LOCALGLOBAL
LEARNING

GOOD PRACTICE GUIDE

Facilitating global perspectives in diverse student cohorts through community-based learning experiences

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WHAT POLICY INITIATIVES SUPPORT PROGRAMS DESIGNED TO DEVELOP GLOBAL PERSPECTIVES?

The International Association of Universities has issued a Call for Action to re-examine the goals and values underpinning internationalisation of the curriculum. At present, internationalisation initiatives rely heavily on mobility experiences or discrete electives to expose students to global perspectives. However, only one in six graduates is likely to have accessed an international mobility experience during their studies, demonstrating the need for broader approaches that capture the potential of local as well as international experiences. Embedding the development of global perspectives throughout degrees offers the potential to facilitate critical global citizenship in diverse student cohorts. Critical curriculum and pedagogical frameworks can assist students to appreciate other cultural viewpoints, critically understand their position in the world and the relations amongst individuals, society, and government in both local and global communities, all characteristics of UNESCO's conceptualisation of the critical global citizen. Universities Australia refer to a 'third-wave' in higher education emphasising long term sustainable, reciprocal partnerships built on cross institutional activity and globalised curriculum. Furthermore, linguistic and inter-cultural development can build deeper connections between Australia and our region. Good practice occurs when educational institutions and teachers develop and enact well considered, **critical curriculum** combined with investment in **transformative local and global partnerships**.

FACILITATING GLOBAL PERSPECTIVES IN DIVERSE STUDENT COHORTS THROUGH COMMUNITY-BASED LEARNING EXPERIENCES

This **Good Practice Guide** supports academic and professional staff in designing community-based learning experiences that cultivate global perspectives in diverse student cohorts. It draws on the findings of the Office of Learning and Teaching funded *Local Global Learning* project that sought to examine:

- How diverse students view themselves as global citizens,

- What pedagogic elements of service learning curriculum and experiences are most effective in developing global perspectives for diverse students, and

- How service learning curriculum can promote and develop mobility for diverse groups.

The Good Practice Guide* seeks to:

✓ Inform the design and development of curriculum that enables students' capacities and agency regarding engagement with global perspectives.

✓ Provide a critical frame to the development of global perspectives.

✓ Present options for maximising learning opportunities from local and international experiences.

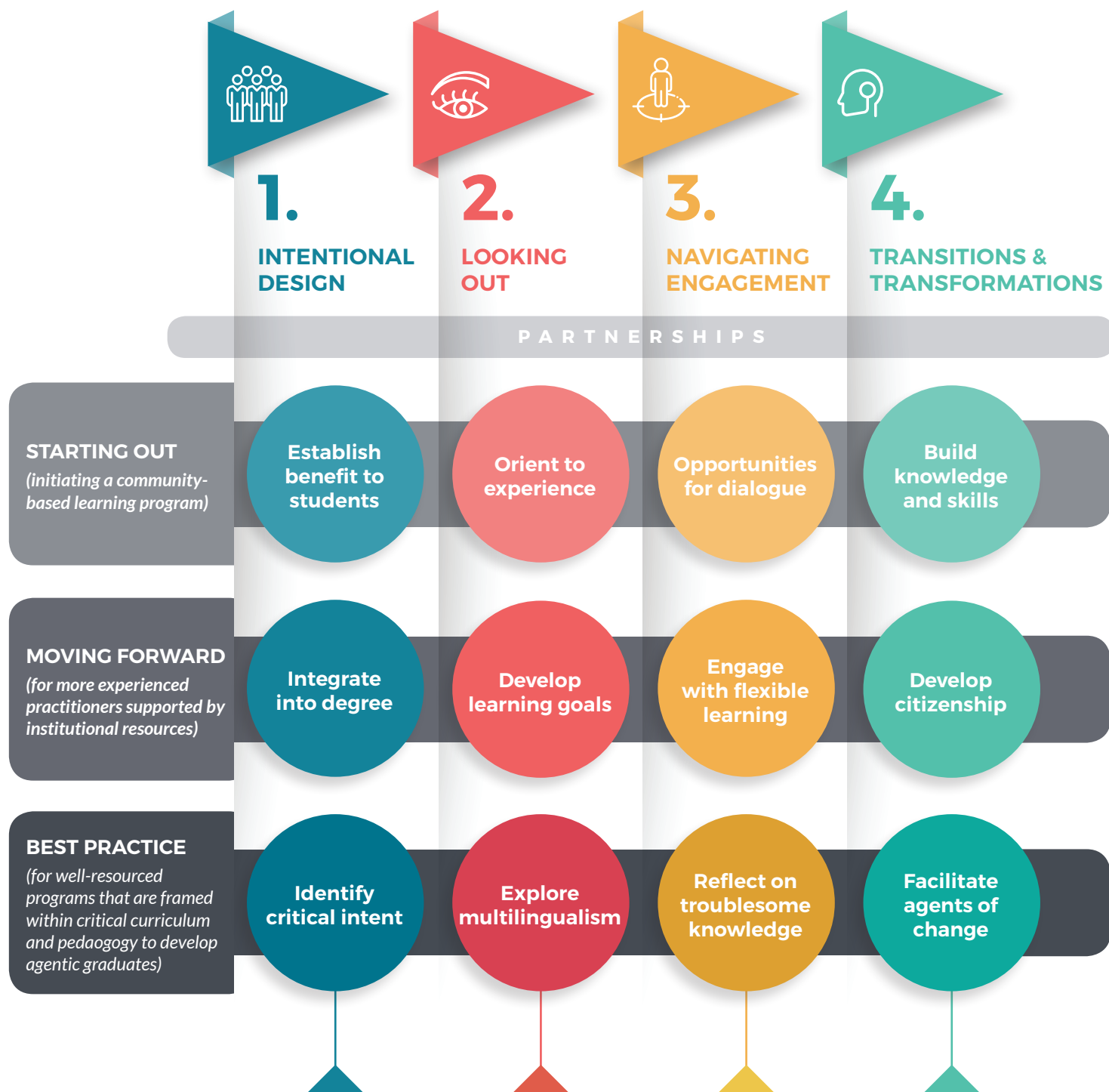*An elaboration of this guide is found in the project final report and eBook.*

What is service learning?

Service learning requires students to work with a community or organisation (their host) within a curriculum structure that requires students to (i) **prepare** for the experience through theoretical preparation for and choices for service, (ii) **act** through meaningful participation and (iii) critically **reflect** on their learning and the links between their experiences and theory. This structure can be integrated with Billett's (2011) **intended**, **enacted** and **experienced** curriculum guidelines for integrating practice-based experiences and Britt's (2009) **learner**, **citizen** and **change agent** taxonomy for student development. Good practice in service learning is built on strong community partnerships, ensuring that service undertaken by students responds to host priorities.

While study abroad experiences affect learning in students' cognitive, interpersonal and intrapersonal domains, service learning experiences can go further by developing a sense of social responsibility, identity development and perspective transformation, citizenship, critical thinking and social justice orientations, tolerance of difference and intercultural knowledge (Bamber & Pike, 2013; Enberg, 2013; Gilbride-Brown, 2011; Talbot, 2011).

DOMAINS OF PRACTICE

Developing, establishing and consolidating community-based critical learning programs can be an incremental and fluctuating process. Whilst the diagram is linear, the lived experience will be rhizomatic, in response to circumstances, opportunities and serendipitous encounters. All levels of practice are built on a foundation of **reciprocal partnerships** which are a pre-requisite to establishing community-based learning programs.

1. INTENTIONAL DESIGN

2. LOOKING OUT

3. NAVIGATING ENGAGEMENT

4. TRANSITIONS & TRANSFORMATIONS

PARTNERSHIPS

STARTING OUT
(initiating a community-based learning program)

| Establish benefit to students | Orient to experience | Opportunities for dialogue | Build knowledge and skills |

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

| Integrate into degree | Develop learning goals | Engage with flexible learning | Develop citizenship |

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

| Identify critical intent | Explore multilingualism | Reflect on troublesome knowledge | Facilitate agents of change |

CONSIDERATIONS UNDERPINNING ALL DOMAINS

Reciprocal partnerships [with communities and contexts in which these learning experiences take place] are paramount. Without these partnerships there would be no learning experiences; the implications for neglecting these relationships is noted elsewhere (Miles et al., 2016).

Institutional support is 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 influence the 'take-up' and success of these experiences.

The considerations presented here are by no means exhaustive and are intended to stimulate further reflection as necessary to individual institutional contexts. These should be deliberated in each and every domain.

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.

Example: Students complete a personal audit on the knowledge base and skills they have as a soon to be professional, and identify issues, areas and groups of people that they still want to learn more about. Prompt students to consider how they can use the service experience as an opportunity for this learning.

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.

Example: Involve students in joint conferences related to the academic partnership.

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.

Example: After viewing 'Dreams from Endangered Cultures', ask students to respond to critical questions, such as:

- *Consider the various components of your own culture. Does your culture diminish or promote the preservation of cultural diversity? If so, how?*

- *Consider your future vision for practice in your chosen field of study (either in Australia or elsewhere). Does this vision of practice diminish or promote the preservation of cultural diversity? If so, how?*

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?

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.

Example: Use preparation activities such as discussions about dealing with uncertainty and group dynamics. 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.

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.

Example: Ask students to identify how their different cultural and work experiences and expectations shape their learning goals.

Example: Provide student teams with a brief from their host prior to planning their experience and to clarify the contribution that students can make through their service learning experience.

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.

Example: Compare different styles or genres of multilingual texts (e.g. poetry, proverbs, riddles) and have students consider how the same information is conveyed, albeit with different meanings. Students translate concepts from one language to another in ways that preserve the disruptive effects of their apparent strangeness to explore the role of language as an expression of culture.

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?

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.

Example: Pair each visiting student with at least one or perhaps two local buddies. The buddies are responsible for supporting the visiting student in translation, improving their language and sharing responsibility for an end of exchange presentation. Connect students online prior to and during the experience.

Example: Resource mobility programs to enable two academic staff to accompany students throughout the experience to enable more opportunities for dialogue.

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'.

Example: Resource the program to enable two academic staff to accompany students throughout the experience. Encourage peer problem solving throughout and following the experience, recognising that student learning outcomes will vary. Require students to reflect on the unexpected learning that has occurred, the translation of their theoretical knowledge into practice and/ or their development of tangible skills such as communication and time management.

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.

Example: Organise regular group discussions during the experience (e.g. daily or at strategic points). Use questions that require students to examine incidents in a particular way, for example, questions around cultural imperialism, colonising practices, racism and privilege.

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?**

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 inks 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.

Example: Develop portfolios to establish links between service experiences and relevant professional standards. Evidence standards both with very specific examples and generalised strategies, linking the learnings from the experience to future professional practice.

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.

Example: Engage in regular informal discussions relating to critical incidents that have occurred during the experience. Encourage students to consider incidents from the perspective of each person involved. Ask students to reflect on the feeling of being the outsider and how that could inform their future personal and professional practice.

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.

Example: Ask students to articulate their motivations, future directions or personal resolutions arising as a result of the experience. Assist students to navigate appropriate action in a complex world.

CONSIDER COMPLEXITIES OF NAVIGATING TRANSITIONS AND TRANSFOR-MATIONS...

- **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?

LOCAL GLOBAL LEARNING

Definitions

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

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

Reciprocal relationships: relationships between universities and host organisations, including partner universities or community agencies, which are developed over time and move beyond superficial encounters. Partners develop mutual understanding of goals and priorities for all parties so that benefits from the experience are not assumed but negotiated and equitable.

Saviour complex: viewing others with a lens of deficiency and disregarding strengths, resulting in the feeling the need to 'save' others.

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

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