, it in key ways also acts as a tangible obstacle that requires evidence, however, what this evidence consists of is at times is seemingly intangible for students with lower agency levels. (Teacher Education for Sustainable Futures Case Study, p. 6)*

Assessment structures need to include legitimate evidence of learning but there should be flexibility in how that evidence is demonstrated; as a focus on process over product or more simplistic competencies. Experiences may be positioned as an opportunity to add a competitive edge to a professional curriculum vitae or that develop critical dispositions for civic activity. To elaborate on the latter, there is further complexity in the navigation of global dispositions, as a globalisation from ‘below’ animated by mutual and complex concerns (Falk 1993), or influenced by Western intellectual and universalising traditions.

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STUDENT BARRIERS AND DISPOSITIONS

Student barriers and dispositions are crucial to the student experience and influence all aspects from the initial uptake, through to engaging with experiences, to the ways in which learning is internalised and perceived as relevant to future endeavours. Therefore, it is important to consider, and where possible address, the barriers students need to negotiate to take up these experiences, such as financial pressures, time constraints, and family and work commitments.

The [case study survey](#) conducted as part of the project captured the experiences of 76 students from the various case study cohorts. Despite the diversity in student backgrounds, there was commonality in what the students identified as barriers to participating 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 (ABS 2013) and there is a gap 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 not be guaranteed their job will be there when they return, given many employers of students are already working around lecture and exam timetables.

While a significant barrier, finance can also be an enabler. Students engaged with mobility experiences revealed access to finance 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.

Intersecting with finance concerns were family commitments, particularly 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, however, students’ time pressures, and family and work commitments are all outside of the control of policy makers. Given that these barriers are difficult to address, despite recent growth experienced in student mobility due to the financial boost of the New Colombo Plan, international experiences will remain out of reach for the majority of students. Therefore, **institutional support** and resources need to be devoted to finding alternate ways to support student engagement and to mitigate barriers with potential benefits.

Further survey responses investigating **Motivators and Enablers** confirmed that interest in intercultural experiences and volunteering is high, with students showing greater interest in taking up a local opportunity to contribute to their community. Thus, location can also be an enabler.



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Local experiences to some degree address the barriers of finances, time, work and family commitments, potentially offering students an alternative that enables them to maintain work commitments while engaging in a local learning experience. For example, one student said:

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

However, providing local opportunities alone will not overcome all barriers to participation. Some survey participants were part of a compulsory subject that included 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.

Responses to survey questions revealed that students felt confident in their awareness of global issues and saw the relevance of global perspectives to their future careers, indicating that neither confidence nor perceived relevance pose a significant barrier to the uptake of intercultural experiences. Furthermore, integrating intercultural experiences as part of degrees was seen as important to the cohort. This disposition is a great enabler and a point of leverage when seeking to engage students, who might be more open to taking on both the real and perceived challenges of such experiences if the benefit is recognisable.



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.

The enabling role of peers reinforces the importance of dialogue as established in the good practice guide, and the students feel supported and know there is someone they can talk to. This also prompts questions of how reciprocal partnerships with hosts can work to extend this support, and help students to feel more part of the host community rather than an outsider that needs to bring in their own support, in the form of other students, with them. Proactive hosts are also positioned to more immediately respond to students and promote openness to learning through challenging experiences.

10KEY CONSIDERATIONS IN NAVIGATING
CONTEXTS AND SUPPORTING STUDENTS

A framework for engagement,
teaching and research

Navigating institutional and community-based ways of working to establish mutually beneficial and sustainable experiences has several challenges. However, acknowledging and anticipating these in the intentional design of the curriculum can improve the student experience. A shared curriculum vision with community partners, and resources to enact that vision may need to leverage policies which espouse university-community engagement. This engagement is sometimes seen as a distinctly separate activity rather than a part of core curriculum. Service learning can sit at the nexus of engagement, teaching and research if all those involved are working collectively to improve our communities (Bringle 2010). While the framework we have presented and the considerations discussed are focused on student learning, action research models incorporating interpretive and introspective tools also align with these.

TAKE HOME MESSAGES FOR INSTITUTIONS AND
EDUCATORS: RE-STORYING GLOBAL PERSPECTIVES

Transformative learning, supported by critical pedagogy, reflexivity, service learning and glocal orientations takes on Friere’s work of humanisation through dialogue in word and work to foster action-reflection. We have sought to abstract the elements of the learning experience and in so naming them develop a reflective tool for institutions and educators. We have also shared the case studies as praxis: theories of agency, citizenship, privilege and professional identity enacted through the curriculum. This sharing is itself a dialogic process that hopes to provoke responses and reflection about our collective role in enacting moral and market imperatives for global citizenship. Navigating these imperatives highlights tensions between educational agendas which promote neoliberalism and the production of entrepreneurial or savvy global citizens (Rizvi 2009; Camicia & Franklin 2011) or the “democratic cosmopolitanism” based on principles of social justice and deliberative democracy (Camicia & Franklin 2011, p. 313). This then requires reconciliation with a student’s own goals for academic and personal development, recognising that service learning will not achieve the same outcomes for all students (Britt 2012).

This research establishes the importance of curriculum design, and the benefit of linear curriculum narratives to guide students and support their learning experiences. Intentional curriculum design and enactment is critical to orientate students to and prepare 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 here 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 student movement along, and engagement with, key intersections on the global citizenship continuum.

Moreover, this research brings into focus the resource intensive nature of these experiences. Often they rely on staff good will and commitment, posing workload and sustainability challenges that need to be addressed with institutional support. It also brings into sharp focus the work done, and to be done, on fostering genuinely reciprocal relationships with the community hosts with whom institutions seek to place their students. These relationships extend beyond merely providing a context for student experiences, to incorporate mutual knowledge exchange, particularly in intercultural contexts. Furthermore, there needs to be space for community goals and articulation of

4 Domains of Practice – 4. Transitions and Transformations: Students were facilitated to be agents of change.

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KEY CONSIDERATIONS IN NAVIGATING CONTEXTS AND SUPPORTING STUDENTS

Peta Salter[^], Kelsey Halbert[^] and Elise Howard[^]

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what community members are hoping to get out of the service learning experience. This requires thoughtful, evidenced based approaches to connect and align the goals of the curriculum, the institution, the students and the community.

As Britt (2012) notes, the narratives around community learning experiences are contested, as

how we combine service and learning to gain these outcomes ... knowing an instructor is employing service-learning pedagogy does not tell the whole story about why service-learning is being employed, what constitutes a community service experience, or how community service offers additional outcomes for students not easily gained through traditional classroom-only learning (p. 88).

We hope that the framework and discussion of practice that we have provided assists in developing curriculum to engage students in an active and dis/re-orientating role as learner and citizen. In moving forward, we suggest that a crystallisation, or perhaps re-creation of narratives around experiences that seek to promote global perspectives is called for. To this end, we propose that the story of global perspectives is unfinished and warrants further exploration of the ways in which:

- **Meaningful learning experiences facilitate shifts from cognitive to reflexive thinking with long-term impacts.**
- **Higher education can best invest in spaces for and staff capacities to design curriculum and assessment.**

- **Community based learning can enable robust yet flexible links between theory, practice and future actions.**
- **Approaches to knowledge production can be challenged to invest in reciprocal partnerships and 'truly global' agendas.**
- **Students can be enabled and motivated to take up transformative opportunities, not just through financial incentives, but potentially through engaging dispositions for challenge and supported risk taking.**

We look forward to discussing these with you.



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