

## Curriculum Map: Community based learning experiences in Australian higher education that aim to facilitate global perspectives in diverse students.

### Introduction

Local Global Learning aimed to capture a snapshot of current Australian higher education subjects that facilitate global perspectives for students through their community based learning experiences. A mapping was undertaken over March – May 2015 to canvass existing curriculum practices and identify emerging themes to inform data collection and analysis tools. The mapping was based on publicly available information on Australian higher education institution websites. Information captured intended to reveal the kinds and extent of explicit treatment of global perspectives through community based learning experiences, the curriculum surrounding the experiences, subject aims and any references to student agency.

### Scope

The first stage of the mapping involved visiting each Australian higher education institution website and searching with the following terms to identify relevant subjects:

- Service learning
- Work integrated learning
- Student Placement
- Internship
- Mobility
- Global citizen
- Intercultural

The following criteria were then applied to determine which subjects would be included in the curriculum review:

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

A number of limitations or challenges were experienced in compiling or selecting subjects for inclusion in the mapping based on these criteria. Universities take diverse approaches to providing subject information, with varying details available online. In addition, reflecting a diversity of approaches to community based learning, some subjects were quite structured and definitive about intended learning outcomes, or explicitly labelled as service learning. In contrast, other subjects seemed to have flexible boundaries, leaving what would occur during the experience, learning and assessment to be negotiated between students, their supervisor and their host organisation. Some subject outlines or information lacked explicit reference to global perspectives or intercultural environments, yet when examples were provided of the subject in action, these often revealed experiences in intercultural environments working with socially disadvantaged groups. Furthermore, while some subjects were

offered in local environments without reference to intercultural opportunities, the curriculum focus of the subject included social justice, social change and responsibility or citizenship, indicating an intention to facilitate global perspectives. To work with these challenges, the first criterion was modified to:

- an experience that provides opportunities for **service** in a community setting (local or international) with reference to intercultural environments, global perspectives and/or social justice curriculum content.

Information available about each subject selected for inclusion in the mapping was then compiled into one document, including subject title and code, subject description, subject outcomes and assessment. The information collected was then coded and assembled into a matrix for analysis (provided at Attachment A). Coding focused on the disciplines offering these experiences, subject aims or intended outcomes, explicit or implicit references to global perspectives, curriculum labels used, the pedagogy or approach to the subject, assessment type, student agency and location of the experiences. Disciplines were categorised with reference to the ABS Australian standard classification of education structures (ASCED). Overall, 73 subjects across 26 institutions and 13 disciplines were found.

## Observations

### Where are community based learning experiences taking place?

In reviewing data about the location of community based learning experiences, it is important to note that a large number of subjects did not specify where the experience occurred (22), whilst many used generic terms such as “local” or “international” (17). In terms of Australian based experiences, experiences with Aboriginal communities were often constructed as an “other” space



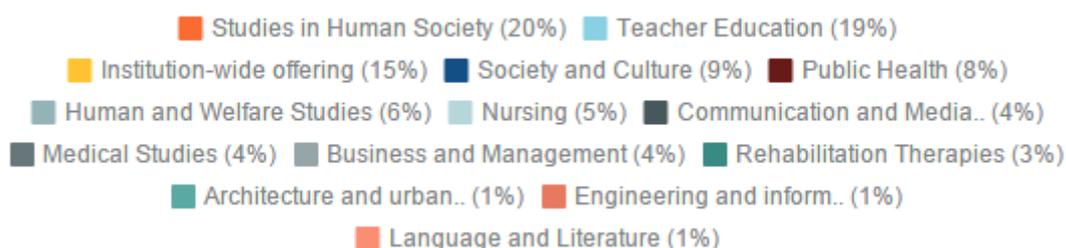
rather than a local experience. For example, the Northern Territory (3) was specified as a destination alongside a number of international locations, or locations were referred to as remote Australia (2), or an Aboriginal community (3). Internationally, destinations in Asia were referred to significantly more frequently than our Pacific neighbours, with India (8) being the most frequently cited destination,

followed by Indonesia (6), Malaysia (4), Nepal (4) and Vietnam (4). Many subjects (13) listed multiple locations as options for the experience. Overall, a wide variety of destinations are offered across Australian universities.

### In which disciplines?

Community based learning with global perspectives is offered across a wide range of disciplines, most frequently in the humanities and social sciences or teacher education. Some experiences were offered to 2 or more disciplines, whilst others were offered on an institution wide basis with the intention of bringing together students from a range of disciplines. Disciplines covered were:

- Architecture and urban environment (1)
- Business and Management (3)
- Communication and Media Studies (3)
- Engineering and information technology (1)
- Human and Welfare Studies (5)
- Institution wide offering (12)
- Nursing (4)
- Language and Literature (1)
- Medical Studies (3)
- Public Health (6)
- Rehabilitation Therapies (2)
- Society and Culture (7)
- Studies in Human Society (16)
- Teacher Education (15)



A number of universities (10) offer an institution wide subject with a focus on community based learning and global perspectives. Notable examples include QUT's "Community Engaged Learning Lab", an intentional multi-disciplinary approach in recognition of the demand for graduates with the creativity and skills to navigate complex issues and operate in diverse, unpredictable environments. The Lab matches community organisations with students to work collaboratively on problem solving projects. The projects respond to community identified priorities. Participatory Action Research methods are used to engage community partners, students and academics to facilitate and improve the way that community based learning occurs. The experiences intentionally occur within the community sector as a way of exposing students to differing frames of reference than they may encounter in industry based experiences to provide opportunities for transformative learning and to challenge students to confront social justice issues (Smith, Shaw & Tredinnick, 2015)<sup>1</sup>.

Similarly, Southern Cross University's Live Ideas Project enables community organisations to submit project ideas which are then promoted across students and academic staff to undertake either inside or outside of the curriculum. The flexible approach enables students to engage with the projects depending on their current studies<sup>2</sup>.

University of South Australia also offers university wide service learning electives, in three scaffolded subjects, enabling students to build on their work with a community organisation over three semesters. Griffith, Deakin, La Trobe, Melbourne University and University of Western Australia offer a free choice elective for all students to participate in a community service learning, volunteering or internship experience. These experiences are structured within a curriculum designed to expose students to a range of community issues, for students to reflect on their role in the world and develop citizenship skills or attributes.

In a contrasting approach, Australian Catholic University has introduced two core-curriculum units that are compulsory across all undergraduate degrees with a focus on developing global perspectives. The subjects focus on the world, community and vulnerability and understanding self and society. While the subjects themselves are not community based learning experiences, they are complemented by a compulsory international internship for the Global Studies degree or voluntary internships offered across other disciplines at the university.

### What labels are applied to the experience?

The Local Global Learning project has arisen out of a specific interest in service learning in Australia. However, service learning is an emerging term and does not have widespread use in Australia in comparison to Asia, South America, South Africa or the United States. Experiences that were included in the curriculum map were assessed to be a "service learning experience" based on the curriculum

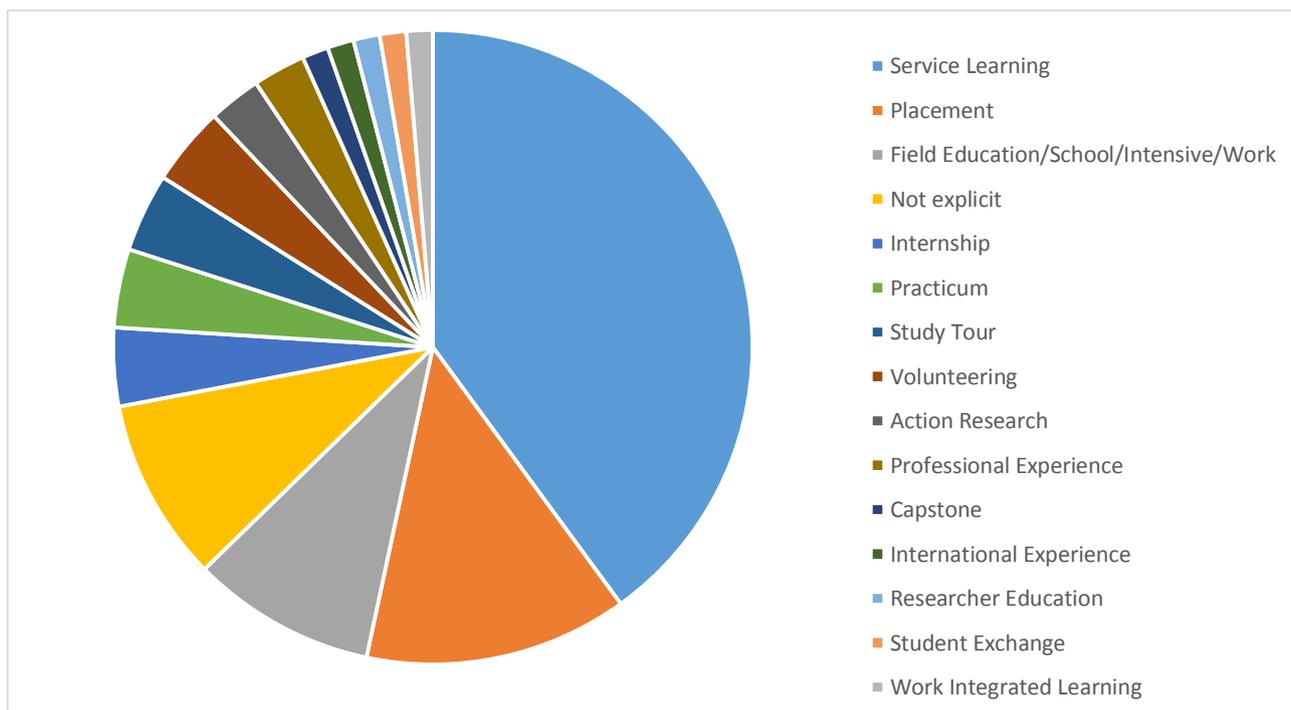
---

<sup>1</sup> A handbook providing the overview of the community engaged learning lab approach is available at: [https://cms.qut.edu.au/\\_data/assets/pdf\\_file/0006/424545/Staff-Handbook-sem2-2014v5.pdf](https://cms.qut.edu.au/_data/assets/pdf_file/0006/424545/Staff-Handbook-sem2-2014v5.pdf)  
Action research handbook available at: [https://cms.qut.edu.au/\\_data/assets/pdf\\_file/0019/424603/PAR-workbook-2012-Lv5\\_2-.pdf](https://cms.qut.edu.au/_data/assets/pdf_file/0019/424603/PAR-workbook-2012-Lv5_2-.pdf)

<sup>2</sup> Further information available at: <http://scu.edu.au/space/index.php/110>

content and pedagogical approach surrounding the experience combined with an element of service to community. Institutions apply a range of labels to these type of learning experiences, as follows:

- Action Research (2)
- Capstone (1)
- Field Education/Field School/Field intensive/Fieldwork (7)
- International experience (1)
- Internship (3)
- Placement (10)
- Practicum (3)
- Professional Experience (2)
- Researcher Education (1)
- Service Learning (30)
- Student Exchange (1)
- Study Tour (3)
- Volunteering (3)
- Work Integrated Learning (1)
- Not explicit (7)



The diversity of labels reflects the lack of a national approach to service learning in the higher education curriculum. Taking into account that this captures practice over a range of disciplines, it highlights the potential challenge in creating an easily identifiable and shared approach to the facilitation of citizenship, agency and global perspectives through community based learning experiences. While a number of academic staff share similar goals around their community based learning subjects, the diversity of labels indicates that staff may not identify as a group with shared intentions.

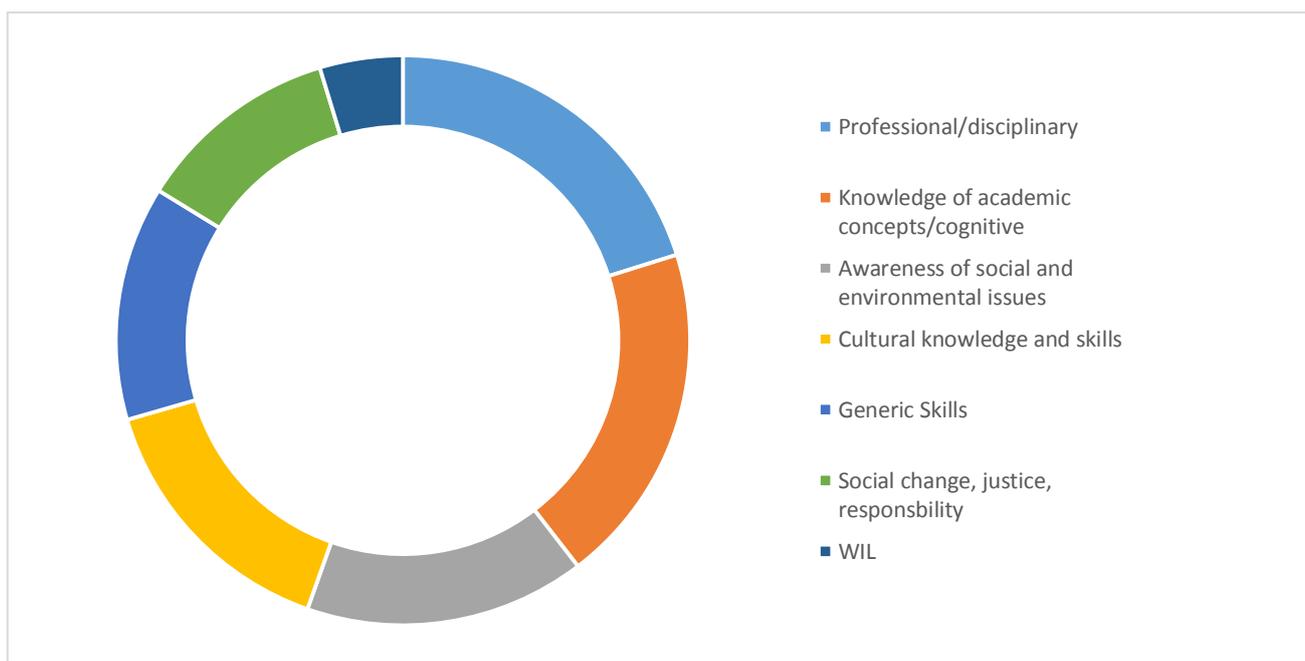
A number of institutions have adopted an explicit institution wide approach to service learning, with centralised service learning staff that either manage service learning opportunities or accredit subjects as a service learning approach. For example, The University of Western Australia has a University Policy on Service Learning which provides for a coordinated service learning approach across the University. The University website states that staff are encouraged to incorporate service learning as

part of a formal educational experience. Subjects are accredited and will state in the subject outline that the unit is recognised by the University as a service learning Unit.<sup>3</sup>

Similarly, University of South Australian (UniSA) has adopted service learning as an important approach in its Teaching and Learning strategy. UniSA applies standards and definitions to ensure activities undertaken do constitute service learning, highlighting the importance of reciprocity and response to community identified priorities<sup>4</sup>. Griffith University has a centralised service learning team responsible for coordinating the institution-wide service learning subject. Both Griffith and University of Notre Dame are planning service learning conferences or summits over 2015/16.

### Intentions

Not surprisingly, the majority of subjects mapped cited an explicit or implicit intent to develop professional or disciplinary skills (56), closely followed by knowledge of academic concepts or cognitive skills (54). Awareness of social and environmental issues was important to over sixty percent of subjects (44) with a smaller number extending these aims to social change, social justice or social responsibility (32). Cultural knowledge and skills were also important (42). WIL or work integrated learning was only explicitly referred to in 13 subjects, reflective of the service learning space which has a greater focus on providing community service. This mapping of aims indicates a number of shared goals and intentions across a range of subjects, disciplines and institutions.



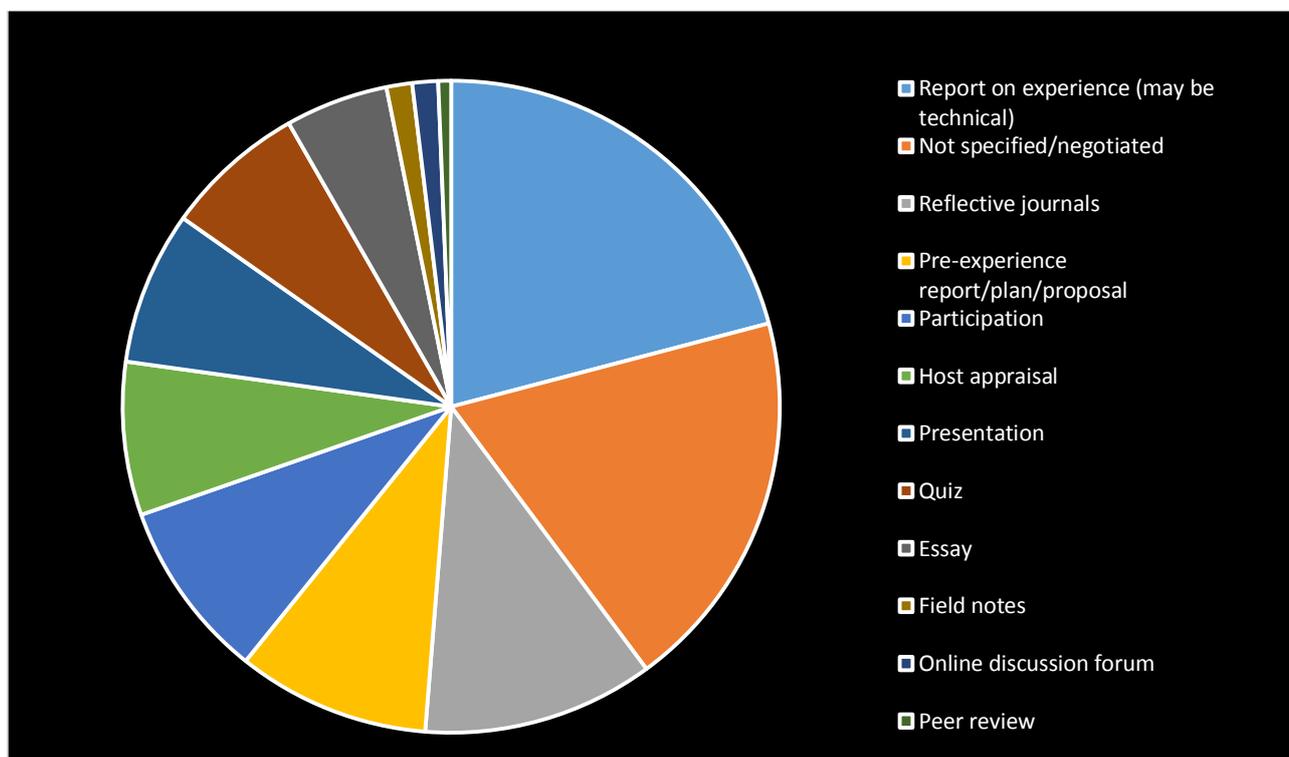
<sup>3</sup> For further information about University of Western Australia service learning policies and procedures, visit: <http://www.worldclasseducation.uwa.edu.au/student-experience/service-learning2> and [http://www.worldclasseducation.uwa.edu.au/\\_data/assets/pdf\\_file/0009/2783232/CAIDi-Service-Learning.pdf](http://www.worldclasseducation.uwa.edu.au/_data/assets/pdf_file/0009/2783232/CAIDi-Service-Learning.pdf)

<sup>4</sup> For further information about University of South Australia service learning policies and procedures <http://w3.unisa.edu.au/academicdevelopment/engagement/service.asp>

## How are intentions enacted and assessed?

The mapping revealed some limited information about the enactment and assessment of curriculum intentions, based on details provided in subject outlines. Working with community and integrating formal academic learning with practical experiences are emphasised across the majority of subjects. Group work or working in teams was important, as well as planning for the experience, conducting action research and reflecting on experiences.

In terms of formal assessment of learning outcomes for students, these mostly took place through the completion of a report on the experience, either to describe the experience or a technical report that could be used by a community partner to inform future actions. Reflective journals are commonly used, while many students were required to prepare for the experience with either a report about the community they would be visiting or a proposal about how they could work with the community during the experiences. Participation in the experience formed the part of some assessments, followed by a range of individually based assessment items such as host appraisal, presentations, quizzes, essays or field notes or participation in an online discussion forum. In one case, student performance was assessed by their peers.



## Agency

As a final point of analysis, the data collected for the curriculum mapping was reviewed to highlight any examples where subjects identified an intent to build student agency. A framework for agency informing the Local Global Learning project developed by Richards, Sweet, & Billett (2013) includes personal epistemology, maximising learning opportunities, self-concept, assertiveness and resilience, as illustrated in the following diagram.



**The interdependent agentic capacities of students**  
Richards, Sweet, & Billett (2013).

A search of subject outlines for these key concepts was undertaken to determine any intentions to develop these skills in students or to require students to demonstrate agency during the subject. Examples of agency were found in 26 subjects, with an intent to facilitate students' awareness of themselves and develop a personal epistemology most frequently cited, followed by emphasis on development of resilience and assertiveness and student agency in maximising their own learning. Examples include:

*Self-concept & personal epistemology*

- Cultural and educational knowledge and/or practices, values, beliefs, cultures and perspectives different from their own.
- Personal and professional values, global social issues and cultural contexts.
- Student's role in the world.
- Reflect upon self, and in particular, aspects of cultural self
- Understanding the social realities of communities, families and students in primary school settings.
- Reflect on preconceived notions about students from diverse socioeconomic and cultural backgrounds.
- Maintain a balance between self, community and environment.
- Values and attitudes concerning justice issues.
- Personalised understanding of human rights, equality and justice.
- Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts.

### *Resilience and assertiveness*

- Recognise one's own limitations and how and when to access support.
- Socially responsible leadership and responsiveness.
- Demonstrate high level personal autonomy and accountability in planning, execution, communication and evaluation of projects.
- Critically reflect on change agency.
- Enhance self-resilience.
- Demonstrate a deep understanding of personal accountability, strengths and weaknesses.

### *Maximising learning opportunities*

- Establish learning goals and participate effectively in teams.
- Demonstrate professional engagement with colleagues and the wider community.
- Work in multidisciplinary teams to design creative solutions.
- Proactively negotiate a project or placement with the partner organisation and academic supervisor.
- Actively participate in the experience and engage in reflexive practice.

Further to these constructs, some subjects explicitly aim to develop citizenship and facilitate action in students as a result of the subject, for example:

- It is intended that students will become active members of their community with well-developed reflective skills for engaging in community, social, political and environmental issues or to promote equity and social justice.
- Active citizenship and contribution to community; in order to foster sustainable communities.
- Develop an ethical sense of social responsibility and citizenship.

Overall, the mapping reveals a number of academics are seeking to develop agency in students ranging on a spectrum of developing resilience and awareness of self, through to expectations of citizenship and student action related to social justice issues as a result of the subject.

### **Conclusion**

This curriculum mapping was undertaken to reveal the extent of explicit treatment of global perspectives and facilitation of student agency around social issues through their community based learning experiences. Overall, the majority of Australian higher education institutions offer these types of learning experiences in a variety of locations across Australia and the Indo-Pacific region. A range of disciplines are offering community based learning experience with varying institutional support structures around subjects, ranging from institution-wide or centralised support through to more ad-hoc offerings which may be dependent on individual staff motivations. The mapping indicates a number of shared goals and intentions across a range of subjects, disciplines and institutions with widespread intent to develop agency and facilitate global perspectives in Australian higher education students.

## References

Richards, J, Sweet, L & Billett, S (2013). Preparing medical students as agentic learners through enhancing student engagement in clinical education. *Asia-Pacific Journal of Cooperative Education*, 14(4), 251-263.

Smith, J., Shaw, N. & Tredinnick, J. (2015). Practice-Based Learning in Community Contexts: A Collaborative Exploration of Pedagogical Principles. In Kennedy, M. Billett, S. Gheradi, S. and Grealish, L. (Eds.). *Practice-based Learning in Higher Education. Jostling Cultures*. Pp. 141-158.

Institution	Subject name	Subject code	Location of experience	Discipline 1	Discipline 2	Discipline ABS Category	Global Perspective Explicit (GE)	Global Perspective Implicit (GI)	Aims Explicit	Aims Implicit	Curriculum Label	Pedagogy/approach	Assessment type	Agency
Australian Catholic University	International study/internship	GLST300, 301, 302, 303 & 304	Asia, Europe and North and South America	3	Bachelor of Global Studies, double degree with Arts, Business Administration, International Development Studies or Theology	Society and Culture	GE		D, E, F		International Internship	Students will spend a semester abroad. Teaching and learning strategies will vary according to the country chosen and the option selected.	T	
Australian National University	Indonesia Field School	ANTH3014	Each year our location is determined in discussion with our partner university in Indonesia	2	School of Anthropology and Archaeology	Studies in Human Society		GI	B, D, E, F, G		Field school	ANU participants work in team with Indonesian students to explore social issues within the community where they are based participants will attend an introductory workshop over several weeks in May before travelling conducting research and development projects there in collaboration with local residents, fieldtrips, practical assignments and formal classes and tutorials	H4, I5, K5, N5	
Australian National University	Pacific Islands Field School	PASI3005	Fiji, Solomon Islands, Samoa, Vanuatu, Tonga, New Calendonia, French Polynesia, Hawaii, Kiribati, Papua New Guinea	1	School of Culture, History and Language	Studies in Human Society	GE		B, C, D, E		Field School	The emphasis is on integrating formal learning with first-hand experience. The in-country work will include field trips, practical assignments and formal classes and tutorials given by staff from ANU.	K5, N5, M6	
Australian National University	Vietnam Field School	ENVS2017	Vietnam	1	Fenner School of Environment and Society	Studies in Human Society	GE		A, B, D, E, F, G		Field School	Emphasis is on integrating formal learning with first-hand experience. Fieldtrips, village stay, language training, urban homestay, classes provided by ANU and University of Da Nanag	R, R, K6, N, Q	

Central Queensland University	Nursing Placement through Antipodeans Abroad		Nepal	1	Nursing	Nursing				B, F	Placement	Setting up camps and working in collaboration with community.	T	
Central Queensland University	Nursing Placement		Japan, Palau, Singapore and India	1	Nursing	Nursing				A, B, C, E	Placement/Study Tour	Maintain a sustainable program of nursing study and exchange with use of the innovative teaching pedagogy of Mask-ed and Pup-ed. The study tour designed to build on the school's strategy of focusing on tropical climates similar to its own geographical regions across Queensland.	T	
Central Queensland University	Service Learning - Contexts and Communities	EDED 12448	Local	1	Bachelor of Education	Teacher Education	GE			B, D, E, F, G	Service Learning	The course uses inquiry-based instruction methods and experiential learning to promote students' understanding of the concept of the hidden curriculum. Students engage in action research and collaborate in partnership with community organisations. They actively participate in service appropriate to their level of skill development and reflect on their experiences, their own previous understandings of teaching and learning and their preconceived notions about students from diverse socioeconomic and cultural backgrounds.	M	Students engage in action research to investigate, identify and collaborate in partnership with community organisations that have the potential for promoting understanding of the social realities of communities, families and students in primary school settings. They actively participate in service appropriate to their level of skill development and reflect on their experiences; their own previous understandings of teaching and learning; and their preconceived notions about students from diverse socioeconomic and cultural backgrounds. Through personal critique and evaluation of the service learning experience, pre-service teachers are equipped with strategies for involving parents and communities in the educative process and are positioned to acknowledge, appreciate and respond to the "funds of knowledge" and diverse

													characteristics that students bring to educational settings.
Central Queensland University	Teaching Abroad		India, Vietnam & China	1	School of Education	Teacher Education			A, B, C	Volunteering	Volunteer teaching. Design hands on learning activities, teach small groups of multi-age students.	T	
Charles Darwin University	Engineers Without Borders	CUC106		1	School of Engineering and IT	Engineering and Information Technology	GE		A, B, D, F		Students work in multi-disciplinary teams to design solutions for projects.	H4, K5, N4, N6, Q6	. Students work in multidisciplinary teams to design solutions for projects ranging from water supply and quality to sanitation, health and education programs, and other infrastructure developments. Developing creative solutions and building prototypes is a major focus in this unit.
Charles Darwin University	Humanitarian and Community Studies Field Education	HCS350	Remote Australia, urban Australia or internationally.	1	Bachelor of Humanitarian and Community Studies	Society and Culture	GE		B, D, E, F	Field education	50 day placement with a community based, humanitarian or development aid agency.	H4, N6, K5, O6	Enhance self-resilience through the combined experience of applying technical and human service skills.
Charles Darwin University	East Indonesia Field Intensive	SBI 300	East Indonesia	3	NRM?	Studies in Human Society		GI	B, E, F, G	Field intensive	Two-week field studies placement in West Timor. Students will work on real issues, compulsory pre and post trip studies online, collaborate with fellow Australian and Indonesian students across a range of backgrounds.	H4, J4, J5, K6, N5	

Charles Darwin University	Professional Placement in Global Learning	EMG509	Cambodia, Timor-Leste, Indonesia, Malaysia, Philippines and Laos	1	School of Education (post-grad)	Teacher Education	GE			A, B, D, F, G	Placement	This unit involves a negotiated placement. The unit includes two forms of investigation: desk-based research work and participatory strategies to understand the characteristics of complex learning organisations and an extended period of engagement with a nominated organisation or community group in which the student will implement strategies of data collection (document and policy analysis, investigation of curriculum texts, marketing materials and historical data).	H4, N6
Charles Darwin University	Education Preservice Teacher Placements in Alternative Settings	ETP310, ETP320, EPR201, EPR300, ECP210, ETP424, ETP426	Malaysia	1	Education	Teacher Education				B, E	Placement	Ten-day practicum in Malaysia.	T
Charles Sturt University	International Experience Program - Social Work, Rural and Community Development		Indonesia and India	1	School of Humanities and Social Sciences	Human Welfare Studies and Services		GI		F,G	Placement	placement to gain first-hand experience	T
Charles Sturt University	International Experience Program - Service Learning in the Himalayas	JRN316	Himalayas	3	Journalism	Communication and Media Studies	GE			E, F, G	Service Learning	Engage in local culture through involvement in the work of community service groups. Participants devise and develop an action plan/project designed to contribute to the community.	T
Charles Sturt University	International Experience Program - Social Entrepreneurship Impact Project with 40K globe		India	3	Open to all CSU students	Multi-disciplinary		GI		F, G	International Experience	Trained in principles of social entrepreneurship and when in India actually go about building this social business in a team.	T

Charles Sturt University	Placement for fourth year occupational therapy, physiotherapy, speech pathology and podiatry students		Vietnam, Bangladesh, Nepal	3	School of Community Health	Rehabilitation Therapies		G		A, B, C, D, E	Placement	Workplace learning placement	K5, T	
Charles Sturt University	International Experience Program - Volunteer Teaching.		Cambodia, Vanuatu, Solomon's, India, Nepal, New Zealand or Japan.	1	School of Education	Teacher Education				B, E	Professional Experience	Professional experience by teaching in local schools.	T	
Deakin University	Intercultural Dialogue Through Design Study Tour	SRD767	Asia	1	School of Architecture	Architecture and Urban Environment	GE			B, D, E	Study tour	The learning occurs through a structured programme and design project incorporating a period of intensive collaborative engagement and immersive cultural experience. Engage and work collaboratively with international partners.	L4, L5, L6, K6	
Deakin University	Humanitarian Assistance Internship	AHA726			Master of Humanitarian Assistance	Human Welfare Studies and Services		GI		B, C	Internship	Gain first hand work experience and explore practical applications of their academic studies.	I, K, N	
Deakin University	Community Based Volunteering	MIS291 & 292		3	Offered to all students	Multi-disciplinary				A, D, G		Students will learn in and with the community. Students will then critically reflect on their placement, their graduate attributes and employability competencies.	H4, K5, N6	
Deakin University	Cultural Heritage and Museums Field School	AIM718	Indonesia	1	Cultural Heritage and Museum Studies	Society and Culture					Field School	students will work with community representatives to address the need for an interpretive scheme for the community museum	R, L, M	
Deakin University	Global Experience Program	EEG402	Northern Territory, Canada, Malaysia, Nepal, Switzerland, Vanuatu	1	Education	Teacher Education	GE			B, D, E, F, G	Practicum		H, N	. It challenges pre-service teachers to think about, deal with, and appreciate cultural and educational knowledge and/or practices and perspectives different from their own. And the result is the development of a broader range of teaching and learning approaches and a more global perspective on education.
Federation University	International Experience &	SOCOG310 4 & SOCOG310 5	Cambodia or Australia (Aboriginal Community)	3	Bachelor of Arts (International Studies) & Nursing	Society and Culture, Nursing				D, E	Placement	participation in a project or placement in an organisation	T	

	Intercultural Practice													
Flinders University	International Experience &/or Practicum	INST3003	Offshore or onshore	1	Bachelor of Arts (International Relations or Development Studies)	Society and Culture	GE		B, D, F		Practicum		T	
Griffith University	Working in International Communities	1947HSV	International	1	Human Services	Human Welfare Studies and Services	GE		D, E, F, G		Provides opportunity for groups to travel overseas and experience a set of social arrangements different from Australia.		L	The IGP provides a practical, grounded, and 'lived' experience to facilitate critical reflection about personal and professional values, global social issues and cultural contexts.
Griffith University	Community Internship	3002		3	Offered to all Griffith Students who have completed a minimum 80CP of study.	Multi-disciplinary	GE		B, G		combining volunteering with academic learning		T	Community based volunteering is combined with a structured academic program of learning "that provides insight into the student's role in the world and explores a range of issues that relate to improving a variety of community needs".
James Cook University	Business Plan: Application of Strategy	LB5218	Singapore	1	Business	Business and Management			A, B, D		practice based learning, small teams of students devise, develop, deliver and document an integrated plan for a real or simulated business		J, Q5, S6, M	Demonstrate high level personal autonomy and accountability in planning, execution, communication and evaluation of projects.
James Cook University	International Exchange	WS2008	India, Thailand	3	BA, BSW, BSocSc, BMJourn, Blang	Human Welfare Studies and Services, Studies in Human Society, Language and Literature, Communication and Media Studies		GI	D, E		provides the opportunity to put learning into practice through participation in a three week international exchange, students will complete an online module which will develop their ability to recognise and understand their own cultural context, the subject promotes and inter-cultural learning approach		L, M, Q	demonstrate the ability to critically reflect upon self, and in particular, aspects of cultural self;
James Cook University	Service Learning for Sustainable Futures	ED4460	Local or Cambodia	1	School of Education	Teacher Education	GE		B, D, G		Preservice teachers will integrate meaningful community service with learning experiences and reflection.		H4, L5, N6	critically reflect on professional learning, active citizenship and contribution to community; demonstrate professional engagement with colleagues and the wider community in order to foster sustainable communities; establish learning goals and participate effectively in teams in line with personal skills and responsibilities;

La Trobe University	Service Learning in the Community	HUM2SLC		3	Open to second and third year students from any college	Multi-disciplinary	GE		A, F, G	Service Learning	The subject starts with a full day symposium to prepare you for working on a community project, it then moves on to face-to-face tutorials, online modules and your community project. Throughout the subject you will be asked to reflect on your learning.	R, H, K, Q	Content – you'll explore topics that may include: <ul style="list-style-type: none"> <li>• the politics of promoting social change</li> <li>• sustainability</li> <li>• change agency</li> </ul>
La Trobe University	Participation in diverse communities through service learning	OCT3PDC		1	Occupational Therapy	Rehabilitation Therapies		GI	A, B, F, G	Service Learning	Through participation in a service learning experience in a community setting, students will deepen their understanding of community diversity and social justice. Students will reflect on their service learning experience through focused reflections and group tasks, allowing integration of theoretical material with learning in the field.	T	
La Trobe University	Concepts of Communities	EDU1CC	Local/regional communities	2	Education	Teacher Education	GE		G, D, F, G	Service Learning	Through structured opportunities to initiate and engage in a community service-learning project, students are encouraged to identify their own underlying beliefs, explore their values and attitudes and reflect upon these factors in relation to their roles as teachers.	T	Identify and explain how socio-cultural concepts and change construct people's behaviour, attitudes and values, including your own. Identify, articulate and reflect upon the links between yourself as a future educator and community member, community organisations, the local community and society in general. Demonstrate an understanding of the impact of participating in community initiatives, with a focus on networking, partnerships and resolution of complex social problems.
Macquarie University	Social Change Placement	SOC352		1	Sociology	Studies in Human Society		GI	D, F, G	Action Research	The unit is designed as an 'action research' project in which students research the process of social change by direct involvement in social change campaigns.	T	
Queensland University of Technology	Public Health and Social Work International teaching and practical placements		Vietnam, India	2	Social Work & Nursing	Human Welfare Studies and Services, Nursing							

Queensland University of Technology	Community Engaged Learning Lab			3	Interdisciplinary	Multi-disciplinary		GI	A, F, G		Work with community organisations on activities that support the needs of community and enhance students' skills and capabilities.	T	
Queensland University of Technology		LCB006		1	Education	Teacher Education				D, E, F	Desired outcomes are achieved through descriptive, interpretive, analytic and expressive processes to share learning with fellow students and staff.	T	
RMIT	International Internship	HUS2314	International & Local	1	Global, Urban Studies and Social Studies	Studies in Human Society	GE		C, D, E	Internship	You will be required to secure and satisfactorily complete a work-based internship placement in an international or cross-cultural context either in Australia or overseas. The meaningfulness of the internship is determined less by duration and then by the quality of learning experiences afforded and the intellectual substance of internship preparations. Central to internship is learning by observation, participation in teams and undertaking work in employment or community organisations.	H, K, N, O.	
RMIT	International Perspective on Community Development	365H	International	1	Community Development	Society and Culture	GE		A, D, E, F, G	Study tour	It will involve living and travelling together as a group with opportunities for local community immersions. The study tour will utilise a number of action learning approaches, such as participant observation, immersion, group discussions and fieldwork.	L, N, Q	Develop their ability to participate and contribute to group life and learning in a study tour context. 5. Develop their skills in working in cross-cultural settings. The assessment will involve a variety of tasks that include: active participation, presentations and written assignments.
RMIT	Indigenous Fieldwork	HUSO2215	Indigenous community in Australia or overseas	1	Indigenous Studies	Studies in Human Society	GE		A, B, D, E, F, G	Fieldwork	Intensive fieldwork visit to an Indigenous community Australia or overseas. Apply knowledge to project field work, working intensively in teams, recording and documentation of community-based research and reflect analytically on your experiences.	L, K, M	

Southern Cross University	Live Ideas Project			3	For all SCU students	Multi-disciplinary						Provides opportunities for SCU students and staff to work with community partners for mutual benefit. Live ideas is an online noticeboard where partners can submit project ideas that staff and students can search for possible collaborative projects.	T	
The University of Adelaide	Development Studies Professional Practicum	DEVT 3002	Indonesia	1	Development Studies	Society and Culture	GE		A, B, D, E, F		Practicum	Two weeks of intensive Indonesian language training; series of lectures by experts on development issues in Indonesia; field trips to related sites and an internship with a development organisation.	R4, L5, K6	
The University of Melbourne	Community Volunteering for Change	MULT20012 & MULT30020		3	Interdisciplinary	Multi-disciplinary	GE		A, B, G		Volunteering	The placement is supplemented by pre and post placement classes. The pre-placement seminars will include theoretical frameworks as well as self-assessment, reflexivity and professional skills.	N5, Q6, M6, L4, L5, L6	Students will be expected to identify potential host organisations for work placement. Students experiencing problems finding a placement should contact the subject co-ordinator. Through enrolment in this subject, students will develop skills as global citizens and leaders in communities and will contribute significantly to the community.
The University of Newcastle	Work Integrated Learning in Development Studies and Human Geography	GEOG3330		3	Bachelor of Development Studies and Bachelor of Science, Bachelor of Social Science.	Studies in Human Society		GI	A, B, C, D		WIL	Work integrated learning, experiential learning supported by appropriate readings and career guidance.	K, O, N6	
The University of Notre Dame	Social Justice, Service-Learning and Community-Engagement	JS317		1	Social Justice	Studies in Human Society	GE		F, G		Service Learning		T	It is intended that students will become active members of their community with well-developed reflective skills for engaging in community, social, political and environmental issues.
The University of Notre Dame	Education, Service Learning and Social Justice	ED1340		1	Education	Teacher Education	GE		F, G		Service Learning	In conjunction with an intellectual understanding of key issues, students undertake a minimum 13 hours of community service placement. Personal reflection, academic reading in the area of service learning, social analysis and researching the educational implications of particular	T	Emphasis will be placed on ethical decision-making, critical thinking, leadership development and maintaining a balance between self, community and environment. It is intended that students will become active members of their community with well-developed reflective skills for engaging in community, social, political and environmental issues.

												social issues are essential elements of the unit.		
The University of Notre Dame	Cross-cultural Service Learning	ED3019	Local or international	1	Education	Teacher Education	GE		B, D, E, F, G		Service Learning	In a diverse team environment, students will have the opportunity to engage with, learn from and offer their support to exciting projects in-situ through various not-for-profit organisations.	T	
The University of Notre Dame	Service Learning	ED3023	Local or international	1	Education	Teacher Education	GE		B, D, F, G		Service Learning	Gain valuable lived experience and engage with questions of social justice, education, ethics and sustainability through a service learning placement, either nationally or internationally. Students will work in a diverse team environment and have the opportunity to engage with, learn from and offer their support to exciting projects in situ through various not-for-profit organisations.	T	
The University of Western Australia	Fundamentals of Service Learning	SVLG1001	Local	3	Available to all UWA students	Multi-disciplinary	GE		A, B, C, D, G		Service learning	3 components - what service learning is, develop skills to be everyday makers of social change, develop understanding about socially responsible leadership		Empower students with the skills and knowledge to become socially responsible leaders
The University of Western Australia	Service Learning Experience	SVLG1003	Local	3	Available to all UWA students	Multi-disciplinary	GE		A, B, C, D, G		Service learning	The first subject prepares students for the service learning experience while the second subject comprises the experience itself	T	Empower students with the skills and knowledge to become socially responsible leaders
The University of Western Australia	Medicine and Rural Specialisation	SMED4222	Local or international	1	Medicine	Medical Studies	GE		A, B, D, E, F		Service Learning		R, O, N	
The University of Western Australia	Medicine and Rural Specialisation	SMED4223	Local or international	1	Medicine	Medical Studies	GE		A, B, D, E, F		Service Learning		R, O, N	
The University of	Medicine and Rural	SMED4224	Local or international	1	Medicine	Medical Studies	GE		A, B, D, E, F		Service Learning		R, O, N	

Western Australia	Specialisation												
The University of Western Australia	Public Health	PUBH2211	India	1	Public Health	Public Health	GE		B, D, E, F, G		Service Learning	Address health issues in partnership with a NGO on a health issue identified as a priority by Grama Vikas	M4, N5, L5, Q5, K5  (1) develop an ethical sense of social responsibility and citizenship; (2) promote equity and social justice in the community; (5) analyse the factors that influence the health of villagers; (6) discuss the differences in health and health care that exist across patient groups and communities; (9) recognise one's own limitations and how and when to access support; and (10) employ skills of personal reflection.
The University of Western Australia	Public Health	PUBH3308		1	Public Health	Public Health	GE		A, B, D, F, G		Service Learning	Practicum to develop observational skills, practical skills, lateral thinking, problem solving skills, literacy and communication skills	H4, O5, K6, Q6
The University of Western Australia	Aboriginal Health	SAHE4222	Local or international	1	Aboriginal Health	Public Health	GE		A, B, D, E, F		Service Learning		R, O, N  (3) draw on their experience working with the organisation to develop reflective case studies that demonstrate their deep understanding of (a) personal accountability, strengths and weaknesses, (b) ethical issues arising from service, (c) leadership and responsiveness to community organisation direction, (d) a diversity of beliefs, values and cultures, (e) strategies to address health inequity, (f) provision of effective client and community-centred service, and (g) reciprocal learning and teaching; and (4) identify a critical issue that reflects the community organisation's priorities and apply an evidenced approach to addressing that issue.
The University of Western Australia	Aboriginal Health	SAHE5312	Local or international	1	Aboriginal Health	Public Health	GE		A, B, D, E, F		Service Learning		R, O, N  (3) draw on their experience working with the organisation to develop reflective case studies that demonstrate their deep understanding of (a) personal accountability, strengths and weaknesses, (b) ethical issues arising from service, (c) leadership and responsiveness to community organisation direction, (d) a diversity of beliefs, values and



The University of Western Australia	Knowing Country: The Dreaming and Darwin	INDG2700	Local - Albany	1	Indigenous Studies	Studies in Human Society			B, D, E		Service Learning	Short lecture series followed by interactive field work	K, L, N	
The University of Western Australia	Indigenous Design Studio	INDG3600		1	Indigenous Studies	Studies in Human Society			B, D, E		Service Learning	The unit explores the creative pedagogies of the design studio as a means to investigate and represent cultural heritage.	K, L, N	
The University of Western Australia	Indigenous Ways of Knowing	INDG3800		1	Indigenous Studies	Studies in Human Society	GE		B, D, E		Service Learning	Critical analysis, investigations, methods of 'shared space' research collaboration and representation	L, N, Q	
The University of Western Australia	Indigenous Heritage Special Topic	INDG5108		1	Indigenous Studies	Studies in Human Society	GE		B, D, E		Service Learning		L, N, Q	
The University of Western Australia	Indigenous Heritage Study Tour	INDG5109	Local or international	1	Indigenous Studies	Studies in Human Society			B, D, E		Service Learning	Field interviews, observations, and community based research.	Q, N	
University of South Australia	Community Service Learning Project 1	EDUC 4186		3	University wide elective	Multi-disciplinary			A, B, C, D, F		Service Learning	Students will work in multi-disciplinary teams and solve real problems experienced by community organisations.	H4, K5, N6	
University of South Australia	Community Service Learning Project 2	EDUC 4187		3	University wide elective	Multi-disciplinary			A, B, C, D, F		Service Learning	Students will work in multi-disciplinary teams and solve real problems experienced by community organisations.	H4, T, K5	
University of South Australia	Community Service Learning Project 3	EDUC 4188		3	University wide elective	Multi-disciplinary			A, B, C, D, F		Service Learning	Students will work in multi-disciplinary teams and solve real problems experienced by community organisations.	H4, N6, K6	
University of Sydney	RARE: Remote and Rural Enterprise		Remote and rural Australia	1	Business	Business and Management		GI	B, C, D, E, F		Action Research	Collaborative complete action-research projects, community consultation, researching best practice internationally and locally, reviewing local markets and adapting business models to suite Australia's remote environments and socio-cultural differences.	T	
University of Technology Sydney	Social Inquiry Placement	58314	Non-university setting	1	Communication	Communication and Media Studies				A, B, D, F, G	Placement	Placements usually undertaken as individual projects.	H4, Q6, N6	A discrete and manageable project is negotiated between the student, partner organisation and academic supervisor.

University of Wollongong	Education for Social Equity	EDSE401		1	Education	Teacher Education		GI	A, B, D, F, G		Service Learning	a series of campus-based workshops, followed by placement and reflection on values to provide relevant social context	T	The Preservice Teachers will be asked to reflect upon their values and attitudes concerning justice issues and how these can impact on their future professional and personal lives. The subject 'Education for Social Equity' provides Preservice Teachers with relevant social context so they come to a personalised understanding of human rights, equality and justice while relating this to teacher education and the teaching profession.
Victoria University	International Studies: Professional Learning	ASX3001	Local cultural and linguistically diverse community or overseas	2	Bachelor of International Studies/Bachelor of Business	Business and Management		GI	A, B, D, E, F		Placement	Depending on the placement that is negotiated (on the basis of personal interest, students' area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator.	K, N, O	Depending on the placement that is negotiated (on the basis of personal interest, students' area/s of professional and international studies specialisation and placement availability) students may be placed in an organisation individually or as part of a small team (eg. working as part of a group on a community fieldwork placement). Students are encouraged to be proactively involved in organising and negotiating their own placement with support from the unit co-ordinator.
Victoria University	International Teaching and Learning Context	AEB2303	Northern Territory, Japan, Malaysia, China, Timor Leste, India and Thailand	1	Education	Teacher Education	GE		A, B, D, E, F, G		Professional experience	Students engage in a series of preparatory university classes and are then supported in order to travel in groups to our partner universities and complete an elective unit while abroad, and placement in a local school. Praxis inquiry approach.	K, N, Q	In this unit preservice teachers will be asked to identify initiating questions such as, 'How is learning shaped in international contexts?', 'How does culture impact on teaching and learning?' and 'how does an international experience inform my current teaching and learning practices and ideologies?' Develop core graduate attributes in problem-solving, using information, oral and written communication, working autonomously and collaboratively and working in socially and culturally diverse contexts; <ul style="list-style-type: none"> <li>• Make connections between an international practicum experience and a range of theories/approaches of teaching</li> </ul>

														and learning; <ul style="list-style-type: none"> <li>• Demonstrate greater personal insight into the impact of culture and history on teaching and learning contexts;</li> <li>• Focus on the implementation of diversity in classrooms in relation to pedagogical approaches within an international context;</li> <li>• Actively participate in and international Project Partnership experience and engagement in reflexive practices.</li> </ul>
Western Sydney University	Learning through Indigenous Australian Community Service	101758	Australian Indigenous	1	Indigenous Australian Studies	Studies in Human Society			A, B, D, E		Placement	Ten day placement to gain insights	T	Students negotiate a project with an Indigenous community
Western Sydney University	ROSETE		Sydney	1	Education	Teacher Education	GE		A, B, D, E		Researcher education	Combine academic work with practical teaching experience	T	

**Legend**

code	Discipline 1	Discipline 2	Aims	Curriculum Label	Pedagogy/approach	Assessment Type	Agency	Search term
0	not discipline specific	Open text	A Generic skills	Open text response	Open text response	H Pre-experience report/plan/proposal	Personal Epistemology	Personal
1	one distinct discipline		B Professional/disciplinary skills			I Field notes	Maximising Learning Opportunities	Opportunity, Learning, Initiative, Expected to
2	two distinct disciplines		C WIL			J Online discussion forum	Self-concept	Self
3	3 or more disciplines (multi-disciplinary)		D Knowledge of academic concepts/cognitive			K Reflective journals	Assertiveness	Assertive, Active
			E Cultural knowledge and skills			L Participation	Resilience	Resilience
			F Awareness of social, cultural, political, environmental issues			M Essay		Agent
			G Social change/justice/responsibility			N Report on experience (may be technical)		Agency
						O Host appraisal		

							Q	Presentation		
							R	Quiz		
							S	Peer review		
							T	Not specified/negotiated		
							U	Available as non-award		
							4	Preparation		
							5	Action		
							6	Reflection		