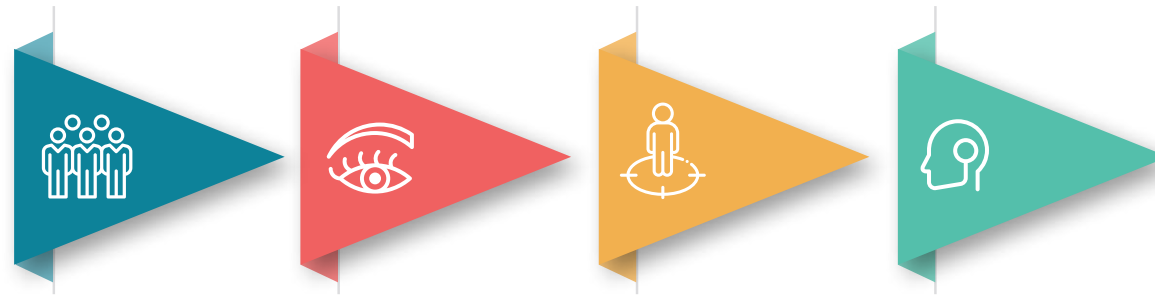


LOCAL GLOBAL LEARNING



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



PROJECT SUMMARY

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

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

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



BARRIERS TO PARTICIPATING IN INTERCULTURAL EXPERIENCES



MOTIVATORS & ENABLERS FOR INTERCULTURAL EXPERIENCES



IN THE FUTURE, WOULD YOU BE LIKELY TO TAKE UP AN OPPORTUNITY TO...



WHAT PEDAGOGY IS EFFECTIVE TO SUPPORT MOBILITY AND AGENCY?

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

WHAT'S THE NEXT STEP?

Institutional support is required to:

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

