



Engagement Australia Conference

Next Steps: Community
Engaged Learning

9 – 11 July 2012

Queensland University of Technology
Brisbane, Australia



**engagement
australia**

universities connecting with
community ■ business ■ industry

proceedings
& handbook



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2012 Engagement Australia Conference Proceedings
Next Steps: Community Engaged Learning

Published by Engagement Australia



Welcome

On behalf of Engagement Australia it is my pleasure to welcome you all – delegates, presenters, keynote speakers and students to our 9th International Conference Next Steps: Community Engaged Learning.

This year the conference is being held at the beautiful Gardens Point Campus of the Queensland University of Technology (QUT) and we wish to thank QUT for all of their support and assistance in helping Engagement Australia to realise this event.

We're continuing our 'Next Steps' theme and Community Engaged Learning is the focus of the 2012 conference. The spectrum of Community Engaged Learning encompasses a diverse array of activities – such as Service Learning, Work Integrated Learning and practicum – that enhance the community, the university, and the student experience.

It's my pleasure to welcome our two keynote speakers – Lorraine McIlrath and Caroline Thompson – I know that your diverse views, understanding and perspectives on 'community-engaged learning' are sure to provide all delegates with considerable food for thought. I also welcome our conference dinner speaker the ABC radio presenter Richard Fidler who presents the very popular Conversations with Richard Fidler.

It is also important to acknowledge all of our national and international conference presenters – it is your contribution that shapes our conference, your research, case study stories and roundtables all provide vital and valuable material to stimulate our delegates learning and professional development.

Conference presentations are clustered around student, community, business/industry and academic perspectives on Community Engaged Learning, and you will note that our engaging presenters may be from the community, including business/industry, or be part of a university as academic or non-academic staff or students. In response to delegate feedback from our 2011 conference we have devoted most of the third day of the conference to skill development with our extended workshop program.

Partnerships are a key feature of engagement and the Board of Engagement Australia acknowledges that our annual international conference would not be possible without the contribution of our conference partners. So, it is my pleasure to acknowledge our Conference Partners – the support of each organisation is both appreciated and valued. I thank you.

- **Queensland University of Technology**
Venue Partner
- **University of Newcastle**
Presenting Partner
- **La Trobe University**
Welcome Reception Partner
- **CQUniversity**
Name Badge Partner
- **Campus Review**
Media Partner

I would also acknowledge our collaborative partners: the Talloires Network, B-HERT – the Business and Higher Education Roundtable, and ACEN – the Australian Collaborative Education Network and welcome any of their members or representatives who are present at our conference.

And finally the Engagement Australia Board encourages you to do two things. Firstly, to value add to your conference experience by networking, connecting and seeking like-minded others to engage with beyond the confines of the conference. And secondly, by becoming a University or Associate Member of Engagement Australia, as a member you can help contribute to your organisation now and into the future.

For further information speak to our Secretariat team or any of the Engagement Australia directors at the conference or go to www.engagementaustralia.org.au

Professor Peter Creamer
Chair, AUCEA 2011–2012

9th Engagement Australia International Conference

Next Steps: Community Engaged Learning

Conference Aims

- Provide a forum for provocative and interactive discussion about University-Community Engagement in Australia and across the world;
- Provide an opportunity for universities to showcase University-Community Engagement research, theoretical aspects and best practice;
- Engage with individuals and organisations outside of the higher education sector in order to better sustain University-Community Engagement;
- Provide a venue for high quality 'scholarship of engagement'; and
- Attract new members, individuals, institutions and organisations, to Engagement Australia from across Australia and internationally.

These aims will be enabled through active delegate participation, the sharing of knowledge and experience, and presentations that focus on the identified themes and streams.

Conference Themes

Community Engaged Learning is the focus of the conference and it is based upon mutual benefit and reciprocity between the "engagers". Engagers may be from the community, including business/industry, or be part of a university as academic or professional staff or students.

The spectrum of Community Engaged Learning encompasses a diverse array of activities that enhance the community, the university, and the student experience.

The conference includes presentations around the following perspectives or themes on Community Engaged Learning:

- student perspective/s
- community perspective/s
- business/industry perspective/s
- academic perspective/s.

Conference delegates are encouraged to think about how these themes play out in the context of their work in particular, and how they relate to University-Community Engagement in general.

Engagement Australia Board of Directors

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Engagement Australia Register of Members 2012

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Location and Venue

Brisbane

Positive and forward-thinking, generous and optimistic, Brisbane is Australia's new world city. Located on the east coast of Australia in the heart of one of the country's fastest growing regions, Brisbane is the capital of Queensland – a state well known for its natural beauty and world-class tourism attractions.

Home to almost two million people and boasting a great outdoors lifestyle and the greatest variety of native wildlife (dugongs, wild dolphins and koalas just to name a few) of any capital city in Australia, Brisbane offers an impressively diverse menu of leisure and recreational activities. From art lover to outdoor adventurer, Australia's third largest city caters to all tastes.

Along with the cosmopolitan and urbane offer of world-class shopping, restaurants, nightlife, culture and entertainment, Brisbane lives and breathes outdoor experiences. From kayaking on the river, to cuddling a koala, to hand-feeding wild dolphins at sunset, visitors can enjoy a range of unique and memorable Australian experiences.

Brisbane's prime location, excellent transport infrastructure and proximity to the marine sanctuary of Moreton Bay also make it the ideal launch pad for day-trips to some of the country's most well-loved tourist attractions, including the Gold Coast, Sunshine Coast and iconic Australia Zoo.



Queensland University of Technology

The 2012 Engagement Australia Conference is this year hosted by the Queensland University of Technology. The Queensland University of Technology (QUT) is a highly successful Australian university with an applied emphasis in courses and research.

Conference Sessions will take place at the Gardens Point Campus, which is located in the CBD of Brisbane. The Gardens Point Campus offers world class facilities and a choice of study areas including business, built environment and engineering, IT, languages, law and justice and science and technology. It also includes the Gardens Theatre, the QUT Art Museum, and is close to the beautiful City Botanic Gardens and historic Old Government House.



Social Functions

Welcome Reception

Old Government House,
QUT Gardens Point Campus

Monday 9 July 2012

5.30pm – 7.30pm

Dress: Smart Casual

Located within the grounds of QUT's Gardens Point Campus, Old Government House is recognised as one of Queensland's most important heritage sites. This venue will host the 2012 Engagement Australia Conference Welcome Reception and delegates will enjoy beverages and canapés, whilst networking with industry peers.

With thanks to the Welcome Reception Sponsor:



Conference Dinner

The Block, Kelvin Grove Campus

Tuesday 10 July 2012

7.00pm – 10.00pm

Dress: After Five

The Block is a one-of-a kind venue located at the Kelvin Grove Campus, which is located in the Creative Industries Precinct, on the western fringe of the Central Business District. Delegates will enjoy a three course dinner and beverages, as well as entertainment from the Deep Blue Quartet and an after dinner presentation from Richard Fidler.

Conference Shuttles will depart Gardens Point Campus at 6.30pm sharp for complimentary transfer to Kelvin Grove Campus. Shuttles will return to Gardens Point Campus at the conclusion of the dinner.

General Information

Registration Desk Opening Times

The registration desk will be open at the following times

Monday 9 July 2012	8.00am – 5.30pm
Tuesday 10 July 2012	8.00am – 5.00pm
Wednesday 11 July 2012	8.00am – 4.30pm

The Registration Desk is located at QUT in the foyer of Block B. Please direct any questions you may have regarding registration, and session attendance or other elements of the Conference to Leishman Associates staff at this desk.

Accommodation

If you have any queries relating to your accommodation booking first speak to the staff at your hotel or alternatively Leishman Associates staff at the registration desk. Your credit card details were supplied to the hotel you have selected, as security for your booking. If you have arrived 24 hours later than your indicated arrival day you may find that you have been charged a fee. You will be responsible for all room and incidental charges on check out and may be asked for an impression of your credit card for security against these charges. This is standard policy in many hotels.

Emergency Medical Care

For any medical emergency phone 000. The staff at your hotel will have information if you require contact details for a doctor, dentist or other health professional.

Entry to Conference Sessions

It is suggested that delegates arrive at preferred sessions promptly to ensure a seat.

Conference Social Functions

All social function tickets are included in full registrations. Day registrations or accompanying partners will need to purchase an additional ticket to attend.

The Welcome Reception is being held on Monday 9 July 2012 at Old Government House from 5.30pm – 7.30pm.

The Conference Dinner is being held on Tuesday 10 July 2012 from 7.00pm – 10.00pm at The Block, Kelvin Grove Campus.

Transfers to the Conference Dinner

A transfer to and from the QUT Gardens Point Campus will be available for all delegates. Seats are limited and you must book your seat. If you require this transfer please see the Leishman Associates staff on the registration desk.

Shuttles will depart Gardens Point Campus promptly at 6.30pm and will return at the conclusion of the Conference Dinner.

Dress Codes

For all conference sessions and the Welcome Reception the dress is smart casual. The dress code for the Conference Dinner is After Five.

Internet

Delegates have access to computer labs which are located in B Block rooms 233 and 234 (located on level 2). During busy times we ask that delegates limit their use to 15 minutes.

A unique password has been supplied to you with your name badge.

Please Note: The internet is not to be used to view or download any illicit material, including movies, music etc.

Name Badges

All delegates, including presenters will be provided with a name badge, which must be worn at all times within the conference venue, as it is required for access to all keynote sessions, workshops, and sessions.

Mobile Phones

As a courtesy to other delegates, please ensure that all mobile phones are turned off or in a silent mode during all sessions and social functions.

Photographs, videos, recording of sessions

Delegates are not permitted to use any type of camera or recording device at any of the sessions unless written permission has been obtained from the relevant speaker.

Smoking

QUT is a non-smoking venue, however guests are allowed to smoke outside in designated areas.

Speakers

All speakers should present themselves to the Registration Desk at least 4 hours before their scheduled presentation time to ensure that the AV technicians can load their presentations ready for the start of the session. Speakers are requested to assemble in their session room 5 minutes before the commencement of their session, to familiarise themselves with the room and the audio visual equipment.

Special Diets

All catering venues have been advised of any special diet preferences you have indicated on your registration form. Please identify yourself to venue staff as they come to serve you and they will be pleased to provide you with all pre-ordered food. For day catering, there may be a specific area where special food is brought out, please check with catering or conference staff.

Disclaimer

The 2012 Engagement Australia Conference reserves the right to amend or alter any advertised details relating to dates, program and speakers if necessary, without notice, as a result of circumstances beyond their control. All attempts have been made to keep any changes to an absolute minimum.

Website

Updated conference information is available at www.auceaconference.org.au

Conference Managers

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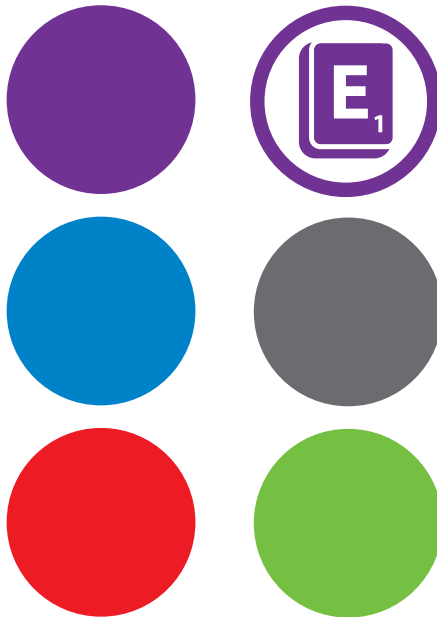
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Program at a glance

Day 1 | Monday 9 July

PLENARY SESSION <i>Room 117</i>							
9.00am – 9.15am	Welcome to the 2012 Engagement Australia Conference						
9.15am – 10.30am	International Keynote Speaker: Lorraine McIlrath						
10.30am – 11.00am	Morning Refreshments at Artisans Café						
	Research (Academic) <i>Room 117</i>	Research (Community) <i>Room 119</i>	Research (Student/Academic) <i>Room 121</i>	Roundtable (Academic) <i>Room 224</i>	Roundtable (Student) <i>Room 225</i>	Roundtable (Community) <i>Room 226</i>	
11.00am – 12.30pm	Sessions M1.1 - M1.3	Sessions M2.1 - M2.3	Sessions M3.1 - M3.3	Session M4.1	Session M5.1	Session M6.1	
12.30pm – 1.30pm	Lunch at Artisans Café						
	Story Telling (Community) <i>Room 117</i>	Story Telling (Academic) <i>Room 119</i>	Story Telling (Student) <i>Room 121</i>	Roundtable (Academic) <i>Room 223</i>	Roundtable (Academic) <i>Room 224</i>	Roundtable (Student) <i>Room 225</i>	Roundtable (Community) <i>Room 226</i>
1.30pm – 3.00pm	Sessions M1.4 - M1.7	Sessions M2.4 - M2.7	Sessions M3.4 - M3.7	Session M4.2	Session M5.2	Session M6.2	Session M7.2
3.00pm – 3.30pm	Afternoon Refreshments at Artisans Café						
PLENARY SESSION <i>Room 117</i>							
3.30pm – 5.15pm	Panel Discussion: International and National Perspectives on Community Engaged Learning: Challenges and benefits						
5.15pm - 5.30pm	Close of Day 1						
5.30pm – 7.30pm	Welcome Reception at Old Government House						

Program at a glance

Day 2 | Tuesday 10 July

8.00am – 9.00am	Engagement Australia Annual General Meeting					
PLENARY SESSION Room 117						
9.15am - 9.30am	Opening Comments					
9.30am – 9.45am	Engagement Australia Launch					
9.45am – 10.30am	Keynote Presentation: Carolyn Thompson					
10.30am – 11.00am	Morning Refreshments at Artisans Café					
	Research (Academic) Room 117	Research (Community / Student) Room 121	Research (Student) Room 122	Roundtable (Academic) Room 223	Roundtable (Academic) Room 224	
11.00am – 12.00pm	Sessions T1.1 - T1.2	Sessions T3.1 - T3.2	Sessions T4.1 - T4.2	Session T5.1	Session T6.1	
12.00pm – 1.30pm	Student Showcase, Poster Session and Lunch in Gardens Theatre Foyer					
	Research (Academic) Room 117	Research (Academic) Room 121	Research (Academic) Room 122	Research (Academic) Room 124	Story Telling/ 5 Min Expose Room 223	Roundtable (Student) Room 224
1.30pm – 3.00pm	Sessions T1.3 - T1.5	Sessions T2.3 - T2.5	Sessions T3.3 - T3.5	Sessions T4.3 - T4.5	Sessions T5.2 - T5.6	Session T6.2
3.00pm – 3.30pm	Afternoon Refreshments at Artisans Café					
PLENARY SESSION Room 117						
3.30pm – 4.45pm	Afternoon Mashup with Ben					
4.45pm – 5.00pm	Close of Day 2					
6.30pm	Shuttles departs Gardens Point Campus					
7.00pm – 10.00pm	Conference Dinner The Block, Kelvin Grove Campus					

Program at a glance

Day 3 | Wednesday 11 July

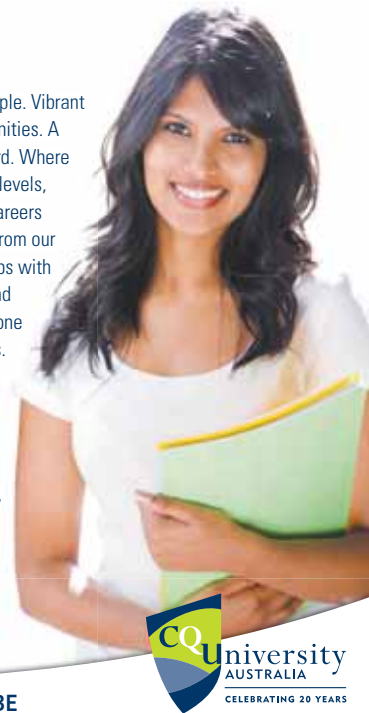
	Research (Academic) Room 122	Roundtable (Academic) Room 124	Workshop 1 Room 223	Workshop 2 Room 224	Workshop 3 Room 225	Workshop 4 Room 226
9.00am – 10.30am	Sessions W1.1 - W1.3	Session W2.1	Session W3.1	Session W4.1	Session W5.1	Session W6.1
10.30am – 11.00am	Morning Refreshments at Artisans Café					
	Roundtable (Community) Room 124	Workshop 1 Continued Room 223	Workshop 2 Continued Room 224	Workshop 3 Continued Room 225	Workshop 4 Continued Room 226	
11.00am – 12.30pm	Session W2.2	Session W3.1	Session W4.1	Session W5.1	Session W6.1	
12.30pm – 1.15pm	Lunch at Artisans Café					
	Workshop 5 Room 223	Workshop 6 Room 224	Workshop 7 Room 225			
1.15pm – 3.15pm	Session W2.3	Session W3.3	Session W5.3			
3.15pm – 3.30pm	Afternoon Refreshments at Artisans Café					
PLENARY SESSION Room 117						
3.30pm – 4.15pm	Panel Session: Next Steps: Community Engaged Learning					
4.15pm – 4.30pm	Conference Wrap Up					

notes

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CQUniversity Australia is an interactive and collaborative partner in the well-being of its many communities. Engagement is integral to CQUniversity's education, research and service activities, and to the University's vision to enable stakeholders, communities and students to 'be what you want to be'.



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CONFERENCE PROGRAM
Monday 9 July

Plenary Session <i>Room 117</i>	
9.00am – 9.15am Welcome to the 2012 Engagement Australia Conference	
9.15am – 10.30am International Keynote Presentation: <i>Campus Cartography – Supporting a Culture of Community Engaged Learning from an Irish Perspective</i> Lorraine McIlrath, Community Knowledge Initiative, National University of Ireland, Galway	
10.30am – 11.00am Morning Refreshments at Artisans Café	
Research Presentations (Academic) <i>Room 117</i>	
11.00am – 11.30am M1.1 Coffs Harbour’s Young Ambassadors for Design: Promoting confidence, active civics and citizenship, and raising the higher education participation aspirations of young people from backgrounds of disadvantage	<i>Dr Judith Wilks</i>
11.30am – 12.00pm M1.2 Ethical practice in community-engaged learning: Showcasing and evaluating the PACE ethical practice module	<i>Dr Michaela Baker, Dr Anne-Louise Semple, Dr Karolyn White, Dr Alison Beale, Laura Hammersley</i>
12.00pm – 12.30pm M1.3 Learn, engage, and transform: Building the community engagement life space through sport	<i>Matthew Pink, Prof Jude Butcher, Courtenay Peters</i>
Research Presentations (Community) <i>Room 119</i>	
11.00am – 11.30am M2.1 Engaging with communities - an empowerment approach to university-community engagement	<i>Prof Pierre Viljoen</i>
11.30am – 12.00pm M2.2 Regional university-community engagement in mathematics and science: challenging culture, shifting questions and changing the approach	<i>Dr Grania Sheehan, A/Prof Jenny Mosse</i>
12.00pm – 12.30pm M2.3 Reading Images: The Book Club in the Art Gallery	<i>Ariella Van Luyn, Penny Holliday, Elizabeth Ellison</i>
Research Presentations (Student & Academic) <i>Room 121</i>	
11.00am – 11.30am M3.1 Service learning and citizenship: focus for university-community collaboration	<i>Dr Jay Hays, Prof Mike Clements</i>
11.30am – 12.00pm M3.2 The student experience of community engagement: Expectations and reflections	<i>Dr Luke Egan, Prof Jude Butcher</i>
12.00pm – 12.30pm M3.3 Responsible learning and reciprocal engagement: linking students with Indigenous tour operators in the Northern Territory	<i>Laura Hammersley, Rebecca Bilous</i>
Roundtable Presentation (Academic) <i>Room 224</i>	
11.00am – 12.30pm M4.1 Theorising engagement in remote intercultural contexts	<i>Matthew Campbell, Prof Michael Christie</i>

Roundtable Presentation (Student) Room 225	
11.00am – 12.30pm M5.1 'Engage Newcastle' - A community engaged learning model: Engaging students in and beyond the curriculum	<i>Jayne Kearney, Sharon Douglas, Dr Kylie Twyford</i>
Roundtable Presentation (Community) Room 226	
11.00am – 12.30pm M6.1 A True Blue Experience: Connecting and Engaging International Students Through Local Council Partnerships	<i>Joanna Shaw, Jacqui Faliszewski</i>
12.30pm – 1.30pm Lunch at Artisans Café	
Story Telling Presentations (Community) Room 117	
1.30pm – 1.50pm M1.4 'Let's Go Let's Do It' Indigenous Women's Health & Fitness Program	<i>Lisa Shipley, Zeta Knight</i>
1.50pm – 2.10pm M1.5 Regional Engagement: spin or substance?	<i>Prof Peter Matthews</i>
2.10pm – 2.30pm M1.6 'From 'outreach' to scholarship' Building a Science and Maths Academy in the process	<i>Darlene Voss</i>
2.30pm – 2.50pm M1.7 A Keg Full of Learning	<i>Kathryn Anderson</i>
2.50pm – 3.00pm Session Q&A	
Story Telling Presentations (Academic) Room 119	
1.30pm – 1.50pm M2.4 International service learning for university students: a partnership between Youth Challenge Australia and University of Western Sydney	<i>A/Prof Diana Whitton, Jo Thompson</i>
1.50pm – 2.10pm M2.5 The stitchery collective: more than pretty clothes for pretty people	<i>Kathleen Horton</i>
2.10pm – 2.30pm M2.6 Sex and Academia: Unlikely Bed Fellows	<i>Catherine O'Mullan</i>
2.30pm – 2.50pm M2.7 Increasing community partner and student capacity through mutually beneficial and reciprocal community engaged research: A case study of the Macquarie University-Marist Youth Care research and learning initiative	<i>Dr Valentine Mukuria, Lindie Clark, William Rak</i>
2.50pm – 3.00pm Session Q&A	

CONFERENCE PROGRAM
Monday 9 July

Story Telling Presentations (Student) Room 121	
1.30pm – 1.50pm M3.4 Engaging a community in a student-led project	<i>Dr Fleur Fallon, Christopher Frankcombe</i>
1.50pm – 2.10pm M3.5 International Students – Community Engagement program	<i>Dr Alan McAlpine, Tal Fitzpatrick</i>
2.10pm – 2.30pm M3.6 Engaging students and community through Business Advantage (Three perspectives)	<i>Amilia Cunningham, Mark Creyton, Erin Gregor</i>
2.30pm – 2.50pm M3.7 Engaging Youth in Social Change for Climate Change	<i>Vivienne Benton</i>
2.50pm – 3.00pm Session Q&A	
Roundtable Presentation (Academic) Room 223	
1.30pm – 3.00pm M4.2 Partnering in Service Learning: Exploring strategies for collaboration	<i>Judith Smith, Natasha Shaw</i>
Roundtable Presentation (Academic) Room 224	
1.30pm – 3.00pm M5.2 Community Engaged Medical Education in Canada and Australia	<i>Prof Roger Strasser, Prof Sarah Strasser</i>
Roundtable Presentation (Student) Room 225	
1.30pm – 3.00pm M6.2 Volunteering as service-learning: How do we direct students towards critical reflection?	<i>A/Prof Pauline Chiarelli</i>
Roundtable Presentation (Community) Room 226	
1.30pm – 3.00pm M7.2 Next Steps: Determining Best Practice, Moving Towards the Engagement end of the Service Engagement Continuum and Obtaining Buy-in from Vice-Chancellors and the Community	<i>Nick Thorburn</i>
3.00pm – 3.30pm Afternoon Refreshments at Artisans Café	
Plenary Session Room 117	
3.30pm – 5.15pm International and National Perspectives on Community Engaged Learning: Challenges and benefits	
Panel Members:	
Lorraine McIlrath Project Coordinator and Academic Staff Developer (Service Learning), Community Knowledge Initiative, <i>University of Ireland – Galway.</i>	Professor Saran Kaur Gill Deputy Vice Chancellor (Industry & Community Partnerships) & Executive Director of AsiaEngage (ATNEU, AUN USR&S, AYVP), <i>National University of Malaysia.</i>
Carolyn Thompson Director, Education, Research & Training, <i>Australian Emergency Management Institute.</i>	Mark Creyton Director, Education, Research and Policy, <i>Volunteering Queensland Inc.</i>
5.15pm – 5.30pm Close of Day 1	
5.30pm – 7.30pm Welcome Reception Old Government House <i>Refreshments and canapés served. Dress: Neat Casual</i>	



CONFERENCE PROGRAM
Tuesday 10 July

Annual General Meeting <i>Room 117</i>	
8.00am – 9.00am Engagement Australia AGM (Members Only)	
Plenary Session <i>Room 117</i>	
9.15am - 9.30am Opening Comments	
9.30am – 9.45am Engagement Australia Launch <i>Newly elected Chair of the Board of Directors</i>	
9.45am – 10.30am Keynote Presentation: <i>The National Strategy for Disaster Resilience</i> <i>Carolyn Thompson, Attorney-General's Department</i>	
10.30am – 11.00am Morning Refreshments at Artisans Café	
Research Presentations (Academic) <i>Room 117</i>	
11.00am – 11.30am T1.1 Leading fieldwork: a professional development approach to supporting community engaged learning	<i>A/Prof Sue Jones, Prof Richard Ladyshewsk, A/Prof Megan Smith, Dr Franziska Trede, Dr Helen Flavell</i>
11.30am – 12.00pm T1.2 Exploring the construct service as it relates to community engaged learning	<i>Dr Antoinette Smith-Tolken</i>
Research Presentations (Community & Student) <i>Room 121</i>	
11.00am – 11.30am T3.1 Adding value to TICE through systematic partner feedback	<i>Dr Leonid Grebennikov, Kim Jarvis</i>
11.30am – 12.00pm T3.2 Student transformation: Evidencing internal changes in students	<i>Keith Skelton, Natalie Gamble, A/Prof Karen Flowers</i>
Research Presentations (Student) <i>Room 122</i>	
11.00am – 11.30am T4.1 Transformative student learning in the Northern Territory - lessons for WIL in cross-cultural settings	<i>Dr Paul Hodge, Fee Mozeley, Dr Sarah Wright</i>
11.30am – 12.00pm T4.2 Increasing hope through community engagement: The student perspective	<i>Dr Luke Egan, Prof Jude Butcher</i>
Roundtable Presentation (Academic) <i>Room 223</i>	
11.00am – 12.00pm T5.1 Future Directions for Community Partnerships for Sustainability in Tertiary Education	<i>Dr Colin Hocking</i>
Roundtable Presentation (Academic) <i>Room 224</i>	
11.00am – 12.00pm T6.1 Community engaged learning for international students	<i>Tal Fitzpatrick, Mark Creyton</i>

Student Showcase & Poster Session <i>Gardens Theatre Foyer</i>	
12.00pm – 1.30pm Please refer to poster listing on page 78	
12.00pm – 1.30pm Lunch served in Gardens Theatre Foyer	
Research Presentations (Academic) <i>Room 117</i>	
1.30pm – 2.00pm T1.3 Dinawan Dreaming: Pre-service teachers seeing the world with fresh eyes	<i>Dr Janice Jones, Donna Moodie</i>
2.00pm – 2.30pm T1.4 Faculty Views on Community-Based Learning as a Teaching Tool: Benefits, Barriers and Policy Implications for Future Engagement	<i>Dr Helen Rosenberg, Dr Anne Statham, Dr Cathleen Folker</i>
2.30pm – 3.00pm T1.5 JAMATH: Enhancing mathematics education through engagement with the music industry	<i>Alexander Stuetz, Dr Gillian Kidman, Prof Tom Cooper</i>
Research Presentations (Academic) <i>Room 121</i>	
1.30pm – 2.00pm T2.3 Living and researching in a rural community: The lived experience of ageing as a case-study	<i>Dorothy McLaren, Dr Sean MacDermott, Mary Johnson</i>
2.00pm - 2.30pm T2.4 The Landscapes for Young People Project: A case-study in developing young researchers to conduct community research	<i>Dorothy McLaren, Dr Sean MacDermott, Dr Kaye Scholfield</i>
2.30pm - 3.00pm T2.5 Strategic engagement - Service learning finds its theoretical home	<i>Andrea Duff</i>
Research Presentations (Academic) <i>Room 122</i>	
1.30pm – 2.00pm T3.3 Personal agency as a primary focus of university-community engagement: A case study of Clemente Australia	<i>Prof Jude Butcher, Prof John O’Gorman, A/Prof Peter Howard</i>
2.00pm - 2.30pm T3.4 Community engaged learning and the potential of GIS in vulnerable communities	<i>Kerrie Stimpson, Dr David Lloyd</i>
2.30pm – 3.00pm T3.5 Negotiating power relationships in funded community engagement research with hostile communities	<i>Dr Danielle Every, Dr Sophia Rainbird, Prof Nicholas Procter, Dr Kirrilly Thompson</i>
Research Presentations (Academic) <i>Room 124</i>	
1.30pm – 2.00pm T4.3 Using value-based partnerships to support community-based learning: benefits, challenges, stakeholder perspectives	<i>Oksana Zelenko, Mark Creyton</i>
2.00pm – 2.30pm T4.4 Universities, Policing, Law Enforcement and Community Engagement	<i>Dr Isabelle Bartkowiak-Theron</i>
2.30pm – 3.00pm T4.5 Showing and growing community resilience in the wake of the 2011 Queensland floods	<i>Dr Wendy Madsen, Catherine O’Mullan</i>

CONFERENCE PROGRAM
Tuesday 10 July

Story Telling & 5 Min Expose Presentations <i>Room 223</i>	
1.30pm – 1.50pm T5.2 Growing an engaged community: Community, academic, career service, and student voices	<i>Dr Erin O'Connor, Dr Julie Hansen</i>
1.50pm – 2.10pm T5.3 Indigenous Community Engagement; Engaging Our Mob	<i>Joe Griffin</i>
2.10pm – 2.30pm T5.4 Widening Participation at QUT: an Extreme Science and Engineering perspective	<i>A/Prof Les Dawes, Maria Barrett, Mary Kelly, Phillipa Perrott, Colette King</i>
2.30pm – 2.40pm T5.5 Raising aspirations through community engaged learning - a case study in Churchill, Victoria	<i>Loretta Hambly</i>
2.40pm – 2.50pm T5.6 A case study of the LEAP – Macquarie Mentoring program supporting high school students from refugee backgrounds	<i>Aakifah Suleman, Ruth Tregale</i>
2.50pm – 3.00pm Session Q&A	
Roundtable Presentation (Student) <i>Room 124</i>	
1.30pm – 3.00pm T6.2 Community engaged learning in an online environment: What happens when the subject of the course is community engagement theory and practice?	<i>Penny Crofts, Dr Graeme Stuart</i>
3.00pm – 3.30pm Afternoon Refreshments at Artisans Café	
Plenary Session <i>Room 117</i>	
3.30pm – 4.45pm Afternoon Mashup with Ben Ben Roche, Head Office of Community Engagement, <i>Southern Cross University</i>	
4.45pm – 5.00pm Close of Day 2	
Conference Dinner <i>The Block, Kelvin Grove Campus</i> 7.00pm – 10.00pm Dinner includes 3 course meal, beverages and presentation from our keynote speaker Richard Fidler. Dress: After Five. Complimentary shuttles will depart Gardens Point Campus promptly at 6.30pm and will return at the conclusion of the Conference Dinner.	

CONFERENCE PROGRAM
Wednesday 11 July

Research Presentations (Academic) Room 122	
9.00am – 9.30am W1.1 Engaging with Parents of Under-represented University Students: How the University Can Learn from the Community	<i>Dr Bridie McCarthy, Angela Fragiaco</i>
9.30am – 10.00am W1.2 University/community engagement through community development	<i>Dr Margot Rawsthorne, Alison De Pree-Raghavan</i>
10.00am – 10.30am Q&A Session	
Roundtable Presentation (Academic) Room 124	
9.00am – 10.30am W2.1 Fostering Commitment in students doing Community Engagement Placements	<i>Daniel Nelson, Anthony Steel</i>
Workshop 1 Room 223	
9.00am – 10.30am W3.1 About Engagement	<i>Prof Barbara Holland</i>
Workshop 2 Room 224	
9.00am – 10.30am W4.1 Nourishing Partnerships: design, development and delivery	<i>Dr Ros Derrett</i>
Workshop 3 Room 225	
9.00am – 10.30am W5.1 Valuing Community-based Knowledge	<i>Lorraine McIlrath</i>
Workshop 4 Room 226	
9.00am – 10.30am W6.1 Skills and techniques to strengthen your Community Engaged Learning practice	<i>Ben Roche, Dr Kath Fisher</i>
10.30am – 11.00am Morning Refreshments at Artisans Café	
Roundtable Presentation (Community) Room 124	
11.00am – 12.30pm W2.2 Bridging Gaps and Breaking Down Barriers: Linking International Students with the Local Community through Volunteering in Melbourne's North	<i>Joanna Shaw</i>
Workshop 1 Continued Room 223	
11.00am – 12.30pm W3.1 About Engagement	<i>Prof Barbara Holland</i>

Workshop 2 Continued Room 224	
11.00am – 12.30pm W4.1 Nourishing Partnerships: design, development and delivery	Dr Ros Derrett
Workshop 3 Continued Room 225	
11.00am – 12.30pm W5.1 Valuing Community-based Knowledge	Lorraine McIlrath
Workshop 4 Continued Room 226	
11.00am – 12.30pm W6.1 Skills and techniques to strengthen your Community Engaged Learning practice	Ben Roche, Dr Kath Fisher
12.30pm – 1.15pm Lunch at Artisans Café	
Workshop 5 Room 223	
1.15pm – 3.15pm W2.3 Engaged Learning	A/Prof Diana Whitton
Workshop 6 Room 224	
1.15pm – 3.15pm W3.3 Leading Engagement as Strategic Initiative in a University	Prof Pierre Viljoen
Workshop 7 Room 225	
1.15pm – 3.15pm W5.3 The Arts as a Pathway to Community Engagement	Arnold Aprill, Mary Ann Hunter
3.15pm – 3.30pm Afternoon Refreshments at Artisans Café	
Plenary Session Room 117	
3.30pm – 4.15pm Next Steps: Community Engaged Learning Panel Members: Lorraine McIlrath, Prof Barbara Holland, Delegates to be announced	
4.15pm – 4.30pm Conference Wrap up Including presentation to The Big Issue	

Keynote Presentations



Lorraine McIlrath
Monday 9 July
9.15am – 10.30am

Campus Cartography – Supporting a Culture of Community Engaged Learning from an Irish Perspective

Higher education is not now, if it ever was, an ivory tower and detached from society. It is now widely agreed that a concerted civic engagement strategy and practice impacts positively upon the higher education institutions, staff and students and wider society. As the value added role of higher education in community gains growing recognition, within Ireland a range of approaches have emerged during the last decade, which are designed to foster greater civic engagement.

These approaches were subsequently endorsed in 2011 when the Irish government as part of a national review of the higher education sector that placed 'engaging with the wider society' as 'one of the three interconnected core roles of higher education' (alongside research and, teaching and learning) (National Review of Higher Education to 2030, 2011).

While institutions of higher education aspire to a mission and culture of civic engagement, the task of realising this in practice presents many challenges as well as opportunities. This keynote address will explore the rationale, principles and practices for implementing a community engaged learning initiative at the National University of Ireland, Galway. In 2001, the Community Knowledge Initiative (CKI) was established to counteract the ramifications of the Celtic Tiger in Ireland. It was funded originally by the Atlantic Philanthropies and then core funded in 2007.

Service Learning is one of the key strands within the CKI. It provides a means of connecting students' academic study to community service, with the explicit intention of promoting active, critical and responsible citizenship. This pedagogy of engagement has been adopted in a broad range of disciplines, such as engineering, education, law, nursing, occupational therapy, engineering and information technology.

To highlight the process of embedding the principles and practice of service learning, the address will weave in findings from a number of national and local studies

that offer diverse reflections on the experience of service learning from the perspective of the community, academic staff and students. This keynote will offer an understanding on the process of developing a culture of community engaged learning that will be likened to a form of cartography – the creation of new maps and points of intersection between the community and the campus.



Carolyn Thompson
Tuesday 10 July
9.45am – 10.30am

The National Strategy for Disaster Resilience

In December 2009, the Council of Australian Governments (COAG) released the National Disaster Resilience Statement, outlining the need for collaborative and collective action to achieve community and organisational resilience. Following this release, the COAG National Strategy for Disaster Resilience (NSDR) was launched in February 2012. Key to the NSDR is the recognition that a shared understanding can aid discourse among practitioners, academics, policy makers and administrators. The Australian Public Service (APS) Reform agenda also highlights best practice arrangements between universities, government and communities.

Key messages within the NSDR include:

1. Disasters will happen
2. Know your risk
3. Get ready, then act
4. Disaster resilience is everybody's business
5. Connected communities are resilient communities
6. Learn from experience

Communication of the commonalities and features of particular systems and practices will hopefully enable Australia's communities to better recover after disasters. Disaster recovery processes are often a time of strong reflection for individuals, families and communities when new choices and learning can occur. The sensations of disorientation and disequilibrium following a disaster can enhance individual and community abilities to address change and adopt new learning. Successful adaptation is often the result of community derived leadership in prevention, preparedness, response and recovery. Community engagement and education are therefore key to the goals of the National Strategy.

Keynote Presentation



Richard Fidler

Tuesday 10 July
Conference Dinner
The Block, Kelvin Grove Campus

Richard Fidler presents the very popular Conversations with Richard Fidler, a long-form interview program broadcast across Australia on ABC Local Radio and Radio National. Half a million podcasts of Conversations is downloaded every month from all over the world.

Richard has interviewed CIA agents, ex-prisoners, astronauts and the Dalai Lama. But he's particularly partial to people unknown to the broader community who have seen and done extraordinary things.

In another life Richard was a member of comedy group The Doug Anthony Allstars (DAAS), which played to audiences all over the world.

notes

DAY 1: MONDAY 9 JULY 2012

M1.1 11.00am – 11.30am

Coffs Harbour's Young Ambassadors for Design: Promoting confidence, active civics and citizenship, and raising the higher education participation aspirations of young people from backgrounds of disadvantage**Dr Judith Wilks**
Southern Cross University

Dr Judith Wilks is currently a lecturer in the School of Education at Southern Cross University, Australia. Coming from a geography background before entering the teaching profession, she worked for many years as an urban and environmental planner. She has also taught in a range of geography, sociology and environmental planning courses at the University of Melbourne, the Royal Melbourne Institute of Technology, the University of Otago, and the University of New England. Judith has also taught a wide range of humanities subjects from Year 7 – 12 in NSW high schools.

PROPOSAL

The Young Ambassadors for Design is a new and innovative program giving young people in Coffs Harbour the opportunity to learn about and have input into planning and design processes. It represents a significant collaboration between Southern Cross University's School of Education, local high schools, and local government. In 2011, this program was presented with Southern Cross University's (SCU) inaugural "Leadership and Excellence in Community Engagement" award.

This paper will report on leading research and research-into-practice around the promotion of active civics and citizenship in Australian secondary schools curriculum. Since 2008 the author has made two tours to the United Kingdom and Europe to study similar programs that aim to foster the active engagement of children and young people in local government decision making processes. Of particular interest are programs that have assisted young people to learn about and actively engage with the planning and design of the built environment.

Increased participation by children and young people in local urban and environmental design processes is viewed by many as a means to increasing their level of social and neighbourhood connection, as well as expanding the breadth and standard of their play and recreation activities (NSW Commission for Children and Young People, 2006). This however has not always been an easy process, and as Bessell (2005, p.1) argues, adults' attitudes arising perhaps from a desire for respect or maybe from a concern about protecting children, can often be the greatest barrier to participation actually occurring.

Morrow (2001, p.46) concluded that social capital in the form of civic participation was generally lacking for

young people, and that they moved through 'virtual' and geographically fragmented networks and social spaces. She asserts that they are denied a range of participatory rights that limits their sense of self-efficacy and feelings of control over their environment. Morrow calls on government agencies to start viewing children and young people as 'stakeholders' in government policy as opposed to 'successful or unsuccessful outcomes'

What many authors are advocating is a far greater sharing of responsibility for decision-making between young people and adults, and it is clear that local environments are a pertinent setting for such exchanges to take place. However what is equally acknowledged is that governments "must work towards realising the potential of children to become 'authentic participants' in decision-making processes" (Gleeson, 2006, p.152), and that this should be a high priority. However young people require active assistance in order to develop participatory skills. Civics and citizenship education within schools can be complemented by the provision of active, creative, authentic and meaningful programs by agencies at the local level to give them the opportunity to develop the citizenship skills they 'learn about' at school.

In recognition of the above I established the Coffs Harbour Young Ambassadors for Design in 2010, and this program is giving young people in Coffs Harbour an active voice in several local government planning processes. It has also involved the development of a successful model for a three-way partnership between local government, high schools and a regional university. The paper will describe this partnering framework, and the 'twists and turns' along the way to its establishment

Most of the Young Ambassadors are from low SES or backgrounds of disadvantage and are students who have aspirations to go into the design, environmental and engineering professions. Involvement in the Young Ambassadors is giving them a chance through workshops and site studies, to 'rub shoulders' with professionals in these fields, and to learn about what they do. Participation in the Young Ambassadors is also assisting them to meet their career goals to attend university.

Young people are being given the opportunity to investigate issues relevant to their social and spatial world views, and to develop spatial confidence and competence, all of which are core objectives of geographical education. Through their participation, these young ambassadors are developing the confidence and skills to engage with the places and spaces, resources and issues, of their localities and their cities. In return rich and powerful information is obtained by local governments around the perceptions of young people.

KEY WORDS

civic and citizenship; design; local government; aspirations; higher education participation

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M1.2 11.30am – 12.00pm

Ethical practice in community-engaged learning: Showcasing and evaluating the PACE ethical practice module

Dr Michaela Baker, Dr Kate Lloyd, Dr Anne-Louise Semple, Dr Karolyn White, Dr Alison Beale, Laura Hammersley Macquarie University

Michaela Baker is Acting Faculty Academic Director of Participation (Faculty of Arts) and teaches in the Department of Philosophy. Her research focuses on ethical practice in community-engaged learning, as well as social inclusion from both a practical and philosophical perspective. Alison Beale is a Master's student in Philosophy, and a Research Assistant on the development of the PACE Ethical Practice module at Macquarie University. Laura Hammersley is currently a PhD candidate at the Department of Environment and Geography at Macquarie University where her research interests focus on the intersection between community engagement initiatives and international development alternatives. Her research explores university student engagement with community-based organisations internationally, regionally and locally. Kate Lloyd is the Faculty Academic Director of Participation (Faculty of Arts) and teaches in the Department of Environment and Geography. Her research is in development geography, focusing on transitional economies within the Asia-Pacific Region and crossings and connections within Australia's Northern Borderlands. Anne-Louise Semple is the Faculty Academic Director of Participation (Faculty of Science) and teaches in the Department of Environment and Geography. Her research to date has focussed on geographic education, urban history, and rural festivals. Karolyn White is the Director, Research Ethics at Macquarie University. She is the Chair of the Macquarie University Human Research Ethics Committee. Together, they form the development and evaluation team for the PACE Ethical Practice module at Macquarie University.

PROPOSAL

In 2008, Macquarie University introduced, as part of curriculum renewal, the Participation and Community Engagement (PACE) initiative. This initiative embeds units in the Macquarie University curriculum that involve community-engaged learning that is mutually beneficial to

the student, the University and the organisation in which student participation activities take place. Organisations with whom students are placed must conform to the University's ethical standards and the activities undertaken must align with the PACE initiative's overall aim of promoting the well-being of people and the planet. Ethical practice is thus an integral part of this initiative. The issue of ethical practice in community-engaged learning 'is complex and has not been comprehensively addressed in the literature to date' (Peterson et al, 2007. See also Frisque, Lin & Kolb, 2004). Additionally, literature identifies the issue of ethical research training within the undergraduate curriculum as an area warranting further examination and integration (Crabtree, 2008; Tryon et al., 2008), and research-based activities are one form of community engagement. Consequently, there is an imperative to develop resources to support staff and students in these endeavours. Through collaborative teaching and research, we are developing and trialling an innovative and holistic module to teach ethical practice in PACE units to students. This online module includes four components: ethical theory, applied ethics, research ethics and ethical practice in PACE. These integrate areas of ethical practice that are sometimes treated quite separately, or in different contexts – indeed, literature indicates that there is disagreement about approaches to teaching and learning about ethical practice (Rigby, 2009; Sims and Felton, 2006). Our research does not aim to prescribe a particular approach to this but rather aims to evaluate the effectiveness of the approach we have taken using a mixed method approach. All students who undertake the module will be invited to complete questionnaires which will evaluate their perceptions both before and after their community engagement; focusing particularly on the importance and value of ethical practice in preparing for and undertaking that activity. Further, academic convenors of PACE units will be invited to evaluate both the ethics module and its impact on student experience. Academic convenors and participating students will also have the opportunity to participate in semi-structured in-depth interviews about their experience. In addition to presenting preliminary data pertaining to their responses, this presentation showcases components of the module and how it addresses gaps in existing resources and practice, and how this will enhance the community, the university and the student experience.

KEY WORDS

ethical practice, community-engaged learning, curriculum development and evaluation

REFERENCES

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M1.3 12.00pm – 12.30pm

Learn, engage, and transform: Building the community engagement life space through sport

Matthew Pink¹, Professor Jude Butcher²,
Courtenay Peters²

1. School of Exercise Science, Australian Catholic University,
2. The Institute for Advancing Community Engagement, Australian Catholic University

Matthew Pink is a PhD student and sessional lecturer at Australian Catholic University. Matthew's research interests include Sport for Development, Community Engagement, and Elite Athlete Welfare.

Professor Jude Butcher is the director of The Institute for Advancing Community Engagement. As director of the institute Jude oversees many community engagement efforts and has a particular interest in the welfare of the Timorese youth.

Ms Courtenay Peters is a theology graduate from Australian Catholic University. Courtenay has previously made several trips to East Timor and was a founder of the Future in Youth Soccer Project.

PROPOSAL

East Timor is a developing nation; 37% of the population live below the international poverty line (UNICEF, 2009). The social landscape of Baucau has led to the disengagement of youth from the broader community. Many of the youth are members of territorial martial arts gangs, and violence between the groups is common (Myrntinen, 2010). Sport has the potential to promote health, education, development, and peace (United Nations, 2003). However, issues with the quality of evidence that support these notions have been raised (Levermore, 2008). These issues include a 'tick box mentality' towards research (to secure funding) and descriptive research that has an absence of theoretical underpinning.

The Future in Youth Soccer project (FIY) is a program (implemented in 2010) run annually by the Australian Catholic University; the program aims to engage the youth community and enhance social and sporting capacity. A long term goal of FIY is to assist Baucau residents in establishing an independently run soccer competition. The aim of this research was to provide an analysis of the influence of the program on the youth of Baucau.

The research included structured group interviews with the participants, Timorese coaches, and Australian coaches. Inductive content analysis according to the steps outlined by Côté, Salmela and Baria (1993) was used to identify a hierarchy of themes emergent in the data. These themes were interpreted using theoretical concepts provided by Lewin's Life space (1936) and Vygotsky's Zone of Proximal Development (ZPD) (1978).

Our analysis suggests that the introduction of FIY added an element to the youths' Life space (Lewin, 1936) that helped to overcome barriers that resulted from social and physical regions. This enabled the youth to develop their sporting skill as well as socially with the broader community. The Timorese coaches were initially apprehensive in working with the visiting team and careful reflection was required to consider the perspectives of the coaches. This was an important lesson in community engagement; consideration of individuals' 'subjective' (Lewin, 1936) or 'psychological' (Vygotsky, 1978) worlds in order to enhance learning are supported by both of our theoretical underpinnings. Sharing in 'fun' activities was described as a means to the development of positive relationships. Our research suggests that community engagement through sport can be a rich learning experience for all of the 'engagers', particularly when consideration is given to the subjective world of the 'target' group. Both Life space and ZPD offered sound theoretical underpinnings for analysis. The findings offer a theoretical description of community engagement and associated learning considering sport in developing nations.

KEY WORDS

community participation, community empowerment, IAP2 public participation spectrum, regional engagement.

M1.4 1.30pm – 1.50pm

'Let's Go Let's Do It' Indigenous Women's Health & Education Project

Lisa Shipley, Zeta Knight
University Department of Rural Health Northern NSW

Lisa is a proud Kamilaroi woman from Tamworth New South Wales who is passionate about her family, her community and her work. She has a Bachelor of Education and is currently completing a Masters of Education (Honours) through the University of New England. Her previous experience working in education and health have led to her current position as Indigenous Research Academic for the University of Newcastle's University Department of

Rural Health and Rural Clinical School Northern New South Wales. Her research interests focus on improved education, training and health outcomes for Aboriginal people. Lisa's approach to research is a holistic, community centred approach where issues are identified by Aboriginal people in an inclusive and culturally appropriate manner.

PROPOSAL

The Indigenous Assistant in Nursing Project evolved from an Indigenous Women's Health and Fitness program currently being delivered by the University. The program entitled "Let's go let's do it" aims to holistically improve the physical health, fitness and ultimate wellbeing of participants by providing a culturally safe environment for the women to exercise and engage with University staff and undergraduate health students.

An extension of the "Let's go let's do it" program involved education and information nights which were held at the University. The information nights aimed to introduce the women to the university environment as well as non Indigenous staff and students to break down any cultural barriers. It was from these information nights and clinical skills laboratory sessions that the women developed an interest in a nursing career.

Following the information nights University staff met with TAFE and Health staff to collaboratively develop an Indigenous specific Assistant In Nursing (AIN) course that would meet the educational, cultural, social and emotional needs of the women. The collaboration and development of the AIN course was a thorough process which involved ongoing and transparent communication between all those engaged in the project. Mutual benefit and reciprocity was ensured through the ongoing involvement of the women in the organisational processes.

Barriers such as childcare, transport, times and course content were discussed and strategies were developed to address any barriers to course attendance, retention and completion.

Enrolment numbers had increased from the original target of twelve students to twenty enrolments. All twenty students successfully completed Certificate II Health Service Assistant in semester one 2011.

Semester two 2011 saw ten of the original group of twenty continue their education by enrolling in Certificate III Health Service Assistant with their ultimate goal of becoming enrolled nurses. As the women had raised the bar on their educational aims, further negotiations were held with TAFE and the Health Service to ensure pathways were in place for the easy transition of the women from the AIN course into the Diploma of Endorsed Enrolled Nursing (EEN).

Currently there are ten Indigenous women whom, having completed Certificate III Health Services Assistant (AIN) are currently enrolled in a Diploma of Endorsed Enrolled Nursing. Further negotiations with the NSW Ministry of Health and Hunter New England Local Health Network (HNELHN) led to all ten women being granted cadetships under the Aboriginal Nursing and Midwifery Strategy and employment within HNELHN

Within twelve months the women had gone from not meeting the pre-enrolment criteria for entry into a mainstream health course to successfully completing their AIN and becoming enrolled at a diploma level. It is believed the successful outcomes achieved are a direct result of community partnerships and engagement between all those involved in the project.

M1.5 1.50pm – 2.10pm

Regional Engagement: spin or substance?

Prof Peter Matthews
University of Ballarat

Peter Matthews grew up on a farm in Victoria prior to undertaking engineering studies at Melbourne University. While he completed his degree, it was apparent Peter's interests lay elsewhere: the performing arts. As a dancer and choreographer Peter worked with many companies in Australia and elsewhere, including: The Australian Dance Theatre, Sydney Dance Company, Melbourne Theatre Company, Human Veins (Canberra and the Netherlands), Basic Space (Scotland) and the Australian Ballet School. He is a graduate of the School of Dance, Victorian College of the Arts; was awarded a Choreographer's Fellowship from the Australia Council; and, as a Churchill Fellow, spent eight months in the USA as guest artist at the University of Michigan and the Juilliard School in New York, amongst other dance activities.

After retiring as a dancer Peter retrained in arts management and has worked in tertiary education, government bodies, and with community-based organisations including: CEO, Regional Arts Victoria; Deputy Director, Australia Foundation for Culture and the Humanities as well as a consultant for the Australia Council and other arts organizations. Peter lead arts management programs at the University of South Australia and the Victorian College of the Arts. In 2004, he was appointed Professor of Creative Arts and Head, Art Academy at the University of Ballarat. In 2009-11, he was Director, Dual-Sector Project, a Commonwealth Government funded project. Peter commenced as Director, Regional Engagement at the University of Ballarat in January 2012.

PROPOSAL

My dual-sector university's Charter clearly states that the university aspires to be a major contributor to its regions by deepening engagement with communities through research, learning and teaching, partnerships, and commercial activity. The university's expression of greater civic participation in its regions seems to be an admirable and sincere objective to contribute to the public good. But are the people within the university ready to be 'engagers' with industries, local government and communities in sustainable and meaningful ways? Are the regional 'engagers' able to accept that the university is genuine in its desire to build authentic exchanges and relationships? Who will commit the necessary effort to ensure that a workable space is negotiated?

Overall, the university has a reasonable record of achievement of working with, and servicing the needs of, its regional communities, with some pockets of excellence. The successes are in areas where community connection is inherent to the disciplines (creative arts, education, nursing, community services, and social welfare for example) or through workplace learning intrinsic to apprenticeships, traineeships and similar vocational study. Some within the university are sceptical about whether the university is seeking true community engagement: organisational activity beyond that which would happen anyway (student placements or performances for example). The Charter may be neat public relations spin: a corporate disguise for cost shifting or a soft way to meet statutory obligations or simply student recruitment by a more benign title. The academic understanding of community engagement is different to the Charter's intent and the views of the many university staff.

It would seem neither the university nor communities quite know what to expect of "mutual benefit and reciprocity between engagers". The university has no overarching conceptual framework nor broadly accepted principles for either community or regional engagement. While the university regularly encourages senior staff to ensure their areas of responsibility are active in community engagement, only very limited resources have been allocated for such purposes. The university has never had a senior position with specific and direct responsibility for community engagement until my recent appointment as Director, Regional Engagement.

Based on the first six months of the role, my story will be a telling of the different experiences and expectations of the various constituencies. It will explore how those within the university have responded, or not, to the university's desire for deeper community engagement. The story will reflect upon community dispositions and reactions to the university's intentions. It will consider whether the dual-sector nature of the university is a critical dimension of community engagement. The story may relate success or failures or, most likely, a bit of everything with a few surprises thrown in as a regional community engagement space is negotiated.

KEY WORDS

Regional, dual-sector

M1.6 2.10pm – 2.30pm

From 'outreach' to scholarship: Building a Science and Maths Academy in the process.

Darlene Voss
Flinders University

Darlene Voss (Master of Business Administration) is the Manager, Education Partnerships Southern Knowledge Transfer Partnerships Office at Flinders University. Darlene's role involves developing strategic partnerships and facilitating university engagement within the Schools, VET and NGO sectors.

Darlene's background includes initiating and implementing strategic partnerships within higher education, and the private sector. Darlene is passionate about the potentials of university engagement, and is a current board member of an NGO.

PROPOSAL

Lisa is a proud Kamilaroi woman from Tamworth New South Wales. Higher education providers often initiate the development of community outreach programs that deliver information and programs. But what happens when the tables are turned and the community approaches the university to partner based on two way exchanges of information, ideas, and expertise as well as sharing in decision making?

Leaders from a cohort of six Southern Adelaide schools approached Flinders University to discuss how best support to the teaching of Stage 2 (Year 12) Physics, Chemistry and Specialist Mathematics. The school leaders expressed desires:

- to up- skill teaching staff
- better support students' aspirations in science, technology and mathematics-related subjects, and
- better support for students in their career pathway decision-making.

The resulting discussions also identified an opportunity to provide a more structured transition to university.

A number of meetings were facilitated between school staff and several Flinders University bodies including Flinders Science Education in the 21st Century, Southern Knowledge Transfer Partnership Office, Faculty of Science and Engineering, School of Education, ICT Services, Academic and Student Services. Schools were represented by their Principals and Science and Maths coordinators.

The meetings identified expertise within the University and school cohorts, and considered curriculum, learning experience, current science and maths enrolment numbers, regional teaching capacity data and aspirational objectives alongside the logistical and operational requirements of a collaboration.

A strong thread that emerged throughout the discussions was to find ways to work together that would leverage from the commonalities and assets of all partners.

From these discussions the Year 12 Science and Maths Academy at Flinders (SMAF) pilot program emerged as a genuine and authentic community- engaged partnership. SMAF offers many advantages for both participating schools and the University; the sharing of resource and expertise particularly in regard to Chemistry and Physics.

Schools had expressed the need to up-skill teachers to ensure they can prepare students for university courses and through the SMAF partnership, fruitful interactions between school teachers and university lecturers have been occurring. Opportunities to network range from "over the water cooler" chats to engaging in meaningful discussions through a series of informal science events as part of the internationally acclaimed "Café Scientifique"

forums. Teachers and tutors have also been involved in other professional development activities, adding value to both school curriculum delivery and Flinders University courses.

A Steering Group comprised of community and University members supports the Flinders, the schools and students participating in the SMAF program. The Steering Group encourages and supports the effective integration and coordination of the program's strategic directions, policy and practice, which has led to successful engagement in teaching, learning and research.

The paper will explore the relationships forged with, and between the schools, students, and cross-faculty academic & general staff. The case study will be supported by an external evaluation of this new model of engagement involving multiple faculties, schools and students.

M1.7 2.30pm – 2.50pm

A Keg Full of Learning

Kathryn Anderson
Flinders University

Kathryn Anderson is Manager, Industry Partnerships with Southern Knowledge Transfer Partnerships at Flinders University. In this role she has led the development of the Knowledge Exchange Grants and Flinders Creations, provided connection between government, industry, community and the university, incubated strategic partnerships and project managed various initiatives including the work integrated learning interface and business and community web portal.

In previous roles, Kathryn worked in graduate careers engagement, sponsorship management, executive management and children's services. With a personal career path that covers a range of industries Kathryn has developed a passion for engagement and collaboration and thoroughly enjoys the challenge of drawing on the strengths of stakeholders to reach great outcomes.

PROPOSAL

In 2010 Flinders University launched the Knowledge Exchange Grants – a funding program, designed to support and further the university's engagement with its local region. Over the course of eighteen months, close to \$350,000 was awarded to projects from across disciplines and faculties, each with one or more community engaged partners.

This presentation tells the story of the impact of the Knowledge Exchange Grants (KEGs):

- their impact on the university's strategic direction,
- their impact on assisting to reach the goals of external partners,
- on how the university prepares for and supports engagement

- on engagement and its intersection with work integrated learning
- on engagement and post graduate career development
- and on leveraging research outcomes for the university

If university / community engagement is a force for good – of mutual benefit for social and economic infrastructure of communities as well as for the furthering of university priorities of teaching and learning and research – then how does an injection of cash affect the deliverables? Are applicants swayed by the temptation of 'easy money' or do proposals earnestly seek to meet the goals of the cause?

This story centres on the learning's gleaned from a short program of funding. In twenty minutes, this presentation will contextualise the principles of knowledge exchange within the development of a small grant funding program. It will then cast a critical eye over the efficacy of the program as measured against its intents and outline a mud-map of learning outcomes and scholastic needs, as well as provide evidence for practice and process that facilitates the university taking its next steps towards an engagement agenda.

M2.1 11.00am – 11.30am

Engaging with communities – an empowerment approach to university-community engagement

Prof Pierre Viljoen
CQUniversity

In his current role, Pierre provides strategic leadership in cultivating high-quality relationships with the university's internal and external communities. Pierre holds a PhD in Industrial Psychology, is a registered psychologist with the Psychologists Board of Queensland and a member of the Australian Psychological Society. Pierre has a passion for Organisational Development and has consulting experience in a variety of sectors in Australia and South Africa. His primary aim is to foster a deep and pervasive culture of engagement to support the University's mission to leverage its 'power of place' and reach its goal of becoming 'Australia's most engaged University'.

PROPOSAL

Regional universities are considered key drivers of regional development. They have a social responsibility to direct their teaching and research activity towards regional economic and social objectives. 'The University' aspires to become Australia's most engaged university and also aims to pursue an overall strategy that leverages off the strength of its geographical footprint in the state, its 'power of place'. At 'The University', engagement with regional communities is seen as a two-way, mutually beneficial process where all parties involved need to agree on mutual objectives and planned actions with the ultimate goal of supporting the development of sustainable communities.

This paper outlines an engagement approach, developed by 'The University', which aims to stimulate regional development through community participation and empowerment. It explores the effectiveness of 'The University' Regional Engagement and Participation Process (REAP Process©) in empowering local community leaders to work with 'The University' in identifying the issues in their region and collaborating in finding solutions that will benefit the region. 'The University's' REAP Process exhibits the forms of community participation that are exemplified in the International Association for Public Participation (IAP2)'s Public Participation Spectrum. The Spectrum illustrates that as you progress from left to right – inform, consult, involve, collaborate, empower – the level of public impact increases. The REAP Process aims to empower a regional community at an individual, group and community level and uses a mix of public forums, feedback mechanisms, community capacity building, effective utilisation of community leadership and the 'power of place' as part of a broader engagement process. It can be extrapolated and applied to a variety of contexts by policy makers and/or organisations interested in hosting public forums, stimulating regional development and empowering communities.

Through maintaining detailed minutes and records of all feedback and stakeholder contact, a thematic analysis resulted in valuable knowledge and insight into the issues of concern, and contributed in shaping the engagement process. By working directly with the public throughout the initial stages of the process 'The University' ensures that public issues and concerns are consistently understood and considered. In the later stages of the process, more responsibility for decision making and outcomes of the community identified projects is passed to the community (in the form of the Regional Engagement Committee and Reference Groups). By encouraging participation and providing community leadership, this method guarantees community buy-in and ownership and encourages collaborative action and partnerships. The process allows 'The University' to support the development of sustainable communities by helping to build the community's capacity to develop strong relationships and work collaboratively towards their region's development.

Through these actions, 'The University' can engage with its diverse communities to build long and enduring relationships focussed on developing knowledge, skills and innovation. It provides community input into University activities and ensures relevant education, professional development and research that meet the needs of regional communities, business and industry. By drawing on community expertise and knowledge, encouraging active participation of community members and acknowledging community contributions, 'The University' will become more inclusive, supportive, engaged and responsive.

KEY WORDS

community participation, community empowerment, IAP2 public participation spectrum, regional engagement.

M2.2 11.30am – 12.00pm

Regional university-community engagement in mathematics and science: challenging culture, shifting questions and changing the approach

Dr Grania Sheehan, A/Prof Jenny Mosse
Monash University, Gippsland Campus

Dr Sheehan has extensive experience in the conduct of socio-legal research and evaluation. She has published widely in the field of families, law and social policy. Before joining the GAP Project Dr Sheehan was the Assistant Director, Research at the Australian Housing and Urban Research Institute

Jenny Mosse: Jenny Mosse is leader of the federally funded Gippsland Access and Participation (GAP) project, established in 2008 to investigate the educational challenges faced by Gippsland students, their teachers and their families and to increase participation of rural and indigenous students in higher education

PROPOSAL

This paper draws on the findings of action research conducted at the Gippsland regional campus of Monash University (School of Applied Sciences and Engineering) to describe and critique community-university engagement in the context of providing professional learning support for non-metropolitan based maths and science secondary school teachers. Examination of participation and performance in senior secondary school maths and science over time (1997-2011) suggests that Gippsland secondary school students who have an aptitude for maths and science are enrolling in what are perceived to be the easier (or locally taught) VCE subjects, thereby contracting their post-school career options and capacity to pursue tertiary study.

In response to this narrowing of the opportunity landscape for Gippsland youth, the Gippsland Access and Participation (GAP) Project was designed, in consultation with local maths and science teachers, to enhance teachers' content knowledge, improve student learning outcomes, and shape student aspirations to pursue maths and science based careers. In the three years since its inception the GAP Project has grown to involve 31 of the 33 secondary schools in Gippsland in which students undertake VCE level science located across a diverse geographical area comprising 18 per cent of the state of Victoria.

A thematic content analysis of qualitative interviews with 25 Gippsland senior secondary science and mathematics teachers and their principals, purposively selected, revealed: the importance of mathematics and science specific professional learning for early career teachers and those teaching outside their area of disciplinary training; and a high degree of concordance between the professional learning needs of Gippsland teachers, teachers' experience of the GAP project activities, and the original objectives of the project.

These findings provide the foundation for a critique of 'engagement' between the GAP project team and school communities. 'Engagement' is defined in reference to the specific history of the region, community priorities, and the Monash University Community Engagement Framework (Winter, Wiseman & Muirhead, 2006). Ferman and Hill's (2004) analysis of agenda conflict in higher-education-community research partnerships is used to frame the critique, taking into account both the research and practice elements of the GAP project. There is conflict between teachers' growing expectations of support provision and the capacity of the GAP project team. The equity policy logic that underpins the GAP project (Gale et al., 2010), and the incentives that characterise government schooling in the maths and sciences in the region provides a further source of tension. The extent to which these tensions are moderated by the university institutional context is discussed.

KEY WORDS

university-community engagement, agenda conflict, equity policy, schools, maths and science.

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M2.3 12.00pm – 12.30pm

Reading Images: The Book Club in the Art Gallery

Ariella Van Luyn, Penny Holliday, Elizabeth Ellison
Queensland University of Technology

Liz Ellison, Penny Holliday and Ariella Van Luyn are PhD candidates at the Queensland University of Technology (QUT).

Ellison is a final year PhD candidate and sessional academic at QUT. Her thesis, *Flagging Spaces: reimagining the Australian beach*, is a study of contemporary film and fiction of the beach. She teaches in Film & TV studies, and Creative Writing & Literary Studies. Her research interests involve literary studies, popular fiction, film studies, and gender/queer studies.

Holliday is currently undertaking her PhD in the Creative Industries at QUT focusing on the ways Melbourne is portrayed in local fiction and public policy. She also teaches in Creative Writing and Literary Studies.

Van Luyn's practice-led PhD thesis investigates the fictionalising of oral history interviews. Her research interests include practice-led methodology, oral history and fiction theory. Van Luyn teaches Creative Writing and Literary Studies at QUT. She is chair of the editorial board of the Oral History Association of Australia Journal.

PROPOSAL

This paper seeks to document and understand one instance of community-university engagement: that of an on-going book club organised in conjunction with public art exhibitions. The curator of the Queensland University of Technology (QUT) Art Museum invited the authors, three postgraduate research students in the faculty of Creative Writing and Literary Studies at the Queensland University of Technology (QUT), to facilitate an informal book club. The purpose of the book club was to generate discussion, through engagement with fiction, around the themes and ideas explored in the Art Museum's exhibitions. For example, during the William Robinson exhibition, which presented evocative images of the environment around Brisbane, Queensland, the book club explored texts that symbolically represented aspects of the Australian landscape in a variety of modes and guises.

This paper emerges as a result of the authors' observations during, and reflections on, their experiences facilitating the book club. It responds to the research question, how can we create a best practice model to engage readers through open-ended, reciprocal discussion of fiction, while at the same time encouraging interactions in the gallery space?

To provide an overview of reading practices in book clubs, we rely on Jenny Hartley's seminal text on the subject, *The Reading Groups Book* (2002). Although the book club was open to all members of the community, the participants were generally women. Elizabeth Long, in *Book Clubs: Woman and the Uses of Reading in the Everyday* (2003), offers a comprehensive account of women's interactions as they engage in a reading community. Long (2003, 2) observes that an image of the solitary reader governs our understanding of reading. Long challenges this notion, arguing that reading is profoundly social (ibid), and, as women read and talk in book clubs, 'they are supporting each other in a collective working-out of their relationship to a particular historical movement and the particular social conditions that characterise it' (Long 2003, 22). Despite the book club's capacity to act as a forum for analytical discussion, DeNel Rehberg Sedo (2010, 2) argues that there are barriers to interaction in such a space, including that members require a level of cultural capital and literacy before they feel comfortable to participate. How then can we seek to make book clubs more inclusive, and encourage readers to discuss and question outside of their comfort zone? How can we support interactions with texts and images?

In this paper, we draw on pragmatic and self-reflective practice methods to document and evaluate the development of the book club model designed to facilitate engagement. We discuss how we selected texts, negotiating the dual needs of relevance to the exhibition and engagement with, and appeal to, the community. We

reflect on developing questions and material prior to the book club to encourage interaction, and describe how we developed a flexible approach to question-asking and facilitating discussion. We conclude by reflecting on the outcomes of and improvements to the model.

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KEY WORDS

book club, reading group, social reading, fiction, community engagement, art gallery

M2.4 1.30pm – 1.50pm

International service learning for university students: a partnership between Youth Challenge Australia and University of Western Sydney

A/Prof Diana Whitton¹, Jo Thompson²
 1. *University of Western Sydney*
 2. *Youth Challenge Australia*

Dr Diana Whitton is an associate professor at the University of Western Sydney in education with responsibilities for teaching pre-service primary education and service learning. She has completed graduate studies in service learning and oversees the placement and teaching of up to 500 students a year in local community agencies. Diana's current research is a longitudinal study of the new service-learning unit at UWS and has previously presented and published on her work about Students in Free Enterprise [SIFE] and service learning. Currently she is one of the editors of the AUCEA ejournal and Chair of the scholarship committee.

PROPOSAL

Taking students out of their comfort zone, challenging them in another cultural and work environment is part of the service learning experience for students from the University of Western Sydney.

Service learning is an integral part of the curriculum at the University and students are able to undertake it as part of their course work for a number of degrees. In particular within teacher education a number of units have been planned to develop service learning. Through face-to-face lectures and tutorials students learn about the theoretical aspects of service learning and have the option to work in the local community or overseas. The development of placements locally does not create any difficulties

however overseas placements are difficult as connections with international agencies are not easy to establish. So to develop a university program it would take many years of work.

Through a partnership with a not for profit service learning organisation – Youth Challenge Australia [YCS]– students were given the opportunity to complete the course work at university and then travel to a range of countries for the service learning. Over the last two years students have experienced living and working in Vanuatu, Mexico, and Costa Rica. Their service is for 6 to 10 weeks and students participate in a short training with YCA.

The experience challenges the student on many levels – academic, social/emotional and organisational. A discussion of the different skills and knowledge developed will be given and a reflection of the evaluations of the students. The areas that they consider need to be addressed, as part of their initial training at the university and with YCA, will be highlighted.

In addition how the partnership between YCA and the university will be discussed. The areas to consider when developing a program of service learning will be highlighted and the pitfalls to overcome.

M2.5 1.50pm – 2.10pm

The stitchery collective: more than pretty clothes for pretty people

Kathleen Horton
Queensland University of Technology

Kathleen Horton teaches fashion history and fashion theory of in the School of Design, Creative Industries, QUT. Her research covers both the aesthetics and the politics of dress. In 2010 she founded the stitchery collective: a fashion based artist-run initiative that.

PROPOSAL

As a cultural field, the world of fashion is usually associated with 'exclusive' qualities such as celebrity, glamour and the value of being young beautiful and size 10. By and large fashion design courses adhere to this model of fashion production and consumption training their graduates to compete successfully in an industry that seems far removed from the notions inclusivity and connection of community engagement. However, alternative models can and do exist.

This presentation tells the story of 'the stitchery collective' a group of graduates from QUTs Creative Industries Fashion program who are developing an innovative model of fashion practice focussed around the ideas and values both of community engagement and community cultural development.

Their work to date has included projects that target specific community groups – such as "Fashioning Social Inclusion" (2010-2011) that works with Brisbane women who belong to migrant and refugee communities, as

well as more recently "WARM" a workshop delivered to children at the 3rd International Kids' Carnival hosted by La Biennale in Venice (February 2012).

A common thread across these programs is a desire to investigate the premise that clothing and dress can potentially act as a lingua franca that enables connection and communication; and that in fact aspects of 'fashion' culture can be mobilised in a community focussed context to enhance cultural exchange.

The issue of how 'learning' happens in these contexts provides rich scope for analysis and discussion – given the innovative and engaged nature of the work our discussion will particularly highlight the 'learning through doing' that occurs as well as the 'collective' nature of the design processes we develop and promote.

The story will include the voices and perspectives of several of the stitchery collective's members as well as community partners.

M2.6 2.10pm – 2.30pm

Sex and Academia: Unlikely Bed Fellows

Catherine O'Mullan
CQUniversity

Cathy has been employed as a Lecturer in Health Promotion at CQUniversity since July 2010 and teaches into the Bachelor and Masters of Health Promotion Degree. She has worked as a Health Promotion Practitioner for over 20 years both here in Australia and in the UK. Cathy has a wealth of practical experience across a number of public health areas including chronic disease, cancer prevention and mental health. Over the past 10 years, Cathy has specialised in the field of sexuality and sexual health promotion.

PROPOSAL

Wenger (1998) defines a 'community of practice' as a group of people who share concerns and passion about a topic. Members of such communities are practitioners who strive to enhance their expertise about this topic in a collective setting and aim to create knowledge together. This paper tells the story of 'SexLinx', a new community of practice that has been deliberately fostered between CQUniversity, government, non government organisations and community groups to deepen knowledge and expertise around the complex area of sexual health. Commitment to evidence based practice is central to this community of practice, and by fostering closer links with CQUniversity, health practitioners have had the opportunity to examine their practice through a different lens, and to enhance their capacity to conduct independent research.

This story will focus upon how the development of a community of practice has led to an increase in applied sexual health research projects in the Central Queensland area. Through these projects, local health practitioners and researchers from CQUniversity have benefited

from being able to increase health promotion research capacity within their region and put sexual health onto the research agenda. Sexuality research is not without its challenges though and it can raise a number of complex and interesting ethical issues; these challenges and the strategies put in place to overcome such challenges will also be discussed.

Exemplars from the applied sexual health research projects will include the development of a postal HIV testing kit for men in rural communities, the evaluation of a whole community based approach to sexuality education and an exploratory study into sexual risk taking behaviours in a Central Queensland mining community.

KEY WORDS

Community engagement, volunteering, international students, mutually beneficial

REFERENCES

Wenger, E 1998, *Communities of Practice: Learning, Meaning and Identity*, Cambridge, Cambridge University Press.

M2.7 2.30pm - 2.50pm

Increasing community partner and student capacity through mutually beneficial and reciprocal community engaged research: A case study of the Macquarie University-Marist Youth Care research and learning initiative

Dr Valentine Mukuria¹, Lindie Clark¹, William Rak²
1. Macquarie University
2. Marist Youth Care

Dr. Mukuria is the Academic Development Officer (PACE) and Acting Faculty Director of Participation at Macquarie University and has experience with curriculum development in USA, Canada, Kenya and Australia.

Lindie Clark is the Academic and Programs Director of Participation and Community Engagement (PACE) at Macquarie University. Prior to assuming this role, she was the Director of the university's Health Studies program and convened the Health program's capstone internship unit. In 2008 Lindie and two of her colleagues were awarded an Australian Learning and Teaching Council Citation for 'Outstanding Contributions to Student Learning' for integrating sustainable Work-Integrated-Learning programs into the Faculty of Science. Prior to joining Macquarie University Lindie worked in a range of regulatory agencies in the health, employment and industrial relations fields. As a Harkness Fellow she completed a Master of Public Administration at Harvard University's Kennedy School of Government. Lindie is also a Trustee of the Dusseldorp Skills Forum, a not-for-profit organisation that works within the broader community to enhance the opportunities for education, skills and employment for all young people, particularly those who don't succeed in the 'mainstream'. Seeing students

realise the valuable contribution they can make to their community, and recognise the amount they learn through the act of participation, is one of the most rewarding Learning and Teaching experiences Lindie has had in her career.

William (Bill) Rak is the Affordable Housing For Life (AHFL) Project Manager at Marist Youth Care. Bill has played an integral part in the AFHL project which initially ran as a pilot in NSW and is expanding into other parts of Australia

PROPOSAL

This story-telling session presents a successful case study of university-community engagement in a research initiative. The case study discusses how Macquarie University in collaboration with Marist Youth Care (MYC) designed a mutually beneficial and reciprocal community engaged learning research activity to investigate the social impact of the Affordable Housing For Life (AHFL) program run by MYC. AHFL is a vocational training and employment program aimed at breaking the cycle of unemployment and homelessness among vulnerable youth.

The research activity, which engaged two Macquarie University postgraduate students, MYC staff and AHFL program participants, was implemented to meet the objectives of both the community partner and the university. For MYC it enabled the AHFL's effectiveness to be rigorously evaluated, for the University it provided real-life research experience for the students involved. The research itself investigated the social implications of the AHFL program in relation to its effectiveness in: building the capacity of program participants (at-risk/vulnerable youth) to increase their involvement in their immediate community; developing the program participants' social networks; and connecting the program participants to society at large. The university students conducted interviews with program participants and presented their findings in a report to MYC. The research was crucial for the Community partner as the findings contributed to informing policy and practice of the program and also provided documented evidence as to the program's effectiveness. The latter in turn enabled the expansion of AHFL (which initially ran as a pilot in NSW) into other parts of Australia. Another significant outcome of the research included a long-term volunteer commitment from one of the student researchers whose life-changing experience resulted from the interaction with the at-risk youth over the duration of the research initiative.

During the session, information and experiences from the perspectives of the Macquarie University staff, students and MYC staff will be presented and key success factors and other considerations that played a role in contributing to the success of this research initiative will also be discussed.

KEY WORDS

Capacity building, community based research, university-community research initiative

M3.1 11.00am – 11.30am

Service learning and citizenship: focus for university-community collaboration

Dr Jay Hays, Prof Mike Clements
Swinburne University of Technology

Dr Jay Martin Hays has been at Swinburne University of Technology since 2010, developing the university's Industry Engaged Learning curriculum and associated Quality Assurance frameworks. Jay previously taught management and leadership courses at the Australian National University (ANU) in Canberra, Australia. While at ANU, Jay was a frequent nominee for College and University teaching awards. Of special relevance to this conference was his unit Management and Organisation: The Community Project recognised for its novelty, relevance, and effectiveness. More recently, Jay has been an inductee in or received nominations for numerous international honours including the American Order of Merit and International Educator of the Year.

In addition to teaching and research supervision, Jay has published widely in the management and leadership arena, including management education. His early research focus was on industry-academia collaboration. Jay's current areas of research interest include team learning, wisdom, and the development of higher-order thinking and problem-solving skills, particularly reasoning and judgement.

Jay has extensive industry and consulting experience, having led major Organisational Development and Change projects in the public and private sectors, including planning and implementing integration efforts in mergers and acquisitions, and directing organisation-wide business and technology change. He has assisted executive teams redesign their organisations to promote cultures of high-performance and continuous improvement. Jay has worked in the United States, Germany, Italy, and Spain, in addition to Australia and New Zealand. Recent industry engagements include a range of activities at the Australian Taxation Office and organisational change advisement to the Zambian Government.

Professor Michael Clements holds the position of University Professor of Industry Engaged Learning, having previously held senior positions of leadership as the Director, Industry Partnerships and Director, Internship Programme in the Faculty of Commerce; along with the coordination of Supply Chain Management for both domestic and offshore programmes at the University of Wollongong.

Professor Clements has taught and presented in numerous locations around the world notably New Zealand, Hong Kong, Singapore, Dubai, Scotland and Australia, at undergraduate, postgraduate, and DBA levels. Professor Clements has also held an Honorary Fellowship at the University of Aberdeen in Scotland, and is currently a leading CI on research grants including ARC Linkage research grants, along with positions on several Editorial Boards.

He has previously held research leadership roles as the Deputy Director of the Centre for Applied Systems Research, along with membership of the UOW wide research Institute for Innovation in Business and Social Research. Professor Clements has had a long term interest with industry based learning collaborations and has successfully established a number of high profile industry linkages, along with the design and establishment of the UOW Commerce Internship Programme, which has been acknowledged as a leading innovation in Internship Best Practise by ALTC. Professor Clements holds an ALTC citation (2008) for his model on cumulative learning engagement for supply chain students in industry engagement (CLEM). His recent research focuses on experiential learning models for curriculum development and student formal learning where he currently leads PhD supervision.

PROPOSAL

Service Learning hinges on a partnership between the university and a sponsoring or host organisation. Both parties share commitment to making a positive difference in some area locally or further afield and to fostering student learning. While not always highlighted, it is assumed that the student shares these commitments. Thus, there exists, at least potentially, a partnership amongst these three stakeholders.

Service Learning is increasingly recognised as an important vehicle for student growth and development. Numerous learning outcomes have been documented from SL, but its essential and overarching objectives are to create in students a sense of civic mindedness and an understanding of and commitment to service; in short, to build citizenship and a service ethic. Together with students' other academic studies, Service Learning intends to help students become contributing members of society and prepare them for fulfilling careers—to be good citizens at home and at work. While service, volunteerism, and altruistic behaviour are meritorious on their own, Service Learning ensures that students exact the best possible learning from their experience.

The authors of this paper assert that Service Learning can provide a key mechanism for university-community engagement and collaboration. It may be constructive to envisage Service Learning, that is, a particular SL project, as the focus and mechanism for university-community engagement and collaboration rather than Service Learning more generally occurring within an on-going relationship. The figure at right illustrates this, and is elaborated upon in the proposed paper. This subtle distinction is important because every Service Learning project is unique in that the project, itself, is new or evolving, and students all have different learning needs, skills and knowledge to contribute. Even continuing or repeat projects will have changing circumstances surrounding them. Thus, the partnership and partnership arrangements need to be forged based on the project more so than the project taking form based on an existing relationship. If not obvious, this implies that each stakeholder—student, university faculty or staff

representative, and industry-community contact—must play an instrumental role in defining the Service Learning project, including approach, outcomes, assessment, roles and responsibilities, risks and risk mitigations, and so on. There can be other stakeholders as well, as in the case where a university partners with a business to jointly work on or support a project within the local community or even another country under the aegis of, yet, another party or parties.

A significant contribution of this paper is the clear guidance provided for structuring university-community relationships around specific projects, in this case Service Learning, but the logic applies to other projects and types of engagements. It adds to the extant literature on Service Learning, university-community partnerships, community engagement, and addresses important issues of citizenship.

This proposal / paper directly addresses the conference theme of community engaged learning, and incorporates each perspective: student, community, business / industry, and academic.

KEY WORDS

Service Learning, Citizenship, University-community partnerships, Community engagement, Shared ownership, Project collaboration

M3.2 11.30am – 12.00pm

The student experience of community engagement: Expectations and reflections

Dr Luke Egan, Prof Jude Butcher
*Institute for Advancing Community Engagement,
Australian Catholic University*

Luke Egan is a research associate at the Institute for Advancing Community Engagement, Australian Catholic University. His Ph.D. is in psychology.

Jude Butcher is the Director of the Institute for Advancing Community Engagement, Australian Catholic University. His Ph.D. is in education.

PROPOSAL

In numerous instances of university-community engagement, many of the engagers are university students. Therefore, it is important for researchers to understand how students' expectations may impact upon their community engagement experiences, and whether or not their expectations match the reality of these experiences. In particular, students' levels of self-confidence and self-efficacy may play a large role in determining how they perceive their performance as engagers.

The present paper reports on a longitudinal study, which assessed the pre-engagement expectations and post-engagement reflections of a sample of students from an

Australian university. This allowed the present researchers to explore two possibilities. First, that those with higher self-confidence and self-efficacy pre-engagement would give more positive reflections post-engagement. Second, that students' levels of self-confidence and self-efficacy pre-engagement would be unrelated to the positive or negative nature of their post-engagement reflections. The former possibility refers to a situation in which the students' psychology plays a significant role in determining the quality of their community engagement experiences. In such a situation, those coordinating community engagement initiatives for students would need to identify ways in which to enhance the students' self-confidence and self-efficacy, in order to enhance the students' experiences.

The latter possibility refers to a situation in which the students' psychology (measured in terms of self-confidence and self-efficacy) does not play a significant role in determining the quality of their engagement experiences; rather, the nature of the initiative itself is what matters. In such a situation, coordinators would need to identify ways in which to enhance not the students' self-beliefs, but the quality of the initiative in which the students will be participating. The present paper puts forward the results of the longitudinal study and interprets them with regard to the aforementioned possibilities. This paper also identifies key directions for future empirical research on the student experience of university-community engagement.

KEY WORDS

community engagement, self-confidence

M3.3 12.00pm – 12.30pm

Responsible learning and reciprocal engagement: linking students with Indigenous tour operators in the Northern Territory

Laura Hammersley, Rebecca Bilous
Macquarie University

Laura is currently a PhD candidate at the Department of Environment and Geography at Macquarie University where her research interests focus on the intersection between community engagement initiatives and international development alternatives. Her current PhD research explores university student engagement with community-based organisations internationally, regionally and locally.

Rebecca Bilous is currently a PhD candidate at the Department of Environment and Geography at Macquarie University. With degrees in Art History (ANU) and Education (Deakin), Rebecca has predominantly worked in the museum education sector, working in both curatorial and educational positions, including as the Curator of Family Programs at Tate Britain (London). Her PhD research focuses on the telling of Yolngu/ Macassan stories.

PROPOSAL

ENVG380 is a 300-level Human Geography unit at Macquarie University intended to offer a field-based learning opportunity in the Northern Territory that aims to develop student's practical, analytical and interpretive skills, and inform their values and understandings of the world. Students engage with Indigenous tour operators in and around Darwin, Kakadu, and West Arnhem Land and examine issues around self-determination, community-development and resource management. In addition, applied projects are developed with Indigenous tour operators to assist their priorities.

It is the reciprocal component of the field-trip that will be the focus of this presentation. The role of reciprocity in university-community partnerships has received much scholarly attention with many (see Kendall: 1990; Porter & Monard: 2001; Robinson & Green: 2011; Simons & Clearly: 2006) highlighting mutual benefit as a defining feature of community engagement theory and practice. Reciprocity is commonly understood within the service-learning literature as the mutuality between the needs and outcomes of institutions, students and their hosts (Kendall: 1990). In this respect, reciprocity translates into a delicate balancing act between student learning and assessment outcomes, and partner priorities and objectives.

This presentation will reflect on the experiences of students, staff and community partners involved in an 8-day field-trip in 2011. Students' reflective assessments and group debrief sessions, interviews with community partners, and reflections from academics involved will be used to explore how students, academics and community partners experienced and perceived reciprocal exchange within the structure of this unit. This presentation will then investigate why trying to achieve reciprocity as it is dominantly understood within the literature was a source of tension for all involved. How then can students be of benefit (and to what extent) to those they do engage with, whilst continuing to align with partner identified objectives and priorities?

With renewed calls to revisit and re-imagine the concept of reciprocity (see Henry & Breyfogle: 2006) preliminary findings suggest that focusing on 'learning as a form of service rather than on learning by way of service' (Fox: 2002, p.7) will enable community-engaged learning activities to present niche opportunities for existing and emerging Indigenous tour operators in the Northern Territory. This presentation demonstrates that community-based learning in the context of the Northern Territory is about fostering intangible pedagogical outcomes more than about providing an academic service or output. Student, academic and community partner reflections and experiences indicate that listening, sharing and exchanging ideas can lead to a level of cross understanding that may help bridge current cultural divides, and in this case, also support the objectives of Indigenous tourism partners.

KEY WORDS

Reciprocity, community-based learning, Northern Territory

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politically sensitive and potentially explosive media and communications minefield with multiple stakeholders?

What were the outcomes of this project:

- For the community?
- For the students?
- For the university?

This story tells how an unscheduled activity became an opportunity for partnership with multiple community stakeholders and for deep and authentic learning. The student team engaged in a number of research and community engagement processes in their investigation of a local 'wicked' problem. This 'live' student laboratory presented many teaching and learning challenges for both supervising academic staff, students and the community partners. Finding the balance to allow students to take the lead and manage their own learning process, to stretch beyond their comfort zone to enable deep learning to emerge was a key challenge.

And would we do it again?

The team would like to share the story of their challenges of engaging with the community at all levels during the process, in order to demonstrate key learning points and recommendations for university-community engagement policy and practice.

KEY WORDS

student learning laboratory; deep learning; teaching as mentoring

M3.4 1.30pm – 1.50pm***Engaging a community in a student-led project***

Dr Fleur Fallon¹, Christopher Frankcombe²

1. *Institute for Regional Development, Cradle Coast campus, UTAS*

2. *Student, Bachelor of Regional Resource Management, UTAS*

Dr Fleur Fallon has a background in Human Resource Management, prior to completing a PhD related to sustainable tourism development. She teaches Organisational Behaviour and is the Co-ordinator of the Bachelor of Regional Resource Management degree, delivered by the Institute for Regional Development, Cradle Coast campus, University of Tasmania.

Mr Chris Frankcombe has a background in Journalism locally and overseas, and is a student of the BRRM degree, and the initiator of the student-led project.

PROPOSAL

What happens:

- When a student submits a proposal to consult on a tourism development project in their local area?
- When the spectrum of proposals supported by the community range from 'do nothing' to high cost investment for a cable-car to the top of a mountain?

How did the university support the project and work with the student team comprising graduates and undergraduates to navigate their way through the

M3.5 1.50pm – 2.10pm***International Students – Community Engagement program***

Dr. Alan McAlpine¹, Tal Fitzpatrick²

1. *Queensland University of Technology*

2. *Volunteering Queensland*

Alan McAlpine is manager QUT Careers & Employment. He is also the National President of the National Association of Graduate Careers Advisory Services (NAGCAS) and as a result sits on the board of Graduate Careers Australia. Alan has over 10 years experience in the career development field, having worked in private company (Trevor-Roberts Associates) in career development for employees and started career development support for postgraduate research students at both the University of Auckland and QUT. Since his time at QUT the service has received an ALTC citation award for sustained career development support and the service has been recognised by the ALTC for the major project of putting together a series of career development programs online. These are being widely used in curriculum and sit on the Universities online teaching and learning platform, Blackboard.

Tal Fitzpatrick is the Leadership and Student Engagement Coordinator in the Education, Policy and Research unit of Volunteering Qld (VQ). Her role includes the research and

development of VQ's leadership and creative engagement programs and the facilitation of training around resilience, leadership and engagement. Tal Fitzpatrick graduated from Griffith University in 2009 with a Bachelor of Arts, 1st class honours, with a major in Contemporary Arts and Fine Arts Industries. She is a practicing fine artist and sits on the board of a Gold Coast based not-for-profit organisation called 'Crossing Divides' which runs arts and music programs for young people with disabilities

PROPOSAL

This story-telling session describes the unique International Student Community Engagement Program, commenced in July 2011 and run in partnership by Queensland University of Technology (QUT), "Careers and Employment" (C&E) and Volunteering Queensland (VQ). The program, titled the International Student Volunteer Initiative, is designed to facilitate community engaged learning through placing and supporting small groups of QUT international students in a 12 week volunteering project with a variety of not-for-profit community organisations. Its primary aim is to provide a preparatory experience for international students therefore building confidence, and skills, to enter the Australian workforce through a community and voluntary setting.

This program was designed to address a need, that international students struggle to obtain viable opportunities (both in paid and in voluntary capacities) to support their study as well as build networks for future employment opportunities. Through educating the students on volunteering in Australia and building their confidence by providing a supported volunteer learning experience, this program encourages international students to engage with the wider community and build their own networks; a key resource in job seeking within the Australian context.

During this story-telling session we describe the enthusiastic response to the program by the students, exploring what they considered to be the benefits of undertaking community engaged learning and what they found challenging about their experiences. From another perspective we will explore some of the rewards and challenges that come with placing groups of international students into small not-for-profit organisations. Both a student and a not for profit organisation will be represented

Outcomes of the program, to date have been very encouraging; with student feedback indicating the experience was beneficial for them both professionally and personally. Student surveys indicate a spike in student confidence regarding the Australian workplace and during group reflection students shared their stories of connecting and contributing to the local community. The organisations have shared their gratitude at how much the students achieved and how having them volunteer with the organisation demonstrated the value in engaging international students where beforehand they had been apprehensive.

The unique aspect of this project is the methodology in which students are chosen, oriented and supported

through their experience as well as its focus on reflection. The session will explain how this partnership between QUT and VQ works and why it has been so effective in ensuring a positive experience for both parties involved.

KEY WORDS

student learning laboratory; deep learning; teaching as mentoring

M3.6 2.10pm – 2.30pm

Engaging students and community through Business Advantage (Three perspectives)

Amilia Cunningham¹, Mark Creyton²
Erin Gregor¹

- 1. *Queensland University of Technology*
- 2. *Volunteering Qld*

Amilia Cunningham is the Coordinator of the Business Advantage Program (co-curricular, professional development program for students) in the QUT Business School. Having completed tertiary studies in event management and public relations, and with previous experience in executive recruitment and online marketing, she began working at QUT by managing student volunteers for the Public Relations Institute of Australia National Conference. Amilia has a keen interest in the areas of student engagement, professional development and networking, and enjoys working with engaged and motivated students. In addition to coordinating professional development workshops through Business Advantage, she manages student sponsorships for the Business School and is Faculty Advisor to the QUT Students in Free Enterprise team. Recently, she has been active in redeveloping the existing Business Advantage Program offering and seeking ways to further enhance the University experience of QUT Business students.

Mark Creyton is Director Education, Research and Policy for Volunteering Queensland. He has over twenty years experience as an educator and consultant working with a range of voluntary and non-profit organisations and groups. He has particular interest in supporting social innovation and smaller voluntary organisations and groups and their role in creating a strong and vital civil society. He facilitates a range of projects and workshops to develop more effective leadership within communities and on boards, to assist organisations and groups work more effectively and to support staff within nonprofit organisations. He is the Queensland consultant for the Australian Journal of Volunteering.

Erin Gregor studies Business and Journalism at QUT. In her time at University, she has represented QUT in a number of international business competitions, Model United Nations conferences and completed an exchange to University of Leeds in the UK. In 2011, she worked with Volunteering Qld in developing and implementing an International Student Internship Program. Most recently she completed a summer internship in management consulting and has since accepted a 2013 Associate Consultant role with Bain & Company. Within QUT she works as a Student

Ambassador and Student Learning Advisor at QUT culminating in her recent nomination as QUT Student Leader of the Year.

PROPOSAL

Recognising an opportunity to enhance student engagement, the QUT Business School launched the co-curricular Business Advantage Program in 2004. Using industry and community partners as facilitators, the broad range of modules offered were designed to build personal, professional and citizenship skills and networks, as well as create opportunities for extended learning beyond textbooks, enriching the student experience and increasing competitiveness in the job market.

One of the Program's primary partnerships has been its ongoing alliance with Volunteering Qld (VQ). As the peak body for volunteering in Queensland, VQ has a keen interest in new models of engagement. VQ has developed a range of programs focused on leadership, service learning, student engagement, and volunteering by young people. The breadth of experience and knowledge contributed by VQ has been integral to the success of the Business Advantage Program from the very beginning.

By working together, the partnership between QUT Business School and Volunteering Qld helped shape the development of the framework and built lasting relationships between the University, Business School students and an extended group of community and organisational facilitators.

Highly regarded by participating students, the program uses a mix of experiential education, community engagement, and more traditional workshop formats. The program has provided a range of pathways for students into different forms of engagement through volunteering and community involvement. More recently, a focus on more creative processes have been used to further engage students.

Students who engage with the program do so because of the reputation of the Business Advantage Program within the University, and their personal desire to gain more from their University experience. As an 'opt in' program (not part of student's coursework), students engaged in the modules demonstrate initiative and are self-motivated in their areas of interest. The modules offered help to further develop the real world skills and knowledge of students, providing important knowledge for application at University as well as life skills that will last well beyond graduation day.

The story-telling presentation of how Business Advantage has, and continues to engage with students and the community will be told from three perspectives: the University/Business School, the community partner, and participating student, and will explore how each stakeholder has been able to mutually benefit from the Business Advantage Program: the QUT Business School continues to enhance the program offerings and provide an avenue for community engagement, experiencing continued interest and attendance in the program over the past eight years; Volunteering Qld has partnered with the

University across a number of areas, as well as engaging Business Advantage students in its projects; and students continue to develop their personal and professional skills, build industry contacts and networks, and have the opportunity to further connect with projects and organisations that build their experience and capabilities.

Offering an experiential learning program within the QUT Business School has enhanced the relationships of three key stakeholders and set an excellent foundation on which to expand and further develop the program and engage with community and students.

M3.7 2.30pm – 2.50pm

Engaging Youth in Social Change for Climate Change

Vivienne Benton

University of Queensland (UQ), 2 3WBC community radio station

Vivienne Benton received a multidisciplinary BA from Victoria College (now Deakin University) in Melbourne with a unit of philosophy and the environment from Monash University. She then studied Environmental Science, qualifying with a Grad Dip and Master in this field. In 2000 she was awarded the Inaugural MESSA award for advocacy on behalf of the environment by the students and staff at Monash Environmental Science School Association. Her present field of study is centred on youth, climate change spirituality, nature and agency.

Vivienne has also worked professionally in most areas of the entertainment and media industry. She is a qualified radio producer producing two programmes a week for community radio Live the Good Life, ethical sustainable living for adults, and Your Planet Needs You, an environmental inquiry programme for youth. She has also taught acting and self esteem to students aged 4 to adults with SKIDS Drama School, and invented the environmental education tool EcoSleuth which she's facilitated at Mater Christi College and Melbourne Girls Grammar School in Victoria.

PROPOSAL

Pragmatic philosopher, John Dewey suggested that major advances in knowledge tend to occur when human beings consciously work to solve a central problem' (Percy, Zimpher and Brukaradt, 2006, xi). He also proposed that 'working to solve the highly complex real-world problems of its community and city...realise[s] the university's democratic, civil purpose' (Percy, Zimpher and Brukaradt, 2006, xii).

In the last 20 years the complex real-world problem of climate change has taken centre stage. In a 2010 report released by the Australian Academy of Sciences, authors claim that over the last one hundred years, CO₂, one of the major greenhouse gases, has reached 'the highest levels seen in the past 800,000 years' (Lambeck et al, 2010, p 2). These scientists also state that there is now no doubt

about the causal link between human activity and the warming of the planet (Lambeck et al, 2010, IPCC, 2007). Should climate change continue unabated, they warn, our future world would be very different from the world we inhabit today, and '[s]uch large and rapid change in climate would likely be beyond the adaptive capacity of many societies and species' (Lambeck et al, 2010, p 3). It is therefore a matter of great urgency that anthropogenic greenhouse gas emissions and the human activity that produces them, be addressed by all members of society, in order for humankind and other species to survive (Hulme, 2009; Moser and Dilling, 2008; Hansen, 2009; Lambeck et al, 2010).

Climate change constitutes a planetary risk, and it is at the threshold of this risk environment that the youth of today are beginning their journey to adulthood (Beck 2010; Kahn and Kellert, 2002). This story is, therefore, about a group of young people aged between 12 and 19 years who are using the airwaves of community radio as a means to inspire behavioural change and environmental sensitivity amongst their peers. Under the guidance of their academic researcher/producer, each Monday night on 3WBC Melbourne they engage their community of listeners in a narrative exploring what individual action can achieve to mitigate climate change.

In contrast to mainstream media, which has let down its community, these young people redress the balance in the reporting of climate change science. In an effort to create 'balanced journalism' or under the influence of self interest groups, the media have promoted climate science denial on an equal footing to empirical evidenced science (Boykoff and Boykoff, 2004, Norgaard, 2011). With so much controversy and misinformation surrounding public engagement with the climate change, it is difficult for a scientifically illiterate public to understand the deep issues and to facilitate social change to address climate change (Norgaard, 2011).

The medium of community radio provides a democratised interface for young people to engage with climate change ((Ahern, 2006, Simons, 2007). They can choose what they want to learn and who they want to interview. In the process young presenters and listeners are invited to express their personal views creating an opportunity to vent the frustration and fear they feel for what they perceive as their uncertain future (Macy in Roszak, 1995, Eckersley, 2008 a, 2008b). Local and international university experts and notable guests make themselves available for questioning. In a positive, active framework the team are encouraged and supported in personal research and in the development of a visionary approach to a more sustainable future.

The award winning 'Your Planet Needs You' radio programme provides a potent medium for the exploration of environmental degradation and factors leading to climate change. It also seeks to connect youth with their natural world and encourage a sense of wonder, which often dims with age (Kahn and Kellert, 2002). Broadcast from community radio station 3WBC's studios in Box Hill, the programme is hosted by youth, driven by the ideas of

its presenters and listeners, and can be heard locally as well as interstate and internationally. It attracts a regular worldwide audience.

In the past, guests on 'Your Planet Needs You' have included: Australia present chief scientist Prof. Ian Chubb; Sir Gustav Nossal (talking about drugs and immunization); Prof. David Karoly (Climatologist) from Melbourne University; Simon Torok (CSIRO); Dr Frank Will (Moving the Planet Away from Fossil Fuels) Deakin University; Matthew Wright (Beyond Zero Emissions); Dr Eric Fitzgerald (Museum of Victoria); the team from The World I want to Wake up to; Jane Goodall; Charlotte Richardson from Palm Oil Action Group; Robert Doyle (Lord Mayor of Melbourne), Alex Loors (iMatter USA), and members of AYCC.

M4.1 11.00am – 12.30pm

Theorising engagement in remote intercultural contexts

Matthew Campbell, Prof Michael Christie
Charles Darwin University

Matthew Campbell is a researcher at Charles Darwin University based in Alice Springs. His principal research interest is community engagement, with a focus on generative methodologies. He is currently working on projects on remote housing and ethnographic story telling.

PROPOSAL

At Charles Darwin University, based in the Northern Territory, we are engaged in ongoing relationships with remote Aboriginal knowledge authorities as we develop the philosophies and practices of community engagement. Currently we are developing a theory of education and engagement which points to an integrated model of collaborative action at classroom, community, and university department levels. Our approach stems from a belief that teacher education, and a university's community engagement work can benefit from being linked through the work of American pragmatist philosophers John Dewey and Kathryn Pyne Addelson.

This presentation focuses on the work we are doing to develop theoretical approaches that bring together three related but previously unconnected dimensions in the area of teacher education: 1) The work of defining the principles and practices of community engagement in a postcolonial context. 2) The work of developing a theory of engaged pedagogy which takes seriously the cultural, pedagogical and epistemological differences at work in a cross cultural classroom, and 3) the flexible bottom-up administrative arrangements which will enable the productive deployment and engagement of teacher education students in remote Australian Aboriginal communities.

Our roundtable would begin by discussing the work of John Dewey and Kathryn Pyne Addelson whose work on public problems and participation in collective action are especially useful for educators who are thinking about their roles preparing students for engagement in

unpredictable (and culturally different) contexts. We will discuss some of Dewey's progressive educational theories, including his notion of knowledge as a particular 'mode of participation', relevant to make the connection between the teacher education student in the classroom, and the 'engagement' she will be invited to negotiate and implement with the guidance of academic staff.

Some of the questions/ prompts we would ask/pose in the round table discussion include:

1. Researching our own contexts of engagement, we have found that successful engagement emerges from the difficult and often hidden work of small groups and individuals at all levels of the university. Reflect upon your own experience, and the ways you have or could develop more flexible, negotiated and emergent practices for implementing culturally sensitive engagement by staff and students.
2. In the context of remote Aboriginal schools, we have found that the criteria for determining the success of an engagement strategy are perceived quite differently by different stakeholders. We will provide examples from our own cases, and discuss examples emerging from the group. How do we engage the 'community' and the 'university' in evaluating our success? What does the 'community' understand the 'university' to be? And how does the 'university' understand the 'community'? Can we understand both as emergent from the work of engagement?

Our aim through the discussion is to outline a progressive and emergent practice of engagement in remote intercultural contexts. We will together develop some tentative suggestions as to how university departments can develop and maintain systems of community engagement and deployment of students for engagement which provides for the necessary flexibility as well as the necessary supervision and support.

KEY WORDS

Theory, education, community engagement

M4.2 1.30pm - 3.00pm

Partnering in Service Learning: Exploring strategies for collaboration

Judith Smith, Natasha Shaw
Queensland University of Technology

Judith Smith is Associate Director, Academic-Real World Learning at Queensland University of Technology. In this role she is responsible for providing university-wide leadership to Real World Learning and Work Integrated Learning in strategy, policy, curriculum and pedagogy. She is currently leading a number of cross-institutional initiatives including in WIL curriculum design, service learning, WIL risk management, WIL information systems, staff capacity building, WIL evaluation strategies.

Previous to this role she was the academic coordinator for the Transition to Professional Environments Program

in the Creative Industries Faculty. She has been a chief investigator on an ARC Discovery project researching electronic portfolio assessment in the arts and has received a Carrick Citation for Outstanding Contribution to Student Learning for active and authentic learning

PROPOSAL

Context: In early attempts to distinguish service learning from community service and other forms of volunteerism, scholars have consistently argued for the importance of "reciprocity." Understood as a key feature to service-learning programs and to pedagogy that supports service-learning activities, reciprocity is usually described as mutuality between the needs and outcomes of the "provider" and the "recipient" in a service-learning relationship.

Reciprocity in the service learning experience seeks to create an environment where all learn from and teach one another. Common goals and shared understanding create mutuality, respect, and trust leading to authenticity. This emphasises a collaborative relationship and seeks to involve all parties equally in the creation of service-learning experiences (Mitchell, 2008, p. 58)

What can mutuality, community building, and shared control look like in service learning in Higher Education? What does it mean to share power with community partners? How can the service learning principles of diversity, collaboration and reciprocity be enacted in the curriculum? These are some of the questions explored as part of the Community Service-Learning Lab (CSLL) at QUT. With a small number of community partners, the CSLL trialled a number of multi-disciplinary, multi-year community service learning projects. Each project and partnership evolved with its own unique characteristics however there emerged some shared strategies and characteristics across this shared university-wide curriculum.

Goals and Learning Outcomes: Roundtable Participants will be able to:

- Discuss different approaches to Service learning in the curriculum
- Explore a range of engagement strategies with stakeholders
- Approaches to curriculum and implementation that enact service-learning principles of diversity, collaboration and reciprocity

Methods to facilitate discussion: The roundtable discussion will be lead by Jude Smith, Associate Director- Academic, Real World Learning, QUT. Jude is an experienced facilitator and skilled in world cafe creative problem solving strategies. The session will be co-facilitated by representatives from our community partners as well as key academic staff involved in the project.

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COLLABORATORS

Ed Madigan, Organisational & Employee Development Manager Endeavour Foundation

David O'Toole, Chief Executive Officer, Kyabra Community Organisation

Jean Griffin, Kybra Community Organisation

Peter Pearce, Director, Social Justice Advocacy, Anglican Community Services Commission

Leanne Wood, Research Leader, Anglican Community Services

scholarship of engagement. She has commenced her doctoral thesis *Advancing The Scholarship of Engagement: An Institutional Perspective*.

Dr Kylie Twyford BBus BEd (Hons) PhD is currently the Project Officer Engaged Learning at the University of Newcastle and charged with the responsibility of establishing and managing the Office for the Advancement of Engaged Learning (OAEL). The primary aim of the OAEL is to drive WIL and engaged learning across the University through a strong culture of engagement involving students, staff, community, industry, government and other partners for mutual benefit, particularly in support of flexible and career ready graduates. Prior to this appointment Kylie was the Senior Research Associate at The University of Newcastle managing a \$1.314M Australian Research Council Linkage (ARCL) project on Interactive Distance e-Learning. Kylie previously worked for many years as a teacher and manager in the vocational education and training sector, with her experience mainly being in distance education. Her area of research interest is in ICT in distance education and its influence on student motivation, participation and retention.

PROPOSAL

To introduce a new 'engagement framework' that is currently under development in the Office for External Relations at the University of Newcastle. This virtual 'interface' will merge community and industry engagement with engaged learning as a tool, not only for advancing the practical and academic aspects of work-based and experiential learning with community engagement, but also for making a significant contribution to the vitality and economic and social sustainability of the regions and communities served by the University. The presentation will give an overview of the shift towards community engaged learning and discuss how this can be operationalised virtually.

Issues:

Presenter One will discuss the background of the community engaged learning model. This will include a discussion around existing barriers for Work Integrated Learning and other forms of engaged learning for the community, industry, students and the institution itself.

University-community engagement, and engaged learning, has the potential to be compromised in a variety of ways including: community perception of the university as an 'ivory tower', often considered irrelevant and unresponsive; the diversity and breadth of the external community creating accessibility challenges in both directions; equity and access to a diverse cohort of students who are often limited to or excluded from experiential learning courses on offer; difficulties on an institutional level with internal communication and resource constraints.

Presenter Two will discuss issues around virtual engagement and accessibility for the community. If we turn our vision to the ways in which organisations engage in

M5.1 11.00am – 12.30pm

'Engage Newcastle' - a community engaged learning model: engaging students in and beyond the curriculum

Jayne Kearney, Sharon Douglas, Dr Kylie Twyford
Office of External Relations, University of Newcastle

Jayne Kearney BA (Communication Studies) is a project officer and communications professional at the University of Newcastle's Office of External Relations. Prior to her current role Jayne was the editor of a local parenting magazine with a distribution of over 22,000 in Newcastle and the Central Coast. She was also the acting editor of a national parenting website, WebChild and has worked as a professional blogger and columnist. Jayne's area of interest is in the creation and engagement of digital/online communities.

Ms Sharon Douglas BA (Hons), Adv Dip Management, is currently the Manager for Community Partnerships within the External Relations Division of the University of Newcastle. The main focus of the unit is to assist in the strategic planning of engagement at both the University and Faculty level and help develop sustainable relationships with the community. Prior to this appointment Sharon was a researcher at the Family Action Centre, responsible for the coordination of eight funded projects for The Fathers and Families Research Program. Sharon previously worked for many years as an academic coordinator and lecturer, as well as in high level administration. Her area of research interest is in community engagement, social responsibility, and the

2011 it is obvious that there are aspects of online delivery and engagement in the era of Web 2.0 which are beneficial to the mission of community engagement at the University of Newcastle. These benefits are able to be leveraged to make the University more accessible for external communities and stakeholders. The External Relations (Community Partnerships) team has identified and developed an opportunity which will assist in the practical aspects of engagement, as well as ensuring that UoN engagement is identifiable and transparent to our current community stakeholders and other potential stakeholders.

Presenter Three will speak in detail on the new initiative: 'Engage Newcastle'. This central web-based point of contact is intended to provide information and opportunities for engaged learning and community engagement that will service our internal and external communities in the Hunter, Central Coast and Mid-North Coast regions. The short and long term benefit of such a model includes positive student experience, an improved campus culture and the likelihood of a lifelong connection to the University. It also serves to increase the calibre of our graduates and our reputation particularly in the area of social responsibility and responsiveness to our region.

Significance:

The collaboration between Community Partnerships and the Office of the Advancement of Engaged Learning is intended to form synergies and reduce duplication between the two areas as well as within the Faculties and Divisions. It will also provide clarity and simplicity for our stakeholders. The new framework will also be multi-disciplinary with the goal of breaking down silos and thus encouraging further internal collaboration where faculties can work together over a common interest and simultaneously advance their external engagement activity.

Questions:

1. How and when do universities know they have engaged?
2. What are the barriers and benefits to engagement when delivered online?
3. Can web metrics be true indicators of community engagement?

Plan for engaging participants: Participants break into four smaller groups. Three of the groups are assigned one of the above questions which they will discuss in their breakout group. They shall then prepare a response to share with the whole group when it reconvenes. A fourth group will prepare a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) around online engagement (as discussed by Presenter Two and Three) and present to the whole group.

KEY WORDS

Student engagement; virtual engagement; community

M5.2 1.30pm – 3.00pm

Community Engaged Medical Education in Canada and Australia

Prof Roger Strasser¹, Prof Sarah Strasser²

1. Northern Ontario School of Medicine, Canada

2. Flinders University, Northern Territory, Australia

In September 2002, Professor Roger Strasser was selected as the Founding Dean to lead creation of the first new medical school in Canada for over 30 years - the Northern Ontario School of Medicine (NOSM). The School is a joint initiative of Lakehead University in Thunder Bay and Laurentian University in Sudbury, which are over 1,000 kilometers apart.

Prior to his appointment with NOSM, Professor Strasser was Professor of Rural Health for Monash University and Head of the Monash University School of Rural Health, in Australia. Between 1992 and 2004, Professor Strasser also had an international role as Chair of the Working Party on Rural Practice of Wonca, the World Organization of Family Doctors. In November 2002, he was awarded Honorary Fellowship of the Royal College of General Practitioners in recognition of his world leadership in the field of rural health and in March 2003, Dr Strasser received the Louis Ariotti Award for excellence and innovation in rural and remote health in Australia. Professor Strasser is also the recipient of the prestigious award, Fellow of Wonca, presented in October 2004, in recognition of his outstanding service to Wonca and family medicine around the world.

On Australia Day 2011, Professor Strasser was appointed a Member in the General Division Order of Australia (AM). The honour bestowed on Professor Strasser is specifically for service to medicine, through improving the health care of people living in rural and remote communities in developed and developing nations as an educator, researcher, and practitioner.

Professor Sarah Strasser took up her current position as Associate Dean, Northern Territory for Flinders University in October 2010. From a background of rural family practice, Professor Strasser has had many leadership roles in education and training for rural practice.

Between 1997 and 2000, she was Director of Rural and Aboriginal Health Training for the Royal Australian College of General Practitioners (RACGP). In that role, she led the development of rural and Aboriginal health vocational training for general practice in Australia including the Remote Vocational Training Stream. Professor Strasser was National Medical Adviser for the Australian College of Rural and Remote Medicine (ACRRM) between 2000 and 2002.

In Canada between 2002 and 2007, Professor Strasser provided leadership in faculty development, curriculum development including the Comprehensive Community Clerkship and development of the human sciences division of the Northern Ontario School of Medicine (NOSM) before being drawn back to Australia and Flinders University.

Between 2007 and 2009, Professor Strasser led Community Based Medical Education in the Northern Territory and development of the proposal to establish the Northern Territory Medical Program (NTMP) for Flinders University. NTMP admitted its first class of students in 2011, with all 24 students from the Northern Territory including 10 Indigenous students

PROPOSAL

Issue

Following publication of the Flexner report in 1910, medical education in the 20th century became university-based with the first half of the undergraduate program classroom based and focused on the basic sciences; and the second half involving clinical learning in teaching hospitals where the doctors use the scientific method in their clinical practice and research.

By the latter half of the 20th century, there was growing concern that doctors were too focused on the “body machine” scientific model and teaching hospital sub-specialty medicine disconnected from people with everyday health issues in the wider community. This concern provided impetus for the development of problem based learning, community oriented medical education and community based medical education.

In addition, there is a growing interest around the world in the social accountability of medical education, specifically graduating doctors who are skilled and able to respond to the needs of the people and communities they serve.

In this context, Flinders University in Australia and the Northern Ontario School of Medicine (NOSM) in Canada have developed community engaged medical education programs which actively involve community members in the educational experience of medical students.

Questions

Case scenarios will be presented to trigger interactive discussions which explore the following questions:

- How can medical schools engage with communities to enhance medical education?
- How can communities engage with medical schools to the benefit of the community?
- How can we build capacity in communities by working with other institutions which place learners in the community for different purposes, from many different backgrounds and at different times of year?
- What are the enablers of success in community engaged medical education?
- What are the impacts and outcomes of community engaged medical education?

Intended outcomes

This Roundtable will introduce participants to Community Engaged Medical Education (CEME) and provide opportunities to explore the conceptual and the practical issues involved in this form of community engaged learning.

By the end of the Roundtable, participants will be able to:

1. Describe how community engagement enhances medical education
2. Outline the key challenges in implementing CEME
3. Identify key stakeholders and strategies for successful CEME

M6.1 11.00am – 12.30pm

A True Blue Experience: Connecting and Engaging International Students Through Council Partnerships

Joanna Shaw¹, Jacqui Faliszewski²

1. *La Trobe University*
2. *Darebin Council*

For the past few years Darebin City Council has run a youth summer camp program engaging disadvantaged young people via an outdoor education and rural camp experience.

The summer camp program was designed to provide a typical Aussie beach holiday experience for those who would probably never get the opportunity. The program targeted teenagers at risk, young mums, new migrants, African and Afghan boys, teenage girls, and most recently international students. The idea was to take the groups away from the city in a supervised and supportive environment to provide opportunities for leadership, confidence and capacity building, growth, friendship, independence and trust. Ultimately, the program aimed to build stronger youth relationships in municipal areas to foster greater harmony, social inclusion and better community outcomes.

The annual international student barometer, www.universitiesaustralia.edu.au/isb, indicates that international students frequently rate their academic experience in Australian universities highly but their social experience poorly. They are often victims of racism, exploitation, misunderstanding, and stereotypes.

For the first time in 2012 Darebin City Council invited La Trobe University International Student Services. With an international student population of approximately 6000 and the majority in the Darebin Council area, the initiative was seen as a priority by local Council to foster positive relationships with the diverse student community and to build trust and mutual respect for continued community engagement of students and residents.

Students were invited to take leadership roles as peer leaders to design the program, recruit students, run the activities, and organise the camp. Furthermore, children of international students were also invited to attend. The inclusion of these children into the camping program increased the accessibility of the program, promoted more positive settlement of families, and supported stronger family links.

The results surpassed all expectations with students experiencing new levels of confidence and trust in their Australian experience, forging support networks and friendships groups, and identifying new ways to get more involved in their local community through volunteering and youth work. Students identified a range of areas they would like to become more active in and follow up has been fostered through various community organizations linked to local Council.

The initiative is considered a community best practice for local government and university partnership. Both Council and university have demonstrated their commitment to supporting international students beyond merely an economic or academic presence in the community and in fostering greater social engagement, social inclusion and social cohesion.

The roundtable will present the model used by Darebin Council and La Trobe University to operate the summer camps program and the framework used to identify participants students, the lessons learned and the ideas for the way forward.

KEY WORDS

Community engagement, volunteering, international students, mutually beneficial

M6.2 1.30pm – 3.00pm

Volunteering as service-learning: How do we direct students towards critical reflection

A/Prof Pauline Chiarelli

Faculty of Health, University of Newcastle

Associate Professor Pauline Chiarelli is currently the Convener of the Bachelor of Physiotherapy Program, University of Newcastle. She is a Research Associate with Australian Longitudinal Women's Health, immediate past Scientific Editor of the Australian and New Zealand Continence Journal and a member of the steering committee of the Australian National Bladder Bowel Program. A/Prof Chiarelli was a founding member of the Continence Foundation of Australia and first Australian Physiotherapist member of the International Continence Society. Has over 44 papers published in peer review journals, 8 chapters in edited Texts, has been recipient of research grant monies totalling AUD\$688,000.00 and is a Fellow of Australian College of Physiotherapists -the highest attainable professional status. Research includes qualitative and quantitative methods in a wide variety of participant groups. She is currently the Community Engagement Coordinator for the School of Health Sciences within the Faculty of Health at the University of Newcastle.

PROPOSAL

Students from the various disciplines within the Faculty of Health at the University of Newcastle possess integrated skills and knowledge which are of value to the

wider community. Volunteering to share their learned professional skills with local communities provides the opportunity for students to view and experience their roles as health professionals and citizens in a larger societal context. Within this framework, volunteering might be considered as a form of service-learning [1].

Service-learning can be a structured learning experience that combines community service with professional practice and reflection. Students engaged in service-learning provide community service in response to community-identified concerns while learning about the context in which professional service can be provided. Students are also able to experience the connection between their service and their academic coursework, simultaneously developing a sense of their role as citizens.

Students undertaking field placements within the University Department of Rural Health (UDRH) and the Regional Clinical School (RCS) have successfully contributed to a variety of volunteer programs, each with a strong emphasis on activities that target determinants of health. Student volunteers come from a variety of health disciplines including Physiotherapy, Occupational Therapy, Nutrition and Dietetics and Medicine. They have contributed to projects such as After-School Learning Centres, 'Teddy Bears' Hospital', Healthy Kids Camps, and 'Eat Well to Learn Well' Breakfast Programs.

The UDRH/RCS actively seeks to engage with existing partners and projects to provide a valuable community service while offering a solution (in part) to the rural health crisis.

This presentation shall also look at current and future efforts by the Community Engagement Committee of the Faculty of Health to incorporate students' volunteering service-learning into a currently available course - HLSC2100 'Volunteerism: Perspectives and Management'. Such amalgamation would allow students engaged in voluntary work/leadership experiences to apply their learning to professional and personal development through critical reflection in light of theory on volunteerism.

Issue

With volunteering as a service-learning experience, how do educators direct students towards critical reflection in this area?

Questions

1. How can volunteering as a service-learning experience be evaluated and assessed?
2. With flexible delivery an increasing tertiary education option, are online discussion groups a suitable model for student reflection?
3. Are there any unforeseen barriers to directing student reflection? If so, what?
4. Have you any experience – good or bad – with directing student reflection in any subject area?

Plan for engaging the participants

In small groups, participants will discuss the questions above. One member of each group will then share these experiences with the group as a whole. Groups will then discuss, answer and provide creative solutions to the questions. Discussions shall be summarised and presented to the larger group.

REFERENCES

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KEY WORDS

Service Learning; volunteering; community partnerships

M7.2 1.30pm – 3.00pm

Next Steps: Determining Best Practice, Moving Towards the Engagement end of the Service Engagement Continuum and Obtaining Buy-in from Vice-Chancellors and the Community

Nick Thorburn
Bourne Thorburn Consulting

Nick Thorburn has worked for 27 years in schools and universities including 15 years at Monash University where he was the inaugural Director, Community Engagement and Development.

He established a consulting business three years ago providing services to universities and schools in the areas of community engagement, assessment, risk management and strategic and operational reviews.

Whilst he has a range of professional expertise, his passion is in bridging the gap between universities and the broader community. He believes that universities:

- have not been effective at articulating their value and relevance to the community;
- have cultures that confuse and alienate external partners, discourage innovation and impede a corporate or institutional approach to community engagement;
- rely too much on rhetoric and should really find out what community partners want from engagement relationships; and
- could extract much more value from their current engagement activities by improving their planning, data management and reporting of such activities.

His recent engagement work includes undertaking a strategic review of La Trobe University's engagement activities, project managing the establishment of a partnership between that University and Melbourne Heart Football Club, assisting Monash University with an application to the World Health Organisation to be designated a Safe Community by the WHO, and providing advice to the Board of AUCEA about its strategic directions.

He was a member of an AUCEA working group developing KPIs for community engagement and is currently a member of AUCEA's Governance and Administration Committee.

Proposal

The AUCEA and nearly all those supportive of its constitutional objectives continue to be frustrated by the lack of buy in for the principles of community – university engagement from vice-chancellors and other senior administrators, Universities Australia, the Federal Government and other community stakeholders. Twenty years after Boyer described what an engaged university could look like, all Australian universities are still operating at or nearer the service paradigm end of an engagement service continuum. Excellent community – university engagement activities occur in universities across the country but invariably do so in a planning, monitoring, reporting and communication vacuum. They are not usually aligned with institutional strategic directions and are likely to cease when key staff leave the university.

AUCEA's Constitution states that the "primary object of the Company is to lead and facilitate the development of best practice University – Community Engagement in Australia". But what is 'best practice' and how can it be described to vice-chancellors in such a way that they will perceive it as worthy of investment and pursuit?

It can have numerous meanings all of which flow from the outcomes desired by the person of whom this question is asked. To date, best practice has usually been discussed only in terms of specific partnerships, projects, research programs and service and work integrated learning programs. This reflects the fact that AUCEA began life as a group composed primarily of academic researchers and practitioners who were involved in such projects and programs.

But vice-chancellors take a whole of institution view and are also interested in comparisons with others in the sector. So what is best practice in community – university engagement at the institutional level?

And 'best practice' in whose terms? As noted above, it has usually been defined by academic researchers and practitioners. But what about the views of professional staff managing community – university engagement operations at a corporate or whole of institution level? How too would community stakeholders define best practice in community – university engagement?

It is suggested that by answering these questions participants and the AUCEA will be better placed to advocate to community stakeholders and vice-chancellors and other senior administrators on the importance, relevance and value of strengthening engagement mechanisms.

Engagement Plan for Roundtable

1. Participants will be given a copy of the University – Community Engagement Conceptual Map and asked to consider if it provides an adequate representation of the concepts involved. Modifications will be made as necessary.

DAY 2: TUESDAY 10 JULY 2012

T1.1 11.00am – 11.30am

Leading fieldwork: a professional development approach to supporting community engaged learning

A/Prof Sue Jones¹, Prof Richard Ladshewsk², A/Prof Megan Smith², Dr Franziska Trede², Dr Helen Flavell¹

1. Curtin University

2. Charles Sturt University

Associate Professor Sue Jones is the Dean, Teaching and Learning, in the Faculty of Health Sciences at Curtin University, in Perth, Western Australia. With a background in physiotherapy, Sue is passionate about staff and student collaboration to improve patient outcomes in healthcare.

Sue represents the Faculty on University committees, provides strategic advice to the PVC Health Sciences and DVC Education, monitors and evaluates Faculty teaching and learning performance, monitors and provides support and guidance pertaining to course development, teaching and learning, and the course review, co-ordinates the Excellence in Teaching Awards and is Chair of the Student Discipline Panel.

Sue has successfully lead two ALTC Leadership grants. The most recent of these is entitled Building leadership capacity for work integrated learning: developing fieldwork coordinators as academic leader's.

PROPOSAL**Background**

Fieldwork Coordinators (FCs), those staff responsible for ensuring high quality student learning experiences through a practicum, professional experience, internships, clinical placements, or fieldwork, are crucial not only to many universities' work-integrated-learning (WIL) programs but they are also key community engagement leaders and ambassadors for their university. Despite needing sophisticated leadership skills to manage fieldwork education in order to maximise benefits for students, the university and external partner organisations (Coll and Eames, 2004), FCs remain largely invisible in their roles within universities. As a consequence, FCs rarely have a formally recognised role description, are often not seen as leaders and have few professional development opportunities tailored to their unique and demanding role (Jones et al., 2012). Not surprisingly, therefore, a national scoping study of WIL (Patrick et al., 2009) strongly supported leadership development for FCs. A recently completed DEEWR Office of Learning and Teaching funded project designed, piloted and evaluated a tailored academic leadership program for FCs.

Research Questions

The research sought to determine whether a tailored leadership development program supported FCs to

recognise and understand the importance of appropriate community engagement models within an integrated approach to fieldwork leadership. Further, having completed the program, did FCs understand the different modalities of leadership (Vilkinas and Cartan, 2001, 2006) required and where their personal leadership development needs might be?

Methodology

Based on a survey of FCs at the two project partner institutions—Curtin and Charles Sturt—the leadership program was designed to strengthen industry partnerships to improve student learning. Seven modules were delivered over two and a half days and participants undertook an action learning project which focused on community engagement through their brokering and innovation leadership roles. Each of the modules and the overall program were evaluated quantitatively and qualitatively through surveys.

Results

Overall feedback for individual modules showed > 80% agreement that they were coherent, well presented, provided adequate time for discussion/reflection and met participant needs. Three hundred and sixty degree leadership feedback on participants showed that brokering and innovation were the least important/displayed roles, yet they are the most important for effective community engagement. Qualitative data suggests the program was highly beneficial in enabling FCs to identify their leadership development needs and created a more integrated approach to leading fieldwork and community engagement; there were also changes in leadership behaviour (increased awareness of and activity as brokers and innovators), as well as positive impact on fieldwork programs.

Discussion

The ALFCP has provided a highly valued and much needed professional development opportunity for FCs to develop their leadership capability and has demonstrable potential to significantly impact on personal development, leadership behaviours and fieldwork programs. Further learning through implementation of an action learning project supported by a community of practice served to increase participants' capacity to be innovative and strengthen relationships with industry partners. Given the increasing demands to provide high quality WIL in a very competitive environment, it is highly recommended that this program be offered in all universities which conduct fieldwork programs. Further, the program provides a valuable and relevant resource in an area of WIL often neglected and under resourced.

KEY WORDS

Fieldwork, academic leadership, professional development

REFERENCES

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T1.2 11.30am – 12.00pm

Exploring the construct service as it relates to community engaged learning

Dr Antoinette Smith-Tolken
Stellenbosch University

Antoinette Smith-Tolken (PhD) is the Deputy Director: Community Interaction at Stellenbosch University, South Africa. She heads the Office for Service-Learning and Community-based Research in the Division for Community Interaction. She fulfils a wide range of institutional duties related to the qualifications offer of the institution and academic staff development. She has extensive teaching experience and convenes a service-learning and scholarship of engagement module in two M Phil and one post-graduate program respectively. She is the promoter for Masters and Doctoral students and has served as external examiner for both Master and Doctoral students in Higher Education Studies, Health Sciences Education and Sociology. Her fields of expertise are Community Development, Service-Learning research and practice and Community-Based Research methodologies. She plays a leading role in the proliferation of service-learning and community engagement in South Africa. Antoinette has presented at conferences in South Africa, Europe, United States and China over the last 10 years, co-chaired two international symposiums and a national colloquium. She is one of the co-founders of the International Symposium: Service-Learning being offered for the fifth time in 2013 in Stellenbosch. Her research record reflects several national and international publications.

PROPOSAL

The presentation will report a research study that explored the meaning of the construct 'service'. The aim of the study was to develop a theoretical framework to view, understand, analyse and evaluate scholarly-related service activities in experiential learning pedagogies of which community engaged learning may be one. The research focused on four stakeholder groups who engaged in an engaged learning process. The framework that was developed, integrates four interrelated processes into one coherent process of cyclical interchange of social

commodities during community engaged learning. A constant process of meaning making of actors underscores this engagement and culminates in a meaning making context.

The paper analyses the construct 'service' which has different meanings in different contexts. I draw on the work of Macfarlane (2005; 2007) who reports on a survey amongst 21 academics from five geographic regions worldwide and identifies five distinguishable interpretations of service within his distinction between internal and external service. Boyer (1990) contends that service should not be a catch-all term but should manifest as forms of scholarship. In the context of community engagement higher education, service is linked to different types of service, adding an attribute to service in order to qualify its meaning as in community service, service-learning and public service. This implies a direct link between teaching and learning and service, which enhances the better understanding of both terms. Engaged scholarship is the doing of service in communities by using academic knowledge in addressing complex issues with and in the community, while scholarship of engagement refers to the reflection of and writing about the actions and interactions taking place in community spaces McNall, Read, Brown & Allen. (2009:318). The term scholarly service evolved from a study of seven experiential learning modules where scholarly service is reciprocated by community service, where the latter imply the service of the community to the university. Scholarly service is defined and elaborated on in terms of its attributes, creating a better understanding of the actions and processes that it comprises. A cyclical process of interchange of social commodities describes the reciprocal process between these two forms of service, where the commodities take the form of tangible (artefacts), and intangible (wisdom, enabling activities) products. The process is a learning process for all stakeholders, enhancing the achievement of community goals and the development of students as scholars and engaged citizens.

KEY WORDS

Service; scholarly service; engaged learning process; engaged scholarship

T1.3 1.30pm – 2.00pm

Dinawan Dreaming: Pre-service teachers seeing the world with fresh eyes

Dr Janice Jones, Donna Moodie
University of Southern Queensland

A lecturer in arts and creative education for pre-service teachers, Dr Janice Jones has 27 years' teaching and management experience in primary, secondary, tertiary, and community settings, and five years' management experience in online learning. Her current role is coordinator of the Bachelor of Education (Primary) undergraduate program and lecturer in the Arts. In 2008 Janice gained a University of Southern Queensland Faculty Award for Excellence in Teaching (Early Career). Her

lifelong interest in the arts and culture has been supported by a Churchill Fellowship focusing upon urban and multicultural dance in the USA, and an R.B. Cocking Award (League for the Exchange of Commonwealth Teachers) for her study into Ojibwa and Iroquois culture and history (Canada). Her research interests include: narrative inquiry, auto-ethnography and third space for personal and professional development; creativity and the arts for health and lifelong learning; play-based and constructivist approaches to teaching and learning; non-traditional and alternative education; natural learning and the emergent curriculum; school-university partnerships and capacity building, small and rural schools. Janice's doctoral thesis *Re-framing Education as a Thirdspace: Neonarratives of Pedagogy, Power and Transformation* is available through the University of Southern Queensland e-Prints.

Donna Moodie is a descendent of the Goomeri/Gamillraay/Kamillaroi people. A USQ graduate with a Bachelor of Arts in Journalism, Donna is in the final stages of preparing her doctoral dissertation for examination with the University of Queensland. Donna is a lecturer with the Centre for Australian Indigenous Knowledges (CAIK) at the University of Southern Queensland, and has worked in TAFE, and as a support officer for homeless young people. She has served as the multicultural development officer with Toowoomba City Council.

A recognized artist, Donna has also worked with the local traditional custodians to preserve, protect and promote the Gunningurru stone arrangement site, and has served as an advocate for indigenous people and issues within the broader community for two decades. In 2005 Donna trekked the Kokoda Track in Papua New Guinea.

PROPOSAL

Australia's National Curriculum for schools seeks to engage students beyond the static frameworks of subject knowledge, through cross curricular experiences in "Indigenous history and culture", (Australian Curriculum Assessment and Reporting Authority, 2010, p. 1) with the intent that this "three-dimensional" (p.10) approach will lead to a deep understanding of historical and contemporary Indigenous perspectives. Similarly, university educators preparing pre-service teachers for their role in this transformative pedagogy, and undergraduate student teachers of whom a majority are non-Indigenous, are faced with a challenge. In embedding Indigenous perspectives they must shift beyond the boundaries of personal and professional habitus and the constraints of program planning, in order to reach a deeper understanding of the multiple histories, cultures and ways of knowing that are aspects of self, society, and the land for Australia's Indigenous peoples past and present. This paper is the second in a series reporting upon the impact of pre-service teachers' immersive experiences in natural environments, Indigenous perspectives, and the arts. It is co-authored by an Indigenous researcher, who is an artist and educator, and by an arts educator who is the coordinator of an undergraduate program for pre-service teachers and who is a migrant of Celtic heritage. The research findings indicate that immersive experiences in natural environments have the potential

to be transformative, potentially opening up a Thirdspace wherein participants may transcend personal culture and history, to share new understandings. In this paper, "Dinawan Dreaming", a painting by the Indigenous artist and researcher, is the lens through which the research team and undergraduate students came to reframe personal and professional understandings of self, time and the land as they engage in an immersive experience at three sites in South East Queensland. The sites are the Gunningurru site, an environmental education centre and a museum. Data in the form of anonymous student reflections, and transcripts of interviews with researchers and undergraduate participants, indicate that experience led to a dramatic reframing of the world-view of all participants. Describing a moment of transformative power, a participant observes: "in our culture we'd sort of laugh...that's of our way of dealing with (the spiritual)...it is almost like if you give it power, it will have life, if you give it power it will be true." The study offers important insights into the potential for immersive experience outside the classroom to support new and connected ways of knowing and understanding self and the world.

T1.4 2.00pm – 2.30pm

Faculty Views on Community-Based Learning as a Teaching Tool: Benefits, Barriers and Policy Implications for Future Engagement

Dr. Helen Rosenberg¹, Dr. Anne Statham²,
Dr. Cathleen Folker¹

1. *University of Wisconsin-Parkside*
2. *University of Southern Indiana*

Helen Rosenberg is Associate Professor of Sociology and Faculty Director for Community based learning and research at the University of Wisconsin-Parkside. She has taught in the area of deviance, with a specialization in mental illness. Currently, she directs the Gerontology Certificate Program and been active in CBL projects throughout her 20 year tenure at the university. She is campus liaison for students seeking the Certificate in Community Based Learning.

Anne Statham is Professor of Sociology and Director of Service Learning at the University of Southern Indiana. She was founding Director of the Center for Community Based Learning at the University of Wisconsin-Parkside where she taught for 25 years. She has managed several large applied research and service learning grants, and published a variety of papers and books from those projects.

PROPOSAL

The growing body of literature exploring faculty reactions to community based learning (CBL) cites many benefits for students, including improved learning, empowerment, critical problem analysis, and the ability to connect everyday experience with theory. Faculty recognize that their relationships with students are enhanced, but also see many challenges to be overcome. This paper examines faculty perspectives on CBL by discipline, length of service

and rank (faculty or teaching academic staff), as well as other independent predictors that impact faculty views on doing CBL. The authors expand on the body of literature related to faculty motivations for participating in CBL projects. Four dimensions constructed through factor analysis and accounting for 36% of the variance reflect the following dependent concepts: cultural competency; career development; faculty development; and the negative aspects of doing CBL. Independent measures entered into a hierarchical regression analysis for each dependent factor include semester (as a control for time), discipline, number of years at the university and rank (Step 1). Institutional support in arranging the community projects, faculty development participation and number of projects completed by faculty were entered second. Ranked reasons for faculty participation in CBL was entered in a third step. Results are based on 109 surveys completed by faculty members representing just over half (53%) of all CBL classes offered over nine semesters.

Faculty ranked their desire to increase relevance or practical experience for students and to increase student learning as the two most important reasons for participating in CBL. Those faculty who ranked these as important reasons for engaging CBL were least likely to rank doing CBL for professional recognition as important. Faculty members from the natural and computer sciences and the social sciences have higher mean scores on faculty development and cultural competency, i.e., increasing students' commitment to community and civic engagement, than faculty in other disciplines, but do not score as high in developing skills for students related to their careers, e.g., leadership development, problem-solving and presentation skills, as faculty in the arts and humanities. Business faculty do not see benefits of CBL for themselves as much as do faculty from other disciplines, but also report fewer negative aspects of doing CBL.

Faculty with fewer years of service perceive greater benefits from faculty development as a result of their CBL participation than do faculty with more years at the university. Similarly, those who take on fewer projects believe they derive more benefits and faculty, as opposed to academic staff, report they derive the most benefit from faculty development.

Findings indicate that discipline is most important to understanding the various benefits faculty derive from CBL and that it has different meaning and outcomes for instructors depending upon one's position at the university and the number of years one has taught. The use of institutional supports, such as project matching and faculty development, was not a significant predictor of any of the four factors in our analysis and we recommend that future programming should focus on specific needs of faculty based upon discipline and status. Since CBL is applied in different ways across disciplines, infrastructures designed to enhance CBL within universities and across communities ought to tailor assessment measures to specific disciplines.

Additionally, we should be asking what types of supports faculty need to help them gain benefits from CBL in order to implement an infrastructure that provides utility for faculty in areas they need. Finally, we must ask how

academic staff in disciplines which do not see the apparent rewards of CBL for themselves, but yet continue to work toward the benefit of their students and community might be rewarded for their efforts.

KEY WORDS

Community-Based Learning; Faculty views

T1.5 2.30pm – 3.00pm

JAMATH: Enhancing mathematics education through engagement with the music industry

Alexander Stütz, Dr Gillian Kidman, Prof Tom Cooper
YuMi Deadly Centre, Faculty of Education,
Queensland University of Technology

Alexander Stuetz is Senior Research Assistant at the YuMi Deadly Centre, Queensland University of Technology. At The University of Queensland he is undertaking research on internationalisation of medical education. He holds a German degree in adult education and extracurricular youth education.

Gillian Kidman is a Lead Researcher within the YuMi Deadly Centre at QUT. She is also a Senior Lecturer in Science and Mathematics Education. Gillian specializes in integrated inquiry based learning and teaching, motivation and engagement, and curriculum design and writing for teachers.

Tom Cooper is currently Professor of Mathematics Education and Director of the YuMi Deadly Centre in the Faculty of Education at Queensland University of Technology. He has been a lecturer in mathematics education for over 35 years. Since 2000, Tom has been involved in research projects in Indigenous and remote communities supporting mathematics teaching and learning, and in projects looking at the act of generalisation in early algebra. Through research and tailored programs, the YuMi Deadly Centre strives to enhance the learning of Indigenous and non-Indigenous children, young people and adults to improve their opportunities for further education, training and employment, and to equip them for lifelong learning. Tom cofounded the YuMi Deadly Centre in 2009 and it officially opened in March 2010.

BIOGRAPHY

Music education in general has a positive impact on mathematics learning: "(...) it is a fact established by several long term studies that school kids with an intensified musical education perform much better in intellectual disciplines like mathematics than their less musically trained comrades and in addition they show a much better social behaviour" (Winkel, 2000, p. 8). An improved social behaviour through music education also implies a considerable impact on low SES students in need of behaviour management. Improved attendance and engagement through interest coupled with adequate behaviour is a prerequisite for successful learning outcomes and benefits the school students, the school and

the community and can be achieved with the delivery of maths-music programs. Smith (2000) states that "effective music education experiences often provide another means of access to learning areas such as language or maths for children excluded by their apparent lack of literacy or numeracy skills (Campbell, 2000)" (p. 19).

This project aimed to engage with external music industry partners, four schools and students to improve performance of low SES school students in mathematical areas which can be covered by music. The specific research question addressed in this paper is "to what extent can a maths-music program which is built around maths-music workshops improve student engagement, mathematics understanding and music trade awareness?" One day maths-music workshops were delivered by professional musicians to students in years 4-7 at 4 Queensland primary schools. These workshops were to provide motivation to engage with areas of mathematics inherent to music (repeating patterns, fractions, area, volume and time). The maths-music program was developed using a mathematics pedagogy developed by the YuMi Deadly Centre (YDC, 2011) and covered 8 classroom lessons prior to the maths-music workshop day and 8 classroom lessons after the maths-music workshop day. Professional development for teachers to introduce the teaching material was provided. Pre and post mathematics testing was conducted along with student surveys, interviews and observations, and teacher questionnaires.

The day-long workshops offered a variety of small group activities presenting different aspects and applications of music and instruments while referring to mathematical content. Although the project is continuing, initial results are most promising. In terms of student engagement, the student surveys and teacher questionnaires indicate students' increased awareness of the connection between mathematics and music and its strength to motivate mathematical learning. With regard to student awareness of the music industry some students indicated that the music workshops have inspired them to consider a career in the music trade and that mathematical knowledge is required for musical professions. In contrast to results of year 7 students the pre and post mathematics tests indicate learning gains especially for year 4/5/6 students in relation to repeating patterns, fraction and ratio, area and solid volume and equivalent fractions. The implications of this project are that mathematics educators engaging with the music industry and schools to develop and implement a maths-music program can enhance underperforming, low SES, school students' awareness of music-based vocations and mathematical achievement through engagement.

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KEY WORDS

Mathematics; Music; Education; Engagement; Schools; Students

T2.3 1.30pm – 2.00pm

Living and researching in a rural community: The lived experience of ageing as a case-study.

Dorothy McLaren, Dr Sean MacDermott, Ms Mary Johnson
RMIT Hamilton

Dorothy McLaren is a PhD candidate at RMIT Hamilton. Her research interests, influenced by ten years as a rural community development practitioner, include the voice of lived experience in community planning and policy development and the motivation and inspiration for innovative, responsive service delivery in rural organisations. Dorothy's PhD is a study in organisational and governmental responses to the socio-economic cost of travel for rural citizens.

Dr Sean MacDermott is employed as Research Fellow (Applied Research) at RMIT's Hamilton campus where his research focuses on the lived experience of those living and working in regional Victoria. Sean currently manages a suite of projects centred on both the experience of youth in rural/regional communities and the lived experience of ageing in regional Australia. Another key research interest is in sustainability and environmental psychology, especially the phenomena of affluenza " the relationship between overconsumption/materialism and psychological well-being. Sean's PhD research focused on the development of two measures of emotional regulation in young people. He has lectured in cognitive, abnormal, health, and developmental psychology.

Mary Johnson is the Research Fellow, Partnerships and Projects. She brings to RMIT a rich experience in farming, natural resource management and community engagement. Mary has management experience of both small and large multi-objective projects including project development and implementation. She also has a thorough understanding of policy, legislation and governance frameworks in the Australian natural resource management and agriculture context. Her PhD is a discourse analysis of civil society, regional agency and government relationships in natural resource management.

PROPOSAL

The Potter Rural Community Research Network (PRCRN) was established in February 2010 to build research capacity at RMIT University Hamilton and in South West Victoria. The PRCRN aims to provide independent, rigorous

research expertise across a range of issues relevant to the development of sustainable rural and regional communities. There is a particular emphasis on the decision processes and governance arrangements needed in the future to address uncertainty and complex problems. The areas for research are driven by input from the PRCRN Reference Group, a dynamic group of thinkers drawn from a wide range of disciplines across the region. Research themes reflect the complex and diverse issues which regional communities need to address.

Feedback from community members of the PRCRN reference group had identified the impact of an ageing population as a research priority. A lot of what has been written about ageing has been from the perspective of researchers, or employers, or those involved in service delivery. The voice of those most affected – the aged themselves – is often not heard. It was, therefore, decided to bring researchers, policy-makers, and service deliverers together with regionally-based seniors in an interactive forum. Key to the success of this event was the conference steering committee, a diverse and interdependent group with representatives from services, businesses, interested individuals, and local seniors. As a result of the committee's deliberations the conference acknowledged, and focussed on, the 'lived experience' of ageing, going beyond preconceptions about growing older in a rural community.

The process of planning and developing the conference was facilitated as part of a student research project, grounded in complexity theory and concepts of communities of inquiry, with the following key research questions:

- Did the emphasis on the diversity and interdependence of interests represented on the Steering Committee have an influence on the structure and intent of the conference?
- Has the intentional emphasis on the diversity of experience of ageing in this rural area led to innovative thinking in relation to the definition of 'rural ageing'?
- What were the benefits of a conference day designed specifically to create an interactive dialogue between academic research, practice in service delivery and the lived experience of ageing in a rural context?
- What is the understanding of practitioners and individuals with regard to the agency of 'policy' in aged care services? How do they define policy in relation to their work and/or experience?

The conference themes were: balancing the demands of family, personal and community life; financial literacy; and engagement with new technologies. Conference attendees were a mix of those with a lived experience of ageing, academics, and practitioners. The steering committee was conscious that such a format carried risks. Would the various groups be able to communicate with one another and would this communication would be of any value? On all counts the answer was yes. Using this aging

conference as a case-study, this paper reports on a range of issues confronting those involved with research at the sometimes delicate interface between the University and the community.

The benefits of this project will be generated by the development of an expanded understanding of the diverse experience of ageing in rural communities. This will, when shared with local services and agencies, facilitate more inclusive and responsive planning processes and service delivery. It is expected that this will be the first in a series of projects, aligned to annual 'positive ageing' conferences which will develop and explore the lived experience of rural ageing. The focus on diversity and concepts of policy in this initial project is designed to create a solid framework for the development of future research activities.

KEY WORDS

Community research, Collaboration, Lived experience, Planning, Engagement, Diversity, Interdependence, Ageing, Shared learning

T2.4 2.00pm – 2.30pm

The Landscapes for Young People project: A case-study in developing young researchers to conduct community research

Dorothy McLaren, Dr Sean MacDermott, Dr Kaye Schofield
RMIT Hamilton

Ms McLaren has academic interests related to the voice of the individual and lived experience in the development of organisational and government policy and service delivery. She draws on 15 years of community development practice in rural communities. Her PhD research focuses on diversity of voice and interdependence of roles in the identification and resolution of issues of concern in rural communities

Sean is employed as Research Fellow (Applied Research) at RMIT's Hamilton campus where his research focuses on the lived experience of those living and working in regional Victoria. Sean currently manages a suite of projects centred on the experience of youth in rural/regional communities. More specifically these projects are designed to address issues around school-engagement and retention. At the other end of the age spectrum Sean's research focuses on the lived experience of ageing in regional Australia. Another key research interest is in sustainability and environmental psychology, especially the phenomena of 'affluenza' – the relationship between overconsumption/materialism and psychological well-being.

Dr Scholfield has been involved in rural community issues for many years. As Senior Manager of RMIT University's learning centre in Hamilton, Kaye has focused on developing an applied research agenda in areas of relevance to the local region. A key initiative has been the

establishment of the Potter Rural Community Research Network. Kayes driving interest is the importance of education and research in rural community development.

PROPOSAL

Landscapes for Young People (L4YP) is a three year project which began in August 2009 and has been funded by the Department of Planning and Community Development (DPCD), the shires of Glenelg and Southern Grampians and the Glenelg and Southern Grampians Local Learning and Education Network (LLEN). This project seeks to establish the situation and circumstances of young people in the Southern Grampians and Glenelg region of South West Victoria and to identify local solutions to local problems through collaborative engagement, planning and action with participating young people and professional agencies.

One of the key aims of the L4YP project is to recruit young people as researchers to investigate their own communities and contribute ideas for future planning, action and projects. A particularly significant aspect of this research is that it is intended to empower rural young people to take an active role as researchers on 'rural youth' issues and to help them become effective advocates and leaders. The L4YP project also hopes to reveal the uniqueness of experiences and issues that shape the lives of young rural people across the shires, with a view to better informing governments' policy and funding decisions.

This paper will provide a brief overview of the L4YP project, describe some of the underpinning philosophy and report on one of the projects undertaken during the course of the overall L4YP project. It provides a good example of how existing theory and research in one field can be applied to facilitate the extension of current school programs into the community. This specific project involved a group of young researchers (year 10) from a secondary school in Hamilton, Victoria. These young researchers were trained by RMIT Hamilton personnel to develop a survey on a topic of their choosing. This was then administered to young people who were recruited by the young researchers at a regional expo.

This paper will focus on issues including: the marrying of theoretical research and practical school-based programs; the profile of self-selected participants; expectations of participants who are used to school-based projects with a very tangible outcome; the balance between empowering students and providing sufficient guidance to ensure that the research design will elicit useful information. In this context the paper will also consider the feasibility of expanding this program to include all students (rather than self-selecting volunteers) from year 7 onwards.

KEY WORDS

Young Researchers, Community, Education, Partnership

T2.5 2.30pm – 3.00pm

Strategic engagement – Service learning finds its theoretical home

Andrea Duff
University of South Australia

Andrea Duff is the Service Learning Advisor in the Division of Information Technology, Engineering and the Environment at the Mawson Lakes Campus of the University of South Australia. As well as an MA in Journalism, Andrea has worked within the not-for-profit sector as a public relations practitioner. She has taught undergraduate public relations and has also spent seven years working as a language and learning adviser. Andrea also coordinates her Divisions Indigenous content projects. She works voluntarily for Seeds of Affinity – an organisation which represents the needs of criminalised women in South Australia.

PROPOSAL

Community Service Learning Project 1 is a burgeoning course with 14 projects across the education, Local Government and not-for-profit sectors.

Service learning is an institutional 'hot potato', claimed and named by many as part of a diverse range of disciplines and serving a range of 'authentic' learning requirements. To this end, it can be nebulous with a range of names but serving similar vague intentions. Relationship building; developing social capital in students; linking discipline knowledge with civic need are worthy ideals with which many would not argue. These aims have been espoused since the seminal works of Ernest Boyer and others (eg Holland), which recognised the importance of student and faculty immersion in social change and the important role institutions have to play in this. Many have a particular 'preference' or understanding of how the service learning model should operate and this preference usually operates within a discipline precept (psychology, sociology, organisational theory).

However, literature and studies examined in this paper show that there are potential shortfalls in curriculum from a student's point-of-view and costs from the perspective of the partner. Criticisms have included shortfalls in students' understanding of diversity; unclear expectations from the student or partner and an inability to find the link between social awareness/responsibility and discipline knowledge (for example, Blouin and Perry, 2009).

There are two distinct areas of discussion.

The first is in recognising that communication and cultural competency in our students must be explicitly taught. Examples of these include developing a website for an Aboriginal organisation or an accessibility plan for people who are vision impaired. Students often come to projects without lived experience working with diverse groups. Curriculum needs to embed ways to build trust, confidence, sensitivity and understanding.

The second is in the critical area of building of community within the academy. The needs of community partners simply cannot be met satisfactorily unless one community (within the academy) is wholeheartedly committed to building community. In addition to efficient administration, the efficacy of student and partner experience relies in equal measure on the goodwill of the discipline experts within faculty. This goodwill may manifest in the assistance with negotiation of projects; the promotion of projects to students and personal willingness to contribute to community.

Through a close examination of scholarly public relations theory and practice, XXX and its community partners anticipate and work toward enhancing these areas. This is being achieved through the application of a theoretical framework based around the work of Grunig, Hunt and others who understand the interplay between understanding stakeholder needs, social engagement and strategic relationship management.

KEY WORDS

Young Researchers, Community, Education, Partnership

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T3.1 11.00am – 11.30am

Adding value to TICE through systematic partner feedback

Dr Leonid Grebennikov, Kim Jarvis
University of Western Sydney

Dr. Leonid Grebennikov is a Research and Quality Analyst in the Office of Strategy and Quality, University of Western Sydney. He is responsible for providing expert advice with regards to strategy, management and design of planning and quality surveys and institutional research within the University. He undertakes the statistical analysis of data, the development of management information and institutional research reports, and assists with producing refereed articles and conference papers. Leonid's position also gives oversight to the UWS Tracking and Improving Community Engagement (TICE) online system. Under his supervision, an internal UWS team including staff from OPQ, the Office of Engagement and International and Business Information Systems designed, delivered

and currently monitor this university wide online tool. His previous work included interdisciplinary research projects in the areas of psychology, education and human performance.

Kim Jarvis is Engagement Facilitator within the Office of the Pro Vice-Chancellor, Engagement and International at the University of Western Sydney. A Deakin graduate in Business and Management, Kim has 20 years combined experience managing a variety of strategic and quality improvement initiatives. Through the conduct of reviews and analysis, research and facilitation, Kim dedicates the majority of her time to developing and supporting sustainable partnerships through a diverse range of outreach projects which enable broad community engagement. Committed to tracking and improving community engagement, Kim collaborates with a variety of community partners and experts across a range of disciplinary areas, IT, planning and quality business units, and the research, learning and teaching portfolios of UWS. In addition to facilitating the Executive Officers and Assistants Network, she was instrumental in establishing the UWS Heads of Program Network, which has successfully operated since 2005 and received an AUQA commendation in 2006. Kim is a member of the Marketing and Communications Committee for Engagement Australia.

PROPOSAL

Community engagement is based on partnerships between universities and external organisations or individuals for the main purpose of knowledge exchange that supports and enhances the engaged learning and research. To gain a complete representation and assessment of universities' engagement performance, input from the external partners is essential. Research on partner perspectives on collaborating with universities with the goal of mutual benefits is limited and attempts to assess partners' views are largely launched through one-off surveys with sometimes unclear terminology and simple designs. Notwithstanding the implications surrounding data collection, is also the challenge of drawing upon the various types of data collected to form a clear, concise and meaningful report of qualitative and measurable outcomes.

Drawing on a proven model for assessing partner feedback on the costs, benefits, impact and partner satisfaction (Gelmon, S. B., Holland, B. A., Driscoll, A., Spring, A. & Kerrigan, S. (2001). *Assessing service-learning and civic engagement*. Providence, RI: Campus Compact, Brown University), an additional functionality has been designed and implemented into the University of Western Sydney's Tracking and Improving Community Engagement (TICE) online system. Partner feedback data gathered via the system, provides the University with what is termed as a "360 degree feedback", that is, receiving a response from all parties who have had contributed to the partnership.

This paper will outline the challenges of upgrading TICE and demonstrate the value of systematic online partner feedback collection which provides the University with an important external source of analysis of its overall

engagement agenda and of specific projects. These data also inform internal actions to improve quality, update strategic directions and document partner-identified outcomes.

KEY WORDS

Service; scholarly service; engaged learning process; engaged scholarship

T3.2 11.30am – 12.00pm

Student transformation: Evidencing internal changes in students

Keith Skelton, Natalie Gamble, A/Prof Karen Flowers
Australian Catholic University

PROPOSAL

At Australian Catholic University (ACU), the notion of working with the community for the betterment of that community is considered core business. As a university founded in the Catholic ethos and tradition, community engagement has a considerable history across the institution, and has long formed a part of the philosophy which underpins the educative process. As an institution with both urban and rural campuses across four states and territories, ACU has forged partnerships with local, rural (and remote), national and international communities.

As a pedagogy, community engagement is supported at ACU by a number of policies and planning approaches, including the establishment of the Institute for Advancing Community Engagement (IACE). IACE has taken leadership of many of the University's community engagement initiatives, and is working with faculties to facilitate mutually beneficial community partnerships which seek to improve the wellbeing of members of a particular community. One of IACE's core objectives is to see the expansion of community engagement into all university faculties and schools.

This expansion has been evidenced by the recent curriculum amendments which have seen 'community engagement' emerge as a core component of the curriculum across all undergraduate degrees at the university from 2012. Essentially, all students enrolled in undergraduate programs from 2012 onwards will be required to undertake some form of community engagement in an effort to develop students' character, their civic-mindedness, and their citizenship behaviours. Additionally, it is hoped that through the provision of quality community engagement experiences, ACU will produce graduates who are leaders in their chosen profession, and who are aware of the impact their contribution has on society.

This paper speaks to the transformative nature of community engagement experiences in an undergraduate Nursing program from a student standpoint, as evidenced by samples of their reflective writing and

through interviews undertaken upon completion of their placement. Through the provision of meaningful community engagement experiences, students become invested in the outcomes of their placement, and are more engaged in their learning. Within a health education context, students become more empathetic by working in partnership with community groups, and develop skills in holistic patient care.

The paper explores the personal transformative nature of community engagement and the development and internalisation of values as experienced by students and staff who have participated in community engagement opportunities. In addition this paper explores the key principles of reciprocity and how we can work towards achieving mutually agreed goals with community agencies to assist them in providing services for populations who are disadvantaged and marginalised.

T3.3 1.30pm – 2.00pm

Personal agency as a primary focus of university-community engagement: A case study of Clemente Australia

Prof Jude Butcher², Prof John O'Gorman¹,
A/Prof Peter Howard²

1. Griffith University
2. Australian Catholic University

Professor John O'Gorman is acting Head Australian institute for Suicide Research and Prevention at Griffith Univesrity. He was previously Pro Vice-Chancellor (Quality and Engagement) at Australian Catholic University.

Professor Jude Butcher is Director, Institute for Advancing Community Engagement, at Australian Catholic University

Associate Professor Peter Howard is National Leader Clemente Australia and National Leader Beyond Disadvantage at Australian Catholic University.

PROPOSAL

The Australian Government has made social inclusion a priority for the outcomes of education, welfare and health programs. This priority is very timely in light of the disparities experienced by many Aboriginal people, refugees, single parent families, and people who have experienced long term unemployment and other forms of disadvantage.

In 'A stronger, fairer Australia' (Commonwealth of Australia, 2009, p. 2), an inclusive Australia is described as "one where all Australians have the capabilities, opportunities, responsibilities and resources to learn, work, connect with others and have a say." One outcome of the Government's commitment to social inclusion is that higher education institutions are increasing the number of students from low socio-economic areas. However, is access to higher education sufficient if people are to participate fully within the government's vision of a socially inclusive Australia?

This paper addresses the question of how does a higher education institution through bringing together its community engagement and its humanities education within the Clemente Australia program contribute to a more inclusive Australia?

The paper, drawing upon social cognitive theory (Bandura 1987, 2006), presents an integrative rationale and framework explaining the development of personal agency through the Clemente Australia program. In terms of this integrative rationale, Clemente Australia builds ideas of hope, meaning, and identity into the personal narratives of participants through reflection on their personal and vicarious experiences in the program and the competencies and changed expectancies that these bring. This integrative view can illuminate participants' reports of the program and suggest ways of making it more effective.

Data from Clemente Australia students and other people associated with the program are analysed with respect to changes in personal agency and social inclusion. The data were drawn from Clemente student case studies and student, lecturer, learning partner and community agency interviews and surveys. The data are related to the four domains of health and wellbeing, social supports, program engagement and social inclusion. The evidence validates the integrative framework and shows the benefits of community embedded, socially supported university humanities education in promoting personal agency and social inclusion.

T3.4 2.00pm – 2.30pm

Community engaged learning and the potential of GIS in vulnerable communities

Kerrie Stimpson, Dr David Lloyd
Southern Cross University

David Lloyd lecturers in Protected Area Management in the School of Environmental Science and Management at Southern Cross University and has a long history of working in national and marine park management.

Kerrie Stimpson is a PhD candidate in the School of Environmental Science and Management at Southern Cross University. Her current research interest is sustainable development and community engagement in Timor-Leste, with a particular focus on the coffee sector.

PROPOSAL

Researchers, working in vulnerable communities, often fail to gain optimal outcomes for both their research, and the communities being engaged. Without proper engagement in project planning and implementation, the potential of many research projects are not realised and results not correctly interpreted and validated. In this context the authors argue that it is not enough to simply engage the community to meet the initial research's outcomes. In this paper we trace, and acknowledge our research as an evolving process. The researchers in this paper are

all from Southern Cross University, and identified next to the applicable case studies listed below. We used action research techniques and developed the research to focus on the community's desires and short comings of knowledge. The action research process was applied to community engaged learning to address active capacity building within these communities.

In this paper we also examine the ways in which Geographic Information Systems (GIS) can enhance the management of Indigenous knowledge and community engagement. GIS is another form of knowledge management and allows data to be visually represented, and is promoted as enabling complex scenarios to be translated into a universal language. This is a very valuable tool when working cross-culturally, and in our case, in vulnerable communities. When used sympathetically GIS can allow knowledge holders, and their descendants, to retain control and ownership of their intellectual property. More importantly it can aid the facilitation process if traditional communities are empowered in its use. For Indigenous communities to raise awareness, state their positions, and inform others about Indigenous issues, Indigenous knowledge needs to be documented and structured in a format that will be meaningful to the intended audiences (Chambers et al, 2004).

Community engaged learning should be about all participants and groups learning from each other. One of our aims with community engagement was to not only teach, conduct and present data collection to the community, but to empower them with the ability to use, manage and manipulate their own data. The process draws out many questions that need consideration. In this paper we explore the wider ethical considerations when working with these communities and the questions surrounding the differential power relationships that are usually present right from the beginning in these projects.

We will explore these ideas through three case studies of;

1. The Bundjalung Nation of Australia (Dr David Lloyd and Prof Bill Boyd)
2. The Hul'qumi'num of Canada (Dr David Lloyd and Prof Bill Boyd)
3. Coffee Production Research in Timor-Leste (Dr David Lloyd and Kerrie Stimpson – PhD Candidate)

In all three case studies the researchers were invited by the community. In case study 1 the Bundjalung Elders approached the researchers as they were concerned at the loss of ecological knowledge with the death of Elders, yet did not trust government supported databases as it meant signing over intellectual property. The research was done by managing activities aimed at strengthening the cultural development of the local Indigenous (Bundjalung nation) community by promoting the transfer of knowledge from older to younger generations, and by providing training and enhancing research capacity among the Bundjalung people. In case study 2 the community was anxious to maintain control over the data collected and used on their behalf for negotiations on land and sea rights, therefore

they invited the researchers to oversee and provide guidance on the project. In case study 3 the researchers were approached by a coffee academy in East Timor to develop a study to understand the comparative social and economic impacts of various coffee production and marketing processes on household incomes in Timor-Leste. Household surveys were conducted by staff and students at the academy under guidance from the researchers. This project continued to develop with further spatial surveys, technical training and on-going collaboration.

These case studies highlighted the importance of working with, and respecting the communities where the research took place. By combining various learning devices the list of participants could be expanded, problems were worked out and participants were empowered to secure their ownership in the collective process.

KEY WORDS

Participatory Action Research (PAR), Community Engagement, Vulnerable Communities, Global Information Systems

T3.5 2.30pm – 3.00pm

Negotiating power relationships in funded community engagement research with hostile communities

Dr Danielle Every¹, Dr Sophia Rainbird¹, Prof Nicholas Procter², Dr Kirrilly Thompson¹
 1. CQUniversity
 2. University of South Australia

Dr Every is a social psychologist and Research Fellow at the Appleton Institute, CQUniversity (CQU). She specialises in migration studies. Her work contributes to policy and programs that engage with receiving communities responses to migration and migrants.

Dr Rainbird is a cultural anthropologist and Senior Research Fellow at the Appleton Institute, CQU. She specialises in ethnographic research with both migrants and receiving communities, particularly asylum seekers and refugees. Her work contributes to policy and programs that engage universities, government departments, and migrant communities in achieving mutual goals for employment, education and social support.

Professor Procter is Chair of Mental Health Nursing at the University of South Australia. His work in community engagement in mental health, particularly that of refugees, has delivered fresh confidence in how much mental health clinicians and academic faculty can achieve working in partnership. He has received the Vice Chancellor's Award for Community Engagement three times.

Dr Thompson is a cultural anthropologist and Senior Research Fellow at the Appleton Institute, CQU. She specialises in organisational anthropology and human/animal relationships. Her anthropological work engages

with power dynamics in workplaces. Her research contributes to theories and methodologies of negotiating power relationships in organisational research and policy and programs that improve workplace conditions for employees

PROPOSAL

On 18 October 2010 the Australian federal government announced the Inverbrackie Alternative Place of Detention (APOD) to house asylum seeker families in a low security facility in the Adelaide Hills. The residents of Woodside, near where the facility is located, were split between those who strongly opposed the facility and those who advocated for the asylum seekers. As part of its community engagement, the Department of Immigration and Citizenship funded a social impact assessment and engaged the research team to conduct the study. For the researchers, this assignment created a number of problematic and contradictory goals (between those of the funder and the different community groups) and relationships – between researchers and residents, and residents and the funding body who also run the facility in question.

In an era where funded research is now an essential component of university staff's portfolio, and is also often the source of funding for student projects as well, how we traverse conflicting goals and relationships to ensure both long term relationships with funding bodies and simultaneously also meet academic and community empowerment goals has become an urgent issue for university researchers. Thus, in this presentation, we outline the practical, methodological and theoretical strategies we developed to understand these conflicting relationships and goals. We consider how these strategies created mutual benefit and reciprocity between all engagers. We also outline how our experiences and strategies might be useful for other university researchers in similar conditions and how such experiences might inform university policies and staff training on externally funded research and community engagement.

In the area of social impact assessments (3, 4, 7), of which the present study forms part, there has been a concomitant shift towards an acknowledgement of power relationships and how to deconstruct these to develop more community-engaged assessments which increase community empowerment. A good example is the Strategic Perspectives Analysis and Community Response Model developed by Lane et al. (3). Similar efforts to incorporate power issues into community research have begun in evaluation research as well (8). Anthropological, sociological and psychological literature on power relationships and research methods also address these issues (2, 5, 6). This literature provides a useful basis for considering contested power dynamics in community engaged research. It hasn't yet been applied to a consideration of how these power relationships affect university researchers in an environment that includes both an increasing push towards externally funded research which also a push towards research that meets community needs.

The project itself identified community concerns about social impacts and evaluated whether these had occurred, their extent and duration. For this particular presentation, however, we wish to reflect on the practical, methodological and theoretical questions such research raises for university researchers who are seeking external funding and also aiming for community-engaged projects, such as:

- How can we best represent all voices in the community as well as in the funding body?
- How can we develop practical community programs that benefit those most affected that are also affordable and manageable by the funding body?
- How can we represent the funding body in the report and in the discussions with participants when they are viewed with hostility by the community?
- How can we meet the requirements of the funding body and also those of the community and the research team when these are often in conflict?

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KEY WORDS

Power, social impact assessment, immigration

T4.1 11.00am – 11.30am

Transformative student learning in the Northern Territory – lessons for WIL in cross-cultural settings

Dr Paul Hodge, Dr Sarah Wright, Fee Mozeley
Faculty of Science and IT – School of Environmental and Life Sciences

Dr Paul Hodge is lecturer in Development studies and human geography in the Discipline of Geography and Environmental Studies at the University of Newcastle. Paul's areas of research include development studies, Indigenous geography and learning theories in higher education.

Paul's work in development studies focuses on international aid and draws on postcolonial and post-development theories. This research critiques 'good governance' agendas in the South Pacific and highlights the way donors deny the significance of customs, ethnicity and religion in their interventions. Work in Indigenous geography has focused on the need for cross-cultural methodologies in geography which necessarily aims to (de)colonise the discipline. Central to this is working collaboratively with Indigenous communities on locally defined priorities. Interest in learning theories emerged from this central aim particularly student cross-cultural learning through practice-based field studies.

Paul also works as co-ordinator for the Australian African Alliance for Peace and Reconciliation (AAAPR), a community based organisation working with newly settled African refugees in the Newcastle region. AAAPR recently partnered with a group of war widows living on the eastern fringe of the Democratic Republic of Congo and support various micro financing projects and housing initiatives in the region.

Recent publications:

Hodge, P., Wright, Sarah., Barraket J., Scott M., Melville, R., and Richardson, S. 'Revisiting 'how we learn' in academia: Practice-based learning exchanges in three Australian universities', *Studies in Higher Education*, 36, 167-183. (2011) Hodge, P. 'A progressive authoritarianism? The case of post-2006 Fiji', *Third World Quarterly*, in press. (2012)

Ms Fee Mozeley is a community facilitator and social change activist. She works with both government agencies and NGOs on a range of issues. Her area of speciality is urban forestry, and she is currently working on a biodiversity pilot project that seeks to measure the impact of green spaces in urban settings on wellbeing. As a human rights and social justice advocate, Fee works with newly resettled refugees, primarily from the Great Lakes District of Africa through her involvement with the 'Alliance for Peace'. This NGO has a partnership program that provides housing for victims of violence in The Democratic Republic of the Congo and also is building a network of peer counselling and healing services to address the trauma of conflict.

She was the co-supervisor for the 2010 7-day field trip to the Northern Territory (NT) as part of the final year development studies course, GEOG3300 Rethinking Development. Her current research explores how students learn when undertaking WIL in cross-cultural field-based study and the role non-cognitive aspects of WIL practice (the feelings, the senses, the emotions felt by students) in promoting higher-order learning. Her interest in the non-cognitive elements and how they interact with the mundane aspects of life is where her passion lies. Fee is social commentator in a local community newspaper (with a 44,000 distribution) in which philosophical and spiritual components of everyday life are examined and critiqued

PROPOSAL

Students undertaking WIL with Indigenous communities in the Northern Territory describe an emotion-ridden series of learning experiences that escape easy explanation. Challenged beyond their frame of reference, students are forced to confront their sense of self and understanding of Indigenous notions of place and time. In this paper, we draw on empirical work with undergraduate students from The University of Newcastle to investigate what these cross-cultural experiences tell us about transformative learning and how these educative scenarios add to students becoming active citizens. In particular, we explore student learning within an 8 day field trip as part of a final year subject Rethinking Development in which they meet with Larrakia, Bininj, Koongurrukun, Limilngan-Wulna, Wagiman and Jawoyn Indigenous traditional owners of Darwin, Adelaide River, Litchfield, Kakadu and Southwest Arnhem Land. Students were expected to complete a group project, with the parameters defined by the Indigenous tour operators, in negotiation with the students, to assist in the running of the business. Past student projects have included a website, business plan, funding strategy and interpretive material.

We investigate what these intercultural affective learning experiences bring to models of experiential learning (Kolb 1984) and to work in emotional geographies (Smith et al 2009). We contend that intercultural learning in this context demands an engagement with the dynamism of Indigenous epistemologies and ontologies (Battiste 2000; Louis 2007). One key finding was that the students' transformative experiences challenge experiential learning models and existing higher-order learning concepts as non-cognitive aspects of learning are revealed. Significantly, students were found to manifest a 'deep learning' experience through feelings, senses and emotions. We conclude that by understanding the sensory and emotive aspects of WIL we can encourage students to build understanding across difference to become culturally adept and engaged active citizens. Rather than trying to change 'the other', students began to reflect on the need to change their own lives and their own communities. While they might have expected the learning on the fieldtrip to be an exotic experience removed from their day to day life, in the end the students were able to understand that the transformation they experienced was, above all, about themselves and their own connections with the world.

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T4.2 11.30am – 12.00pm

Increasing hope through community engagement: The student perspective

Dr Luke A. Egan, Prof Jude Butcher
Institute for Advancing Community Engagement,
Australian Catholic University

Luke Egan is a research associate at the Institute for Advancing Community Engagement, Australian Catholic University. His Ph.D. is in psychology.

Prof Jude Butcher is the Director of the Institute for Advancing Community Engagement, Australian Catholic University. His Ph.D. is in education.

PROPOSAL

In order to enhance community engagement initiatives, there is a need to understand the key psychological processes involved. Within psychological science, hope is defined as goal-oriented cognition, whereby individuals identify the ways in which they may reach their goals (pathways thinking), and motivate themselves to utilise these pathways successfully (agency thinking). Hope may be studied as either a state (i.e., transient hope, caused by situational factors) or a trait (enduring hope, which persists over time and across situations). The present paper is concerned with trait hope. Those with higher trait hope are better able to formulate, pursue, and attain their goals. So, within a community-engagement context, the more engagers are hopeful, the better they will be at delivering benefits for themselves, their fellow engagers, and the broader community.

Of course, it is possible that the very act of participating in community engagement initiatives may cause one to become more hopeful. Numerous psychological studies have shown that individuals can become more hopeful when given the opportunity to pursue goals successfully within a positive context. Community engagement initiatives may provide such opportunities. To explore this possibility, the present paper offers original, empirical

data on the levels of trait hope within a sample of student engagers from an Australian university. These students participated in community engagement programs over the course of a semester. Before beginning the programs, the students completed a questionnaire that assessed their levels of trait hope. Then, at the conclusion of the programs, the students completed this questionnaire again. This allowed the present researchers to investigate quantitatively whether or not the students had become more hopeful. The results indicated that post-engagement hope levels were higher than pre-engagement levels. The present paper highlights the key implications of this finding, and points to directions for future research into the psychological processes that underpin the nature and benefits of the community engagement experiences of students.

KEY WORDS

community engagement, hope, pathways, agency

T4.3 1.30pm – 2.00pm

Using value-based partnerships to support community engaged-learning: benefits, challenges, stakeholder perspectives

Oksana Zelenko¹, Mark Creyton²

1. QUT, Creative Industries

2. Volunteering Queensland

Oksana Zelenko is the Coordinator of the Transitions To New Professional Environments Program at the Creative Industries Faculty, Queensland University of Technology. Her role involves the design and evaluation of programs for industry placements for a diverse range of career pathways for creative industries students in both the commercial and not-for-profit sectors. Oksana's background is in researching and developing new media applications for mental health, with ten years experience of working in the not-for-profit sector and a recently completed interdisciplinary PhD in interaction design and resilience learning. For the last five years Oksana has lectured and coordinated units within the Creative Industries and Education. She has presented her research nationally and internationally.

Mark Creyton is Director Education, Research and Policy for Volunteering Queensland. He has over twenty years experience as an educator and consultant working with a range of voluntary and non-profit organisations and groups. He has particular interest in supporting social innovation and smaller voluntary organisations and groups and their role in creating a strong and vital civil society. He facilitates a range of projects and workshops to develop more effective leadership within communities and on boards, to assist organisations and groups work more effectively and to support staff within nonprofit organisations. He is the Queensland consultant for the Australian Journal of Volunteering.

PROPOSAL

Increasingly, the not-for-profit sector, as an emerging contributor to the creative economy, is creating a context for engaging creative practitioners in developing solutions to complex problems, triggering a demand for skills and knowledge needed to address this complexity. Across the university and community contexts alternative models of engagement are emerging to support this dynamic.

This paper presents a case study of a creative project in which a value-based approach is used to foster a collaborative partnership between community partners and a multidisciplinary team of final year Creative Industries students who in the course of the project developed a range of communication resources, including a social media campaign, an interactive game and a series of short films to support volunteer engagement and leadership initiatives. The paper considers the implications this values approach has for the design of service learning curriculum for multidisciplinary creative teams and the potential it has to support meaningful collaboration between creatives and the not-for-profit sector. It further explores how it impact on student and partner engagement, learning outcomes and the benefits for the partner organisation.

The paper concludes that a value-based approach to university-community engagement has the potential to support and enable a greater degree of reciprocity, deeper engagement between stakeholders and greater relevance of the final outcome.

KEY WORDS

Creative industries, not-for profit, values, community-based learning

T4.4 2.00pm – 2.30pm

Universities, Policing, Law Enforcement and Community Engagement

Dr Isabelle Bartkowiak-Theron

University of Tasmania

Isabelle is the Discipline Coordinator of Police Studies, University of Tasmania and a Senior Researcher in the Tasmanian Institute of Law Enforcement Studies. Isabelle teaches and researches policing, and specialises in the topics of vulnerable populations and police-community engagement. She regularly publishes on these topics, and teaches them at the Tasmania Police Academy, a role she was already undertaking with the New South Wales Police Force, when she was working at Charles Sturt University. She is an Associate Investigator at the Centre of Excellence in Policing and Security, and a member of the Australia Crime Prevention Council.

PROPOSAL

Community engagement is one of the core activities of academia. However, there are various aspects to it.

The literature proves that to some extent, academic engagement in communities and communities of practice can be done at various levels and that as such, there is always a certain type and a certain amount of community engagement to account for in academic life. It can therefore be approached and understood from various angles. But what of the now well-documented efforts of Universities who are involved in the teaching and delivery of service learning for police organisations? Australia and New Zealand have now been proven international leaders in their tertiary education approach to the professionalisation of policing and law enforcement. Some of the pillars for such an approach have been the political and social pressure to: better synchronise police services with the needs of the community, increase police engagement with the communities they serve, encourage community consultation and participation in police activities (along the precepts of such policing theories as community policing, problem-oriented policing and reassurance policing), improve police-community levels of trust and accountability, and to centrally position academics as catalysts for this engagement to occur.

After introducing the engagement of academics in the field of policing in the past thirty years, we analyse the mechanics of service learning and community engagement in the academic discipline of policing. We discuss key benefits to be had in nurturing two-way relationships between academia and 'industry' partners (here: police and other law enforcement agencies), building from the examples of University partnerships with Police in Australia and New Zealand, analysing how community engagement has been discussed to date in related literature. We conclude on the necessity to start thinking of community engagement as a key product of academic work and activity, as a catalyst to further engagement between police and communities.

This presentation will highlight that research in policing has slightly changed focus. Over the past two decades, there have been many studies about police performance, and especially how performance relates to attitudes of communities towards police and police work. In recent years, studies looking at community policing have questioned the ability of police to 'implement effective, sustained engagement at an organisational level' (Myhill, 2006, v).

However, some recent developments in applied research seem to contribute to a consolidation of community policing research and theory by shifting focus onto community engagement practices instead. Community engagement in policing is defined as 'active partnerships between police and the community, with both parties displaying a visible willingness to collaborate to crime prevention and problem solving initiatives AND with police members showing sustained interest in community matters' (Myhill, 2006; Bartkowiak-Théron, 2011, 32). This resonates with the AUCEA definition of community engagement as the 'collaboration between (...) communities and industry for the mutually beneficial exchange of knowledge' (AUCEA, 2011, v). This shift in research focus has implications for policing as well as

community engagement research. We look at implications for academia, police organisations and communities.

T4.5 2.30pm – 3.00pm

Showing and growing community resilience in the wake of the 2011 Queensland floods

Dr Wendy Madsen, Catherine O'Mullan
Faculty of Science, Engineering and Health, CQUniversity

Wendy Madsen's main research interests have related to the history of health but she is consistently finding contemporary relevance for history: in teaching undergraduate and postgraduate health promotion as well as in a range of health promotion research projects, particularly community-based projects.

Cathy O'Mullan has over 20 years of health promotion industry experience and is becoming increasingly involved in research after taking up an academic position. Her particular area of interest relates to sexual health promotion.

PROPOSAL

In recent years, a number of small and large communities around Australia and internationally, have had to learn to deal with the trauma associated with natural disasters. This paper presents some interim results of a current Community-Based Participatory Research (CBPR) project that explores community resilience after flooding in the township of Theodore, a small rural town in Queensland that was evacuated twice during the 2010-2011 summer. Community resilience is now emerging as a key factor in determining how people deal with stressful situations both in the short and long term. While much of the research to date has considered community resilience from the perspective of a collective of individuals' resilience, it is becoming evident that collective community resilience is more than a sum of the resilience of individuals (Hegney et al 2007; Mukota & Muhajarine 2005; Bava et al 2010). Colten, Kates and Laska (2008, p. 38) define community resilience as the ability of communities to 'rebound from disaster and reduce long-term vulnerability, thus moving toward more sustainable footing'. Community resilience can only be developed as a whole of community learning activity through active citizenry and solid social networks of community groups (Bourgon 2010).

The 'Showing and Growing Community Resilience in Theodore' project uses photovoice to gather the first stage of data which focuses on the meaning the floods had for residents in regards to community resilience, associated aspects of vulnerability and risk perception. Residents provide photographs as a means of telling their stories. Consistent with CBPR, researchers work with participants to analyse these photographs to draw out a collective meaning for the community, as well as to collaboratively identify ways forward for the residents of Theodore to build a stronger community. As a CBPR project, the researchers and community work together at all stages of

the data collection and analysis in a process whereby each learns from one another (Minkler & Wallerstein 2008). Using an adaptation of Mukota and Muhajarine's (2005) conceptual framework, the researchers and community members can systematically work through the contextual, structural, social and interpersonal factors that promote and inhibit community resilience. The aim is to better understand how to grow community resilience to natural disasters and to enable a stronger community into the future.

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T5.1 11.00am – 12.00pm

Future Directions for Community Partnerships for Sustainability in Tertiary Education

Dr Colin Hocking
Victoria University

Dr. Colin Hocking is Victoria University's Sustainability Education Officer and is a Senior Research Fellow at the University. His research covers methods for learning and change for sustainability, formulating professional development for sustainability facilitators, community engagement for sustainability, evaluation of sustainability programs, and ecology and management of native grasslands. Colin founded, and was for more than 15 years, the coordinator of the Iramoo Sustainable Community Centre at St Albans, outer Western Melbourne. Colin was for six years Vice President (Communities) for the Victorian Association for Environmental Education, was also a member of the National Task Force for Chilean Needle Grass. He is president of the newly formed Tomorrows Leaders For Sustainability Inc., and was foundation chair of the highly effective Sustainability Collective (parents

& friends support group) for Melbourne Girls' College. He is holder of an outstanding teacher award from Victoria University, holder of the Inaugural Vice-Chancellor's award for Outstanding Community Engagement, and a National Carrick Foundation Award for Outstanding Teaching and Learning in Higher Education. Colin has published and presented papers widely across ecology, learning and change, community sustainability and professional development, including internationally distributed Teacher Guides to Global Warming & the Greenhouse Effect and Acid Rain.

PROPOSAL

The roundtable will follow on from the outcomes of the session on Community Partnerships for Sustainability at the 2011 AUCEA Conference, organised jointly with Stuart Galbraith from (then) Sustainability Victoria. These outcomes are being reported elsewhere through AUCEA and will be circulated to those interested in sustainability at the conference. Briefly the outcomes of the 2011 roundtable conclude that community engagement for sustainability education is already happening in tertiary education (and has been for some time), but has been patchwork, with as yet no consistent or strategic approach.

The 2012 roundtable will consider the extensive development in community engagement for sustainability that is occurring overseas (e.g. USA, UK, Germany) and why these developments have not happened so far in any major way in Australian tertiary institutions. The roundtable will explore what frameworks and strategies from community engagement in higher education in general can be useful for developing community engagement for sustainability in tertiary education, as well as what is particular to education and engagement for sustainability.

The roundtable will invite participants to consider what the purposes and objectives are for tertiary institutions to engage with communities around sustainability, and how these purposes might be brought into alignment with the broader objectives and priorities of education, community engagement and research in Australian tertiary education, in the form of a draft model or framework for community engagement around EFS. The roundtable will also investigate what the potential barriers are to developing more widespread community engagement for sustainability education in the tertiary sector, and for other sustainability outcomes; e.g. for research, for development of more sustainability facilities, and to changes in behaviour across tertiary institutions and communities. Potential ways that these barriers might be addressed will also be considered, depending on the time available.

KEY WORDS

Roundtable, education for sustainability, engaging with communities, tertiary institutions, developing draft framework, overseas experience, objectives, opportunities & barriers.

T5.2 1.30pm – 1.50pm

Growing an engaged community: Community, academic, career service, and student voices

Dr Erin O'Connor, Dr Julie Hansen
Queensland University of Technology

Julie Hansen is a Senior Lecturer in the School of Psychology & Counselling at QUT, where she teaches research methods and statistics and foundation psychology. In her role as undergraduate psychology coordinator over the past 10 years, Julie worked with QUT's Careers & Employment staff to introduce career development workshops for undergraduate students, and has been instrumental in incorporating formal WIL opportunities into the undergraduate psychology curriculum. Her commitment to student learning was recognised through a Carrick Award for Teaching Excellence in 2007.

Erin O'Connor is a Lecturer in the School of Psychology & Counselling at QUT. She was the designer and is current unit coordinator for the two WIL units offered by the school. Erin completed a multidisciplinary teaching and learning post doc at the University of Minnesota and continues to work with community partners and other areas of the university to develop engagement opportunities for students.

PROPOSAL

For the past 10 years, staff and students at the School of Psychology and Counselling at QUT have been growing a community of engagement with student, university and community partners. Using a community psychology framework, this session will describe the challenges and rewards of developing curricular and extra-curricular WIL programs and how we use an across-course approach to support these activities. We will describe how we started our program with small effective career seminars and how we developed this program into our current curricular and extra-curricular programs. Strategies discussed will include curriculum, engagement and resourcing solutions. The roles of university support services, students, and our community partners in this program will be highlighted with audio accounts from past and present collaborators. We will also highlight the outcomes of these activities including supporting other universities to develop their own WIL units, broader partnerships with community and government representatives, increased student interest and participation in volunteering and service activities, and increased student interaction with our Careers and Employment service. In 2012, we have also been part of a new multidisciplinary service learning project. Potential for growing WIL to university wide collaborations, and the challenges of supporting students in multidisciplinary projects will be discussed as part of this outcome.

KEY WORDS

WIL development, curricular and extra-curricular delivery, whole of course approaches, university services

T5.3 1.50pm – 2.10pm

Indigenous Community Engagement: Engaging Our Mob

Joe Griffin
University of Newcastle

I am a proud Aboriginal man from Newcastle where I have spent my whole life, my family lines can be traced back to one of the clans of the traditional custodians of the Newcastle area, The Pambilong Clan.

I am the Indigenous Community Engagement Officer at The Wollotuka Institute at The University of Newcastle. My role requires me to promote The Wollotuka Institute to the Aboriginal communities of Newcastle, Central Coast and Hunter Valley regions of NSW.

I have a background in community engagement with my previous role of Aboriginal Customer Service Officer with NSW Department of Fair Trading where my passion for community engagement and education was developed.

PROPOSAL

Recently, the Wollotuka Institute at the University of Newcastle has developed and is now offering a three year Bachelor of Aboriginal Professional Practice (BAPP) undergraduate degree. The BAPP provides a solid grounding in culturally immersive Indigenous studies oriented units, as well as the possibility to major in other disciplinary areas to prepare students for working within Indigenous communities, organisations and other NGOs. One of the key distinguishing features of this degree course is a professional placement component, clearly identifying its cogency and direct relevance to industry.

One of the key focus areas of the University of Newcastle is Indigenous Engagement. This has been reinforced by an explicit ongoing commitment to engaging the community of Newcastle, Central Coast and the Hunter Region through The Wollotuka Institute's Community Engagement Portfolio. The distinctiveness of the BAPP program has led to a partnering program with TAFE in capturing potential 'university' ready students, already completing Certificate III or above VET qualifications, to be aware of alternative entry possibilities for enrolling in the BAPP program. Currently the Hunter Institute of TAFE, ranging from the Central Coast to Upper Hunter, 15 locations in total, has some 3500 identified Indigenous students.

This talk will examine the historical difficulties that Indigenous people of the Hunter region have had with access to education both culturally and geographically. A large portion of the community is still unaware that University study is quite accessible. Through The Wollotuka Institute's partnership with the Aboriginal Education Unit of Hunter TAFE, The Purrimaibahn Unit, the Indigenous communities of Newcastle, Central Coast and the Hunter Valley are now realising that a University education is a real possibility, whereas in the past it was only a passing thought.

T5.4 2.10pm – 2.30pm***Widening participation at QUT: an Extreme Science and Engineering perspective***

A/Prof Les Dawes, Maria Barrett, Mary Kelly, Phillipa Perrott, Colette King
Queensland University of Technology

Les Dawes is an Associate Professor in Civil and Environmental Engineering at the School of Earth, Environment and Biological Science at Queensland University of Technology (QUT). He is also Discipline Leader for Earth Systems and Editor for the Australasian Journal of Engineering Education. He has been involved in developing design based activities and creating learning environments incorporating experiential learning and school outreach for over 12 years. His areas of research include engineering education focusing on improving teaching methods to better engage learners in engineering education at both secondary and tertiary levels and protection of land and water resources. He has published the outcomes of teaching practices and outreach interventions in numerous Engineering Education journals and Engineering Education Conferences.

PROPOSAL

The QUT Extreme Science and Engineering program provides free hands-on workshops in schools to students from prep to year 12. The workshops, presented by science and engineering undergraduate and postgraduate students, are tied to the national curriculum and give students access to professional quality instruments, helping to stimulate their interest in science and engineering and encourage a greater take up of STEM related subjects in the senior high school years.

In addition to engaging students in activities, workshop presenters provide role models of both genders, helping to breakdown preconceived ideas of the type of person who becomes a scientist or engineer, and demystifying the university experience.

The Extreme Science and Engineering vans have been running for over 10 years and as such demonstrate a sustainable and reproducible model for schools engagement. The vans have become an important component of QUT's Widening Participation Equity initiative which is funded under the Federal Government's Higher Education Participation and Participation Program (HEPPP) to address the under-representation in higher education of students from low socio-economic status (SES) backgrounds. Under this funding, the vans have had over 150 visits to equity-targeted schools since mid-2010. Additionally, 230 hands-on and career focused workshops over 50 days were presented at QUT in 2011 to students from target schools.

While this is designed as a long-term initiative, the short term results have been very promising, with over 13000 students attending van workshops and over 5500 students participating in on-campus workshops in the first eighteen months of the program. Furthermore, the large-scale

and repeatable nature of this activity has been used as a model for other initiatives across QUT. To date teacher and students feedback has been overwhelmingly positive and formalised evaluation is planned for 2012. It is however yet to be shown that this activity will result in conversion to tertiary education and, in particular, enrolment in STEM courses by students from low SES backgrounds. Sustainability of the QUT Extreme Science and Engineering program beyond the HEPPP funding period will also need to be addressed through mainstream and social justice funding sources.

KEY WORDS

Widening participation, community engagement, engineering, science

T5.5 2.30pm – 2.40pm***Raising Aspirations to community engaged learning – a case study in Churchill***

Loretta Hambly
Monash University

Loretta Hambly is the Director, Planning and Regional Partnerships at Monash University Gippsland Campus and Executive Director of the Gippsland Education Precinct. Both of these roles focus on developing partnerships to improve educational outcomes for Gippsland students

PROPOSAL

While the Monash University Gippsland Campus is the destination of choice for school leavers choosing higher education, multi-generational educational disadvantage in the immediate vicinity of Monash Gippsland means that students from the co-located secondary school and GEP Partner, Kurnai College, are under-represented at the Monash Campus. One indication of the disconnect between Monash Gippsland and Churchill, the town in which it is located, is the lack of access and engagement in the public assets of the university by the surrounding community. Monash Gippsland has a public art gallery with regularly changing exhibitions, relatively easy access by car and free parking; however, members of the local community rarely attend. Monash Gippsland ran a series of lunch-time public music concerts which were discontinued due to lack of attendance. The extensive and beautifully maintained Monash Gippsland grounds, including significant walking paths and a lake, are rarely used by the local community.

The concept of a path, leading from the town centre to the Switchback Art Gallery was developed as an educational and inclusive way of encouraging local school children and their families to be participate in the creation of public art exhibits, a local history pavilion and indigenous culture information along the Creek. By linking the 'art projects' to a pathway linking the town and the art gallery, it intended that personal involvement and ownership of the public art will encourage community members to use the path, access the gallery and University grounds and,

thereby, start to break down the 'them and us' barriers. The ultimate achievement would be to have the Churchill community regard itself as a 'university town'.

The Monash Gippsland Centre for Art and Design is currently seeking funding to engage an 'artist in residence' to undertake a detailed and comprehensive community consultation process which results in the creation of a significant piece of sculpture to be situated along the path and is intended to encourage community pride and ownership. Other projects, including development of an indigenous cultural area along the culturally significant Eel Hole Creek, will include participation by local primary and secondary school children, with the intended outcome of increasing their understanding and respect for local indigenous culture, potentially resulting in development of educational resources for future use and, through the involvement of members of the Koorie Unit at Monash Gippsland, introduce children to university staff, again breaking down barriers and encouraging access to the Monash Gippsland campus assets by the children and their families. In addition, local apprentices will assist in the construction of the local history pavilion and there will be facilities for a changing display of history projects and art created by local school children.

Monash Gippsland has also included the pathway in its infrastructure Master Plan and will cover the cost of construction of the linking pathway as an in-kind contribution.

Since the original concept of an art and culture path between the town centre and the Monash Gippsland art gallery, the plan has been enthusiastically embraced by many parts of the community and further links and connections, that will result in a 'circular' 5km walking track that includes the Monash Gippsland campus and an adjacent park and wetland area, as well as upgrades to existing paths and bridges have been included in both the Latrobe City and Churchill Town infrastructure plans. Local service clubs and community associations have indicated that they will offer support in a variety of ways, including promoting the project, monetary support and the possible purchase of further artworks by local artisans for installation along the path.

The project will involve Monash Gippsland, local schools and community groups in a joint educational project based on several aspects of art creation. The intended outcome is that as many children and their families as possible, as well as the wider community, will become increasingly connected with higher education through access to the Monash Gippsland Campus itself, pride in the achievement of a significant community asset, increased awareness of the available educational opportunities and ra

ised aspirations in the ability of individuals to access and succeed in higher education.

T5.6 2.40pm – 2.50pm

A case study of the LEAP – Macquarie Mentoring program supporting high school students from refugee backgrounds

Aakifah Suleman, Ruth Tregale
Macquarie University

Aakifah Suleman is a qualified occupational therapist who has a professional background in refugee settlement. Aakifah has been responsible for coordinating the LEAP Macquarie Mentoring program for high school students from refugee backgrounds. She has brought a unique perspective to the mentoring program and deeply values the right to engage meaningfully in one's education. Aakifah actively works to uphold the right to higher education for young people from refugee backgrounds and believes in the great impact a socially inclusive environment can have for this group.

Ruth Tregale is Outreach Programs Coordinator in the Office of the PVC Social Inclusion at Macquarie University, currently working on establishing the university's LEAP (Learning, Education, Aspiration, Participation) programs. She holds a Masters Degree in Sustainable Development and a Postgraduate Diploma in Community & Youth Work, and previously worked as Social Sustainability Manager at the University's student services organisation. Through earlier roles with a global NGO and the UN Commission on Sustainable Development, Ruth is very aware of the role of education in achieving sustainable development, and is passionate about ensuring that everyone has the opportunity to access and succeed in tertiary education, regardless of background or current socio-economic status.

PROPOSAL

Building mutually beneficial relationships with key stakeholders plays a crucial role in successfully engaging communities through university outreach programs. This is especially true when developing and implementing schools outreach programs that typically focus only on the school and university students as key partners. A new and innovative schools outreach program at Macquarie University has successfully engaged the wider community through collaboratively working with a range of stakeholders through the entire planning, implementation and evaluation phases. In keeping with the theme of community engaged learning, this program has provided high school students, Macquarie University students, school teachers, community groups and organisations the opportunity to engage in an exchange of lived experience and expertise, while meeting personal, social, and organisational needs.

In line with the recommendations of the Bradley Review of Higher Education (Bradley, Noonan, Nugent & Scales, 2008) and the Australian Government's (2009) response "Transforming Australia's Higher Education System", Macquarie University is committed through its Outreach

Strategy 2011-14 to "grow opportunities and pathways for potential students from underrepresented groups, grow Macquarie's capacity to engage with a range of communities on outreach initiatives, [and] sustain relationships over time to ensure the best outcomes for all stakeholders". Research has shown that parents and community play a large role in influencing education outcomes of students (Mapp, K. 2004).

The LEAP - Macquarie Mentoring program is a cornerstone initiative that addresses the systemic and social barriers that high school students from refugee backgrounds experience in accessing and succeeding in higher education. The program aims to build cultural capital and tertiary efficacy of students from refugee backgrounds. Using community workers to build sustainable relationships with significant community and government organisations (e.g. individuals, student clubs, parents and caregivers, refugee support groups and state government), has been fundamental to the success of LEAP - Macquarie Mentoring in South-Western Sydney high schools. This exposé will examine the role stakeholders play in outreach program development and its sustainability, and suggests the Macquarie Mentoring model as best practice for stakeholder engagement in schools outreach programs.

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KEY WORDS

Community, stakeholder, relationship, mentoring, refugee, schools outreach.

T6.1 11.00am – 12.00pm

Community engaged learning for international students

Tal Fitzpatrick, Mark Creyton
Volunteering Queensland

Tal Fitzpatrick is the Leadership and Student Engagement Coordinator in the Education, Policy and Research unit of Volunteering Qld (VQ). Her role includes the research and development of VQ's leadership and creative engagement programs and the facilitation of training around resilience, leadership and engagement. Tal Fitzpatrick graduated from Griffith University in 2009 with a Bachelor of Arts, 1st class

honours, with a major in Contemporary Arts and Fine Arts Industries. She is a practicing fine artist and sits on the board of a Gold Coast based not-for-profit organisation called Crossing Divide's which runs arts and music programs for young people with disabilities.

Mark Creyton is Director Education, Research and Policy for Volunteering Queensland. He has over twenty years experience as an educator and consultant working with a range of voluntary and non-profit organisations and groups. He has particular interest in supporting social innovation and smaller voluntary organisations and groups and their role in creating a strong and vital civil society. He facilitates a range of projects and workshops to develop more effective leadership within communities and on boards, to assist organisations and groups work more effectively and to support staff within nonprofit organisations. He is the Queensland consultant for the Australian Journal of Volunteering.

PROPOSAL

There is increasing interest by universities in how to best facilitate and encourage community engaged learning for international students studying in Australia; Volunteering Qld in partnership with several universities has been involved with working with international students since 2005. In 2012 Volunteering Qld is leading a project to increase opportunities for international students to volunteer in Queensland through working with education providers, international students and community organisations.

This Roundtable will be focussed on examining the question: how can we promote and support the involvement of international students in community based projects and initiatives?

The importance of interaction between international students and their host community for students' acculturation, satisfaction, learning outcomes and personal development is well documented. Encouraging relationships between international and domestic students on campus has been a focus of interventions in many universities, but less attention is given to addressing the challenges of integration off-campus. However, there has been some recognition of the need to support sustained, positive interaction between students and the wider host community, and research on volunteering and intergroup contact theory suggests the unique potential of volunteering to facilitate this. This background is taken as a starting point to explore some key questions concerning international students and volunteering.

Questions to be posed will include:

- How can universities and the community/volunteering sector improve the way community engaged learning is designed facilitated and supported for international students?
- What are the issues that arise with university-community engagement projects designed specifically for international students and how can they be addressed?

- What have been the experiences of roundtable participants and what can be learned from these?
- What can be done to educate and encourage international students to participate in community engaged learning, particularly in the not-for-profit sector?

This roundtable will engage participants through using case studies and key learnings from VQ's work to date to encourage conversations and explorations. These case studies will be drawn from VQ's corporate and community engagement programs for university students as well as from its international student volunteer initiatives running across the state. Roundtable participants will be encouraged to discuss and put forth their own questions and solutions for how can we promote and support the involvement of international students in community based projects and initiatives through the use of interactive facilitation methods.

For a review see C. Ward 2006 *International Students; Interpersonal, Institutional & Community Impacts*. Centre for Applied Cross-cultural Research Victoria, University of Wellington.

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T6.2 1.30pm – 3.00pm

Community engaged learning in an online environment: What happens when the subject of the course is community engagement theory and practice?

Penny Crofts, Dr Graeme Stuart
Family Action Centre, The University of Newcastle

Penny Crofts is Co-Director at the Family Action Centre (FAC), University of Newcastle. In this role Penny oversees the operation and development of a wide range of initiatives that contribute to the University of Newcastle's commitment to playing a transformative role in communities. The FAC works with families and communities through the integration of practice, research and education in an ongoing cycle of staff, student and

community engagement in mutual learning. Penny has undergraduate and postgraduate qualifications in social work, and extensive experience in working in the community services sector in community development and social planning roles. Prior to taking up her role at the Family Action Centre in 2007, Penny worked at the University of Newcastle as a lecturer in social work for a number of years. In this capacity her research and publications focused on business-community sector relationships and social enterprise.

Graeme Stuart is committed to inclusive, interactive processes that build on the strengths of communities and individuals. His research, practice and teaching at the University of Newcastle's Family Action Centre, focuses on community engagement, Asset-Based Community Development, engaging fathers, and strength-based practice. He has almost 25 years experience in community and youth work in both paid and voluntary capacities and his PhD explored youth work and a philosophy of nonviolence. Outside of paid work he is the proud father of two beautiful girls, and acts as the convenor of Transition Newcastle.

PROPOSAL

Summary

Since 2008, the Family Action Centre at The University of Newcastle has been offering a second year online elective on community engagement. Over 500 students from 35 different degrees have enrolled in the course with positive feedback. This roundtable will consider how to adapt a successful online course on community engagement so that it has a greater focus on community engaged learning.

The current content of the elective includes:

1. Definitions of community engagement
2. Reasons for community engagement
3. Practical skills for engaging communities
4. Case studies of community engagement

It does not include the opportunity to put skills into practice nor community engaged learning. While feedback has been positive (e.g., 100% of students who provided anonymous feedback last semester agreed the course helped them develop an understanding of community engagement, and 92% agreed they would be able to apply their learning in future professional work) the course could be enhanced by having a greater focus on community engaged learning.

There are three major challenges in adopting community engaged learning as a key teaching approach:

1. It is taught online and there is no face to face contact with students
2. It is a standalone, 13 week subject for students from a wide range of degrees
3. It is an elective rather than a core subject.

Significance

Facilitating community engaged learning in an online elective is quite different to a face-to-face course for the one discipline. When teaching in this area, it is essential to practice what we preach and to demonstrate effective community engagement. We believe that introducing meaningful community engaged learning in the online context will be challenging but will enhance students' deep learning with stronger impact on knowledge, values and skills. With the increasing emphasis on courses being offered online and an increasing recognition by universities of the importance of community engagement, we need to explore not only how to engage students in virtual environment, but also how to promote online community engaged learning. By achieving best practice in both, there can a wide application across the university sector.

Questions to be posed

1. What should we teach about community engagement in one semester?
2. How can community engaged learning be introduced into an online course on community engagement?
3. What could community engaged assessment look like in an online course?

Roundtable agenda

- Background to the course – why the course was developed
- Overview of the context of the course, content, current teaching strategies, and student feedback
- Discussion of the similarities and differences between community engagement and community development
- Discussion of some of the potential and challenges of teaching community engagement in an online context
- Discussion of the three identified questions

Engaging Roundtable participants

The use of World Café will promote active participation by roundtable participants. Through this process – an innovative yet simple methodology for hosting conversations about questions that matter – discussions can link and build on each other as people move between groups, cross-pollinate ideas, and discover new insights into the questions posed and related issues.

KEY WORDS

Community engaged learning; community engagement; teaching and learning

notes

DAY 3: WEDNESDAY 11 JULY 2012

W1.1 9.00am – 9.30am

Engaging with Parents of Under-represented University Students: How the University Can Learn from the Community**Dr Bridie McCarthy, Angela Fragiacomio**
Deakin University

Bridie McCarthy works as a Research Fellow in the Faculty of Arts and Education at Deakin University, Melbourne.

Angela Fragiacomio works as a Senior Marketing Officer in Undergraduate Recruitment at Deakin University, Melbourne.

PROPOSAL

This paper will outline Deakin University's recent development of its parental engagement strategies, demonstrating how a methodology of University-community engagement has strongly informed current practice. Specifically, this paper will concentrate on engagement with parents of first-generation university students and parents of students from under-represented areas, investigating how the concept of 'community engaged learning' can be an example of good practice for universities, particularly in relation to the knowledge informing their outreach to under-represented students.

Recent studies indicate that parental involvement prior to higher education is often viewed as instrumental in raising aspirations for further study, and in supporting students in their choice of pathway and in post-secondary transition (Smith 2011; James 2000; Hill and Tyson 2009). Evidence from meta-analytical research suggests that strong and lasting alliances between educational institutions and parents can provide 'a way to close demographic gaps in achievement and maximise students' potential' (Hill and Tyson 740). Establishing a community-inclusive approach to university, in which the transition to higher education (from secondary school or alternative pathways) is part of a familiar and supported social context, is particularly essential for first generation university students, whose parents have not attended university. In fact, in the Australian context, Gale et al (2010) found that '[s]tudents whose parents have been to university are far more likely to consider a university pathway than those whose parents have no experience of higher education' (49). A methodology of community engagement, involving the inclusion of parents of current and future students in the university community, allows universities to cater to under-represented students and to raise aspirations for tertiary study. Importantly, such an approach relies on

valuing the knowledge that parents bring to the university environment, as well as their influence in supporting students.

By reflecting on qualitative and quantitative data drawn from recent surveys and focus group discussions, the presenters will outline attitudes about university as expressed by parents of current and future Deakin students from under-represented areas. As such, the presenters will describe the nature of the engagement undertaken with parents to date. By focussing on current research and sector-wide benchmarking for best practice initiatives, the presenters will provide a rationale for parental engagement programs and activities currently offered by Deakin University, with a particular focus on activities established since 2011 as a result of parents' feedback.

The paper will address the following key questions:

- How do parents engage with universities, what is their knowledge of university life, and what information needs do they have?
- How can consultation with parents inform University practice?
- Who belongs to the University community and how do parents fit into this community?
- How do universities engage with non-traditional students and their parents?

The results of focus groups, surveying and other research undertaken by the presenters indicate that parents can offer universities clear insights into the specific information they would like (such as simple and comprehensive financial information, realistic outlines of university life, and explanations of how to navigate application processes). Parents also offer novel suggestions for how universities might package this information (for instance, a focus on graduate outcomes rather than on courses, early intervention with Year 9 students and their parents, and translations of institutional jargon). This research and engagement has broad implications for future practice in university outreach, community liaison and partnership activities. Specifically, this presentation will demonstrate how parents' knowledge has led to clear parental engagement outcomes, resources and initiatives at Deakin University in 2012.

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W1.2 9.30am – 10.00am

University/community engagement through community development

Dr Margot Rawsthorne¹, Alison De Pree-Raghavan²

1. *University of Sydney*

2. *Glebe Community Development Project*

Alison de Pree-Raghavan has worked in the field of Community Development for over 15yrs. Before commencing employment with the University of Sydney, Alison worked in various roles for state and local government, and a large NGO with each role focusing on achieving greater levels of social justice and equity within marginalised communities, particularly those residing in social housing. In working for the University Alison continues her work focusing on disadvantage communities whilst linking this with opportunities within the University, particularly in relation to education.

Dr. Margot Rawsthorne is a senior lecturer in community development within the Social Work & Policy Studies program of the University of Sydney. Prior to academia, Dr. Rawsthorne had 15 years experience working with communities on the south western fringe of Sydney.

PROPOSAL

This paper explores our experiences of university/community engagement through the implementation of community development projects in our neighbouring suburb. Since 2004 the University has employed community development workers to facilitate social action, community events and community development in an area marked by socio-economic and cultural diversity.

The Project aims to:

- Work with the residents to build a stronger, more vibrant and supportive community, where people can live in safety and access the support services they need.
- Enhance collaboration and coordination between the range of stakeholders
- Demonstrate the commitment of the University to participation and involvement in the educational, civic and social life of our community
- Improve the quality of teaching and learning by educating students as responsible and reflective professionals who are able to act critically, morally and competently in a variety of contexts.

The Glebe Community Development Project is informed by community development theory and practice, with a focus on process (Tesoriero, 2010). This process creates deeper understanding of the lives of local residents and the University, through joint work on issues of common concern. These common concerns include educational opportunities, educational engagement, social isolation and community infrastructures. These concerns are addressed through forums (such as the Glebe/Usyd Education Working Group) and working parties (such as the Footbridge to Participation Project). These projects have provided opportunities for teaching, learning and research for academics as well as useful social initiatives for local residents.

An external evaluation of the CDP concluded that 'the project has undertaken consistent and effective community development work ... In addition the project has provided a high quality context for student participation through placements, workshops and voluntary work. The project has also created a range of opportunities for staff and students at the University to engage with the community in which the University is located, and for community members and local organisations to better connect with the University' (Frazer Howard & Partners, 2009). Through the community development activities of the project, the University has: assisted residents acquire new skills, confidence and knowledge; built social cohesion and social networks; facilitated collaboration across the service network; and provided rich learning opportunities for future students. Engagement with the community of Glebe has provided academic staff with the opportunity to develop their theoretical understanding of social cohesion, cultural diversity and the creation of social capital. The partnership with Glebe has also created opportunities for student teachers and student social workers to explore practice challenges in situ, expanding where they learn and who they view as educators.

This paper will be co-presented by an academic and an on-the-ground community development worker, enabling reflection and dialogue from different perspectives.

W2.1 9.00am – 10.30am

Fostering Commitment in students doing Community Engagement Placements

Daniel Nelson, Anthony Steel
*Institute for Advancing Community Engagement,
 Australian Catholic University*

This round table will explore how universities work with students and community partners to develop commitment and ownership from student who are required to undertake a compulsory Community Engagement Placement (CEP). Compulsory CEP's are becoming more common as universities strive to actively engage their students in the wider community. Because of this compulsory nature there is often an initial resistance from students, and for some that can continue through their CEP. This round table will facilitate a discussion around the following questions:

- What are the obstacles that constrain students' involvement in, and valuing of CEP? For this section we will play a video of students we have interviewed discussing what obstacles they faced when doing a CEP)
- What strategies can universities and lecturers adopt to help students meet the challenges they encounter in undertaking CEP?
- What light does contemporary research throw on these issues?
- How do we lead students to take greater ownership of the programs and projects they are involved in?
- What to do about students who show little interest and commitment through out their whole compulsory CEP?

Beginning with the perspectives of students, academics and community organisations as the framework for discussion, the round table will consider the possibility of personal transformation of students through the 'encounter' they have with the people they're engaging with. This 'encounter' is the penny dropping or 'Ah ha' moment, when students realize that their compulsory CEP is more than just an academic requirement, but something that changes them, shifts their frame of reference and provides an opportunity for them to make a positive contribution in the communities to which they belong. (Draw connections between this goal, and nurturing respectful, and reciprocity with those they engage with.)

The discussions in this round table will draw on the experience and wisdom of participants to identify the situation of CEP in their own contexts and articulate possible strategies and pathways for students to be meaningfully engaged and to overcome initial resistance they may experience towards their compulsory CEP.

KEY WORDS

Community Engagement, resistance, student commitment, encounter and transformation, importance of contexts.

W2.2 11.00am – 12.30pm

Bridging Gaps and Breaking Down Barriers: Linking International Students with the Local Community through Volunteering in Melbourne's North

Joanna Shaw
La Trobe University

Joanna Shaw has had a career spanning international relations and development, the not for profit sector, human rights, women's rights, community engagement, State and local Government, and most recently the higher education sector. She has been a policy adviser, speech writer, project manager, special assistant to UN official, human rights campaigner, and even a Billabong Bear. She has organised events for the UN Secretary General, the Dalai Lama, the Timorese government, Tibetan Government in exile, Lao Government and diplomatic corps, and a massive fundraising concert at Sydney's Homebush Stadium. Since high school she has been a strong advocate of volunteering and community engagement including two years volunteering in a remote Himalayan village in India with the Dalai Lama's exiled government, managing the volunteer program of Australian Volunteers International for Nepal, Pakistan and Afghanistan, and managing the United Nations Volunteer program in the Lao PDR. Locally, Joanna has been Board member and President of the Australia Tibet Council, Primary School helper, organised and run free workshops for international students in Darebin, presented at the International Youth Parliament and is active in the neighbourhood Sustainability Group. Joanna believes volunteering is essential to building community, strengthening networks and opportunities, and develops leadership. Joanna speaks about 6 languages very badly and is currently Coordinator of International Student Services at La Trobe University.

PROPOSAL

This initiative is a multifaceted response to the experience of international students and the needs of local Councils. The International Student Barometer shows us consistently that international students rate their experience of studying in Australia as a positive one, but of connecting with the community as disappointing if not nonexistent. Stereotypes persist of international students, who in turn lack the networks and opportunities to seek realistic and positive engagement opportunities beyond their immediate needs of study and part time work [www.universitiesaustralia.edu.au/isb]

With a backdrop of racist attacks against students in Melbourne's north, and a subsequent drop in confidence in the international student market, partnerships were forged with Darebin, Banyule, and Whittlesea Councils to link students with volunteering opportunities.

Through university cooperation between the leadership, careers and volunteering team with the international office, and in connection with local Councils and community volunteering organisations, students are provided with community engagement projects to work on

in return for credits towards a university based volunteer recognition scheme. Local Councils get a multicultural, multilingual workforce for local community events, and international students get training, practical experience, networks, and intense exposure to Australian culture and community in action.

The initiative has seen students gain valuable experience, use multilingual skills, connect with expatriate communities and local Australian groups, practice their English, and share their culture and knowledge widely. Communities have gained an insight into the experiences and contexts international students represent, and had eager and willing helpers on a range of projects from Blue Light Discos, to old people's homes, multicultural festivals and arts events.

In partnership with the career development and leadership team at La Trobe University students active participation in the volunteer program means their time is rewarded with professional development and training modules designed to develop and enhance their communication, leadership and mentoring skills. At completion of volunteering hours students log into an online portal and claim their volunteering hours, substantiated by a volunteering supervisor and the international office, towards an award on their official university transcript.

The program has the potential for far reaching benefits in building a more resilient international student community, building confidence in the community, and showcasing the valuable contribution of international students to our community thus breaking down barriers of misunderstanding and generating partnerships, trust, reciprocity and mutual benefit.

The presentation will outline the framework for implementation at La Trobe University, how the students are engaged and the mechanisms for recruitment, support, monitoring and evaluation. Some examples of community projects will be presented and participants will have the opportunity to consider how such a program might be applied and adapted in their own context.

KEY WORDS

Community, engagement, volunteering, international students, mutually beneficial

W2.3 1.15pm – 3.15pm

Engaged Learning

A/Prof Diana Whitton
University Of Western Sydney

Dr Diana Whitton is an associate professor at the University of Western Sydney in education with responsibilities for teaching pre-service primary education and service learning. She has completed graduate studies in service learning and oversees the placement and teaching of up to 500 students a year in local community agencies. Diana's current research is a longitudinal study of the new service-learning unit at UWS and has previously presented and

published on her work about Students in Free Enterprise [SIFE] and service learning. Currently she is one of the editors of the AUCEA eJournal and Chair of the scholarship committee.

PROPOSAL

Linking students with the community to ensure reciprocal benefit is the underpinning of engaged learning. Through an investigation of the different perspectives as to why we undertake engaged learning the learning objectives may be determined. Once the objectives have been determined the way the teaching and learning will be developed and fostered can occur.

Through participation in this workshop participants will:

- Gain knowledge of different perspectives as to why we undertake engaged learning;
- Develop definitions for the different types of engaged learning;
- Understand the principles of engaged learning;
- Identify the roles and responsibilities in engaged learning;
- Review exemplars of engaged learning; and,

Examine ways of assessing students who undertake engaged learning.

W3.1 9.00am – 12.30pm

About Engagement

Prof Barbara Holland
University Of Sydney

Professor Barbara Holland is an internationally recognised expert on organisational change in higher education with a special focus on the implementation and assessment of community engagement strategies and partnerships. She was one of the first two scholars recognised by AUCEA as Honorary Fellows and has also received the Research Achievement Award from the International Association for Research on Service-Learning and Community Engagement, an organisation for which she currently serves as chair. She holds many editorial and board positions relating to community engagement and higher education, and works as a researcher and consultant in diverse international settings. Her permanent home is in Portland, Oregon.

PROPOSAL

Participants in this workshop will explore the strategic importance of community engagement in the context of their own university and its 'communities.' We will discuss research on language and principles of engagement practices, and then work on clarifying institutional goals and purposes for community engagement. This work will create a basis for identifying impacts and outcomes as well as improving program quality and sustainability. Attention to issues of external partnerships and institutional commitment are integrated throughout the discussion.

W3.3 1.15pm – 3.15pm

Leading Engagement as Strategic Initiative in a University

Prof Pierre Viljoen
CQUniversity

In his current role, Pierre provides strategic leadership in cultivating high-quality relationships with the university's internal and external communities. Pierre holds a PhD in Industrial Psychology, is a registered psychologist with the Psychologists Board of Queensland and a member of the Australian Psychological Society. Pierre has a passion for Organisational Development and has consulting experience in a variety of sectors in Australia and South Africa. His primary aim is to foster a deep and pervasive culture of engagement to support the University's mission to leverage its power of place' and reach its goal of becoming Australia's most engaged University'.

PROPOSAL

Leadership and a shared, clearly articulated engagement strategy are essential to facilitate the participation of staff, students and external stakeholders in the development of mutually beneficial partnerships through education, research and service.

The initial part of this workshop will address the way leadership and a strategic focus on engagement can build capacity, facilitate organisational change and ultimately become the dominant methodology in a University. Insights gained through the development of university wide engagement philosophy and strategy, and the processes which are embedding mutually beneficial engagement practices in the ethos of the University and its communities, will be shared and discussed.

The latter part of the workshop will focus on E-DNA, an engagement database which has been custom designed to capture engaging opportunities and engagement activities related to education, research, and service in Universities.

Overall, the workshop aims to stimulate discussion around the topic of the 'Engaged Institution' by sharing one University's journey and experiences to-date in developing and embedding engagement philosophy, vision and strategy across all organisational levels.

W4.1 9.00am – 12.30pm

Nourishing Partnerships: design, development and delivery

Dr Ros Derrett
PR Creative

Ros was formerly the Head of the Office of Regional Engagement at Southern Cross University, Australia. There, she and her team worked to build relationships that enhanced the region's economic prosperity, socio-cultural wellbeing and environmental sustainability. They worked across three campuses to support staff and

students develop a culture of mutually active and robust collaboration that leads to engaged scholarship.

Ros Derrett is an academic. Her interests and research activities are in the areas of regional cultural development, identifying opportunities for collaborative events, enterprises and projects, with effective management strategies and meaningful community consultation. She is widely published and is writing a university textbook on creating enduring festivals.

She currently works with the University of Phayou and with Naresuan University Bangkok Campus, in Thailand. In Australia, she works as a consultant to government, business and community agencies working in the arts, education and tourism designing partnerships to deliver effective communication, creativity, innovation and resilience.

PROPOSAL

This workshop will explore:

- Building relationships – reflecting the needs, values and aspirations of the partners
- Value means different things to different people. By working together we can each better understand what's important. Value can be added to the efforts of all parties
- A simple environmental scan can establish the worthiness of shared ideas, issues, influences, impacts and implications of a relationship
- Think about individual and corporate passion, evidence, existing relationships, creativity and innovation = resilience

Dynamic and memorable research and scholarly programs have diverse stakeholders who take responsibility to nurture, sustain and grow the economic, social, physical and cultural capacity of their community/business/government agency. They work to ensure the relationships required to deliver effective and appealing programs. It could be argued that education facilitators and consumers sit on a mountain of assets that are far greater than we had previously imagined. You do not operate in isolation – you can have partners, who could they be?

The most important creative asset is curiosity. Participants will be encouraged to share their experiences of successful partnerships and reflect on the challenges to find practical solutions.

So, how do we all make relationships work? How do you encourage an investment in great ideas to maximise their impact and contribute to a resilient community/organisation/project/individual? Who is best placed to facilitate this? You need to know who is on your patch, what their interests, values and aspirations are. What role can each play in developing a realistic, attractive, timely and cost effective activity? What are the mutual benefits for collaboration and co-operation?

W5.1 9.00am – 12.30pm***Valuing Community-based Knowledge*****Lorraine McIlrath***National University of Ireland*

Lorraine McIlrath directs the Community Knowledge Initiative (CKI) at the National University of Ireland Galway with responsibility for developing and supporting civic engagement activities across the university through a range of programs. She is a founding member of both Campus Engage (<http://www.campusengage.ie>) and the Tawasol Project (a nine university European Union Tempus Funded Project to support the introduction of service learning in Jordan and Lebanon <http://www.tawasol.org>). She has worked on many international projects including the development of Local and Global Citizenship in Northern Ireland and the College of Multicultural Education in Sochi, Russia. Lorraine has published on the broad theme of civic engagement and higher education in books and journals and is coeditor of the recently published *Mapping Civic Engagement within Higher Education in Ireland* [All Ireland Society for Higher Education (AISHE) and Campus Engage 2009] and codirected and coauthored a national survey of civic engagement within higher education in Ireland (*Campus Engage 2011*). Her most recent book entitled *Civic Engagement and Higher Education – Comparative Perspectives* was published by Palgrave Macmillan in 2012. She is peer reviewer on a number of higher education journals and reviews a number of university civic engagement awards including the MacJannet Prize for Global Citizenship.

W5.3 1.15pm – 3.15pm***The Arts as a Pathway to Community Engagement*****Arnold Aprill, Mary Ann Hunter***University of Tasmania*

Arnold Aprill is Founding and Creative Director of Chicago Arts Partnerships in Education (CAPE), an internationally recognized network of artists and arts organizations, educators and schools that are dedicated to school improvement through arts education partnerships. He consults internationally, including with universities on student/community partnerships and has recently been working intensively with the California Institute of the Arts in this way. He has been recognized for exceptional leadership by the Chicago Community Trust and by the Leadership for a Changing World initiative supported by the Ford Foundation. He is currently a Fulbright Senior Specialist at University of Tasmania until August 2012.

Mary Ann Hunter is Senior Lecturer in Arts Education at the University of Tasmania and works across academic and other contexts. She is currently researching in the fields of creative education partnerships and arts-based peacebuilding, and has worked extensively in engaging pre-service educators and university arts students in community partnerships. These projects have included

a drama education program with Singapore's National Institute of Education and the Singapore Museum and Art Gallery, and a collaboration between University of Queensland theatre students with former residents of a former mental health asylum.

PROPOSAL

This presentation will examine, as a case-study, the Californian Institute of the Arts (Cal Arts) Community Arts Partnership (CAP) program. In particular, it will focus on the challenges and demonstrated successes in connecting arts students from all disciplines with young people from under-resourced communities. Arnold Aprill, founder and lead consultant of Chicago Arts Partnerships in Education, was recently the key evaluator of the Cal Arts' CAP program. He will present with Mary Ann Hunter, senior lecturer in arts education at the University of Tasmania, to critique the Cal Arts' model and discuss what can be learned from this sustained partnership that could be applicable in the Australian context.

W6.1 9.00am – 12.30pm***Skills and techniques to strengthen your Community Engaged Learning practice*****Ben Roche, Dr Kath Fisher***Southern Cross University*

Ben Roche is the Head of Community Engagement at Southern Cross University. He is passionate about the role that Universities can play as catalysts for sustainable regional development. With a background that blends academia and professional practice, Ben has experience designing, researching and facilitating programs that actively involve people in a mutual learning process for change. He is specifically interested in the role that community settings can play in creating rich authentic learning contexts.

Ben's contribution to university – community engagement, specifically service learning in built environment disciplines, was recognised through a Carrick Citation and he was the recipient of the Edith Cowan Authentic Learning Award from the Higher Education Research and Development Society of Australasia in 2008.

PROPOSAL

Designers and facilitators of engaging and inspiring learning experiences use a variety of techniques to enhance participation, dialogue and ownership. In this workshop you will actively learn a range of techniques to enhance your Community Engaged Learning practice. Co-facilitators, Ben and Kath, will introduce you to a range of processes and provide fun and lively opportunities to experience each technique. The workshop will explore a range of techniques in the domains of facilitation, reflection, dialogue and partnership.

POSTER PRESENTATIONS

Poster 1

Valuing Community Engagement: A School of Nursing and Midwifery's Committed Approach

A/Prof Pamela Van Der Riet
University of Newcastle

Associate Professor Pamela van der Riet has 20 years of academic experience. At the University of Newcastle she initiated the development of an interdisciplinary team of health professionals (medical, population health and nursing, including new researchers) to undertake research in palliative care, acute care and complementary therapies. Her research of complementary therapies now includes an international perspective with the formation of a team with Thai nurse educators working in collaboration with researchers at the University of Newcastle to investigate the practice of complementary therapies in Thai health care.

In recent years Pamela has become recognised as an authority in palliative care and complementary and alternative medicine (CAM) with invitations to speak at conferences, peer review journal articles and work with honours and postgraduate nursing students as a supervisor. Pamela's principal research outputs include: fluid and nutrition at end-of-life; doctor and nurse perceptions and attitudes to nutrition and hydration at the end of life, use of massage, meditation and visualization in support of cancer patients, therapeutic massage for rural and remote workers in palliative care. In association with colleagues Pamela has used various research methods to investigate a variety of health care issues including aged care, attitudes of Sudanese refugees towards death and dying, smoking and pregnancy, difficult situations in health care. Her research work has had significant impact in furthering professional knowledge and has influenced teaching in being able to introduce both undergraduate and postgraduate students to the significance of research findings in consideration of clinical practice.

BIOGRAPHY

The University of Newcastle has identified community engagement as a strategic priority and view it as a key to being a university of distinction. This poster presentation will elaborate on the University of Newcastle's School of Nursing and Midwifery's unique commitment to community engagement and high light some of the activities, both external and internal that the School has engaged in to enable benefits to the School and the communities it interacts with. The School of Nursing and Midwifery regards community engagement as a way of improving communication within the community, and promoting good health practices that benefit our communities. The School has a dedicated position with one

of the Deputy Head of School allocated as the Community engagement coordinator. The School website has a specific section which focuses on community engagement stories. In 2011 a first time award recognising community engagement was presented at the School's award night and due to the high calibre of applications both undergraduate and postgraduate categories were developed and awarded. The award was sponsored by External Relations and aimed to recognise students who have assisted in developing a strong, vibrant community by participating in voluntary community service. Students were asked to demonstrate how this activity enriched their development as a health professional. Through a further commitment to internationalisation the university has widened the concept of community engagement to include international communities in the Asian region. Our School has a close relationship with a nursing college in northern Thailand and health care centres in Lampang in Northern Thailand. Importantly, some of the ongoing projects and initiatives which will be showcased include:

- A "Fairy Garden" healing haven fundraising project. The School along with Epping West Public School (EWPS) in Sydney and Lampang Hospital and Boromrajonani College of Nursing, Nakhon, Lampang (BCNLP), northern Thailand have been co-operating to construct and manage a healing haven ("Fairy Garden") as an educational and healing space within a children's ward at Lampang Hospital in northern Thailand with the aim to improve health outcomes for the benefit of unwell children. Proposed project activities will be directed towards children to help promote healing at an emotional level as well as involving them in physical interactions within the "Fairy Garden" environment. Fundraising activities held across three campuses (Callaghan, Newcastle and Port Macquarie), along with EWPS and BCNLP has enabled the project to begin the process of design and construction. An application to Australian/ Thailand Institute, (within the Australian Government, Department of Foreign Affairs and Trade) is in the process of submission for funding.
- Relay for Life is an annual event that raises money for cancer research. In 2011 the University of Newcastle's, School of Nursing and Midwifery Port Macquarie campus, registered two teams for this event, comprising; students, staff, alumni, family members and friends and raised over \$2000 for cancer research. Not only did it raise funds for cancer research, it was a great way to connect with the community.

A gallery of photos will be selected to illustrate the uniqueness of these projects and the commitment this School has to the translation of community engagement in action.

KEY WORDS

Commitment, community, nursing and midwifery

Poster 2

A Conceptual Model for University – Community Engagement

Nick Thorburn
Bourne Thorburn Consulting

Nick Thorburn has worked for 27 years in schools and universities including 15 years at Monash University where he was the inaugural Director, Community Engagement and Development.

He established a consulting business three years ago providing services to universities and schools in the areas of community engagement, assessment, risk management and strategic and operational reviews.

Whilst he has a range of professional expertise, his passion is in bridging the gap between universities and the broader community. He believes that universities:

- have not been effective at articulating their value and relevance to the community;
- have cultures that confuse and alienate external partners, discourage innovation and impede a corporate or institutional approach to community engagement;
- rely too much on rhetoric and should really find out what community partners want from engagement relationships; and
- could extract much more value from their current engagement activities by improving their planning, data management and reporting of such activities.

His recent engagement work includes undertaking a strategic review of La Trobe University's engagement activities, project managing the establishment of a partnership between that University and Melbourne Heart Football Club, assisting Monash University with an application to the World Health Organisation to be designated a Safe Community by the WHO, and providing advice to the Board of AUCEA about its strategic directions.

He was a member of an AUCEA working group developing KPIs for community engagement and is currently a member of AUCEA's Governance and Administration Committee.

BIOGRAPHY

This poster will incorporate a concept map of university – community engagement (see below). This map is an attempt to:

- Conceptualise university – community engagement in a model that is useful at the institutional or whole of sector level.
- Show universities as part of, not separate from, their communities.
- Capture all the key groups involved in university-community engagement including those often overlooked such as staff, students, alumni and philanthropists.

- Recognise the non-financial capital inputs that can flow to universities as a result of effective engagement: student and staff external placement learning opportunities; political influence; increased competition for available staff and student positions; and knowledge and skills transfer from the community.
- Demonstrate that when universities align their objectives with those of community stakeholders their work will be perceived as more valuable and relevant which will elicit more capital from these stakeholders.
- Show that engagement can be a key driver of a university's operations, not a collection of miscellaneous activities collectively perceived as 'third stream' or separate, 'community service'.
- Demonstrate that engagement works in the same way as philanthropy: positive experiences that are mutually beneficial are more likely to be repeated and more likely to grow in value to both partners. That is why this conceptual map is portrayed as a cycle, that repeats itself as relationships with stakeholders mature and develop.
- Identify where AUCEA is, or could be, placed in a model of university – community engagement.

Some parts of the concept map will be expanded upon with material from the matrix below in order to:

- Link the conceptual with the practical, the matrix providing the structure for a community engagement strategic plan.
- Illustrate where existing university operations and activities can be placed in institutional and sectoral views of community engagement.
- Reinforce the importance of including and striving for engagement objectives other than those of universities.
- Identify what universities and the sector as a whole should be doing to improve engagement with the community so that it becomes less fragmented and ad hoc and more strategic, coherent and leveraged to greater effect.

KEY WORDS

Community, engagement, conceptual, map, model, matrix, institutional, sector, capital inputs.

Poster 3***Identity, interface, inclusion: a multidisciplinary approach to service learning***

**Prof Jill Franz, Ingrid Larkin, Dr Oksana Zelenko,
Dean Brough, Natalie Wright**
Queensland University of Technology

Dr Jill Franz is a Professor and Head of Discipline (Interior Design) in the School of Design, Creative Industries Faculty, Queensland University of Technology (QUT), Australia. She has extensive experience in senior management at the discipline, school and faculty level as well as in design research, curriculum development and teaching. In terms of her own practice, Jill has approximately thirty years in design, design education, and design research, focusing on socially responsible design and the experiential relationship of people and environment. Specifically, she has had extensive involvement in various design practice and research projects to do with developing design interventions to support independent community living for people with disabilities and the development of participatory and consensus approaches to design and design education. Through this research and community-based project work, and previous WIL director role, she has worked with a broad cross-section of stakeholders including public sector and private sector groups, local business people, academics, professional designers, consultants from a variety of disciplines as well as the end-users of specific project outcomes. Jill is currently leading a research project for QUT involving the design and development of a new independent housing model for people with disability as well as co-leading a community service learning project. She has also just completed several terms as Executive Editor of the international IDEA Journal.

Ingrid Larkin is a lecturer in public relations at QUT Business School at the Queensland University of Technology. Ingrid leads a number of work integrated learning initiatives, including the establishment of a service-learning and community engagement unit for Business students. Ingrid has been recognised with numerous awards for her innovation and leadership in teaching and learning, including Vice-Chancellor's Performance Awards in 2009 and 2010, and as a nominee for a Vice-Chancellor's Award for Excellence in 2009.

Ingrid maintains strong links to industry and practice, particularly as a National Director and former Queensland President of the Public Relations Institute of Australia (PRIA). In 2011, Ingrid received the PRIA National President's Award recognising distinguished individual service to the PRIA.

The professionalization of public relations, work integrated learning, creativity and innovation are Ingrid's key areas of research, and she has presented at academic and industry conferences nationally and internationally.

Oksana Zelenko is the Coordinator of the Transitions To New Professional Environments Program at the Creative Industries Faculty, Queensland University of Technology.

Her role involves the design and evaluation of programs for industry placements for a diverse range of career pathways for creative industries students in both the commercial and not-for-profit sectors. Oksana's background is in researching and developing new media applications for mental health, with a recently completed interdisciplinary PhD in interaction design and resilience learning. For the last five years Oksana has lectured and coordinated units within the Creative Industries and Education. She has presented her research nationally and internationally and is currently the co-editor and contributor to a forthcoming international volume of interdisciplinary research entitled *Design and Ethics: Reflections on Practice*.

Dean Brough is Study Area Coordinator for fashion and lectures in studio practice and fashion technology. His most recent research is centred on the critical role fashion plays in determining sun protective behaviour. Dean has also investigated threshold positions for design innovation - the creative practice that evolved from this investigation was honoured with a Design Institute of Australia Award. He has also won numerous teaching awards including a Dean's award for Excellence in Teaching and a Vice Chancellors Distinguished Teaching Award. Dean is unit coordinator for numerous QUT fashion units and is discipline coordinator for the Creative Industries internship program, which includes Service Learning units. Dean's fashion practice has been exhibited at numerous venues including Queensland Art Gallery, ARC Biennial and Mercedes Benz Fashion Festival.

Natalie Wright is an Australian educated Interior Designer with 20 years practice experience gained in Australia, Japan and the UK, working on a range of commercial, retail, hotel/resort and award winning multi-residential projects. She is a former National Director and State Co-President of the Design Institute of Australia and currently works as a Lecturer in Interior Design in the QUT Faculty of Creative Industries, School of Design. Natalie's research interests are focused around socially responsible design, practice-based and community service learning, and the role universities can play in implementing design thinking into secondary schools and communities for future resilience. In 2008 and 2010 she received a QUT Faculty of Built Environment and Engineering Dean's Award of Excellence for an Engagement with the Community's for work with the Kyabra Community Association, and the design and delivery of a travelling design immersion program into six regional high schools in Queensland.

PROPOSAL

This poster reports on a community service learning project involving university students working across faculties in multidisciplinary teams in collaboration with a community partner providing a range of services, community programs, disability support services, foster care and family support services. Conducted over a semester, the project involves third and fourth year students engaging with the staff and clients of the community organisation to find creative responses to challenging issues concerning the organisation's identity, how it interfaces with stakeholders, and how it evidences its inclusive practice.

In the poster, mutual benefit and reciprocity between the student teams and the organisation are highlighted together with outcomes of interest to educators designing and running community service projects particularly projects involving multidisciplinary teams working to address real, highly complex problems. The experience of this university-community engagement is illustrated through a focus on the project elements involving the collaborative development of the project brief, the response to the brief in terms of process and deliverable outcomes for the organisation, and the de-brief drawing out the relevance of the engagement for students and the academic team, as well as for the community organisation.

KEY WORDS

Community service learning, multidisciplinary, community engagement

Poster 4

Maths-music programs as vehicles for engagement with music and mathematics in low SES schools

**Alexander Stuetz, Dr Gillian Kidman,
Prof Tom Cooper**
*YuMi Deadly Centre, Faculty of Education,
Queensland University of Technology*

Alexander Stuetz is Senior Research Assistant at the YuMi Deadly Centre, Queensland University of Technology. At The University of Queensland he is undertaking research on internationalisation of medical education. He holds a German degree in adult education and extracurricular youth education.

Gillian Kidman is a Lead Researcher within the YuMi Deadly Centre at QUT. She is also a Senior Lecturer in Science and Mathematics Education. Gillian specializes in integrated inquiry based learning and teaching, motivation and engagement, and curriculum design and writing for teachers.

Tom Cooper is currently Professor of Mathematics Education and Director of the YuMi Deadly Centre in the Faculty of Education at Queensland University of Technology. He has been a lecturer in mathematics education for over 35 years. Since 2000, Tom has been involved in research projects in Indigenous and remote communities supporting mathematics teaching and learning, and in projects looking at the act of generalisation in early algebra. Through research and tailored programs, the YuMi Deadly Centre strives to enhance the learning of Indigenous and non-Indigenous children, young people and adults to improve their opportunities for further education, training and employment, and to equip them for lifelong learning. Tom cofounded the YuMi Deadly Centre in 2009 and it officially opened in March 2010.

PROPOSAL

This poster presentation will describe the implementation and outcomes of a project called JAMATH where members of QUT's YuMi Deadly Centre collaborated with a musical group called JAM to provide a maths-music program to improve the performance of students from four low SES schools in mathematical areas which can be covered by music. The project provided instruction in both music and mathematics, and was in line with Winkel (2000) that music training enhances mathematics learning and improves "social behaviour" (p. 8). Smith (2000) states that "effective music education experiences often provide another means of access to learning areas such as language or maths for children excluded by their apparent lack of literacy or numeracy skills (Campbell, 2000)" (p. 19). Improved social behaviour through music education also implies a considerable impact on low SES students in need of behaviour management. Improved attendance and engagement through interest coupled with adequate behaviour is a prerequisite for successful learning outcomes and benefits the school students, the school and the community.

The research question underlying the project is "to what extent can a maths-music program which is built around maths-music workshops improve student engagement, mathematics understanding and music trade awareness?" One day maths-music workshops were delivered by professional musicians to students in years 4-7 at 4 Queensland primary schools. These workshops were to provide motivation to engage with areas of mathematics inherent to music (repeating patterns, fractions, area, volume and time). The maths-music program was developed using a mathematics pedagogy developed by the YuMi Deadly Centre (YDC, 2011). It covered four weeks of preparation and follow-up lessons that were built around the maths-music workshop day. Professional development for teachers to introduce the teaching material was provided. Pre and post mathematics testing was conducted along with student surveys, interviews and observations, and teacher questionnaires. The day-long workshops offered a variety of small group activities presenting different aspects and applications of music and instruments while referring to mathematical content.

The poster session will provide examples of maths-music lessons and the underlying philosophy and pedagogy will be illustrated and described. Photographs of the maths-music workshop day that was covering song-writing and instrument building will be used to describe the maths-music related approach.

Although the project is continuing, initial results are most promising. The poster session will demonstrate outcomes of student surveys and teacher questionnaires with regard to student engagement and awareness of the music industry. In contrast to results of year 7 students the pre and post mathematics tests indicate learning gains especially for year 4/5/6 students in relation to repeating patterns, fraction and ratio, area and solid volume and equivalent fractions. The poster will provide further detail by demonstrating graphs. The implications of this project

are that mathematics educators engaging with the music industry and schools to develop and implement a maths-music program can enhance underperforming, low SES, school students' awareness of music-based vocations and mathematical achievement through engagement.

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KEY WORDS

Mathematics; Music; Education; Engagement; Schools; Students

Poster 5

Community Engaged Learning in a capstone experience on campus

Ingrid Larkin
QUT Business School

Ingrid Larkin is a lecturer in public relations at QUT Business School at the Queensland University of Technology. Ingrid leads a number of work integrated learning initiatives, including the establishment of a service-learning and community engagement unit for Business students. Ingrid has been recognised with numerous awards for her innovation and leadership in teaching and learning, including Vice-Chancellor's Performance Awards in 2009 and 2010, and as a nominee for a Vice-Chancellor's Award for Excellence in 2009.

Ingrid maintains strong links to industry and practice, particularly as a National Director and former Queensland President of the Public Relations Institute of Australia (PRIA). In 2011, Ingrid received the PRIA National President's Award recognising distinguished individual service to the PRIA.

The professionalization of public relations, work integrated learning, creativity and innovation are Ingrid's key areas of research, and she has presented at academic and industry conferences nationally and internationally.

PROPOSAL

The poster will document an innovative approach to community engaged learning on campus. In a capstone experience in a Business degree program, the teaching team of a lead academic with industry-based mentors as

tutors, final year students, and multiple industry partners, collaborated to develop a number of communication plans for a significant project based on campus. The collaboration also involved consultation with a range of current and future stakeholders on the project. The innovation presented significant challenges for developing and designing curriculum and assessment, along with monitoring and evaluating its implementation. The poster will track the journey of all parties, highlighting key learnings and successes.

KEY WORDS

Capstone experience, community and industry partnerships

Poster 6

The ultimate partnership: NGO, school and university

**Diana Whitton¹, Marc Noakes¹, Blake Powell²
Yasmin Bhamjee³, Mechel Pikoulas³**

1. *University of Western Sydney*
2. *Red Cross*
3. *Chester Hill High School*

PROPOSAL

Chester Hill High School [CHHS] is a large, culturally diverse comprehensive school meeting the needs of our community. With students from over 70 countries and over 50 language backgrounds and striving to ensure that all students achieve their best through academic and/or leadership opportunities a specialised curriculum was developed to meet the needs of Year 7 students.

Planning for students as they enter high school is a challenge and particularly when they are selected for the academic ability. Teachers prepared for the semester prior to meeting the students with an academic partner.

The group of Year 7 students who were planned for commenced high school this year was specifically selected to be part of an enrichment class for the next two years. To ensure the curriculum meets their academic, organisational and social/emotional needs the group of teachers realised that the content of the lessons and the final products needed to stimulate the students.

The purpose of the partnership is to meet the educational needs of the CHHS students through a service-learning partnership with UWS teacher education students. As a team they have the opportunity to make a difference for a community group, with their classroom teachers, and create solutions to real world problems. Each semester students will be given a brief of the problem to be solved and in the first semester their client was Australian Red Cross.

STUDENT SHOWCASE

Poster 7

Choices: Using applied theatre to help Year 12 students develop safe-partying strategies for Schoolies celebrations

Hannah Barn, Phoebe Thompson-Star
CQUniversity

PROPOSAL

Choices is an applied theatre program that has been in operation for over 13 years and has been developed by staff and students of CQUniversity in conjunction with several Government agencies (Queensland Health, Queensland Police Service, Department of Communities and Queensland Transport) and with input from the Whitsunday Schoolies Advisory Committee. The aim of the project is to address the risk taking activities of young people celebrating the completion of Year 12 in what is known as 'Schoolies'. It is presented each October to over 3000 Year 12 students in the Mackay and Townsville regions.

Each year a group of Bachelor of Theatre students write, direct and choreograph Choices, leading a full cohort of students through rehearsals and the subsequent two week tour of regional high schools. These students work over several months in conjunction with government agencies to develop and perform the applied theatre show, which conveys 30 key messages in a style and medium that appeals to the target audience. Each year the production is updated with modern music and themes.

In recently published research, Quek et al, (2012) found that after controlling for gender and pre-Schoolies drinking, school leavers who attended Choices were significantly less likely to report illicit drug use (OR = 0.51, P < 0.05) and problem behaviours (OR = 0.40, P < 0.01) than those who did not attend Choices. Furthermore, their study found that the delivery of a youth-specific applied theatre prevention program employing a harm minimisation framework may be effective in reducing high-risk behaviours associated with alcohol consumption at celebratory events, even if young people expect to engage in excessive alcohol consumption.

The Choices applied theatre program has been awarded two Queensland Government Awards and provides an outstanding example of engaged learning and teaching and helps to keep our communities safe. For the university students who participate in the project, they gain important skills in leadership, collaboration, communication, critical thinking, problem solving and ethical practice as well as developing their specific discipline skills in music, drama, dance and technical theatre. The program builds and strengthens CQUniversity's relationships with key government

departments and schools throughout the Townsville and Mackay Health Service districts greatly improving our reputation and positively showcasing CQUniversity's Bachelor of Theatre to school leavers.

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Poster 8

The Cube

Tina Abi Abdullah
Flinders University

PROPOSAL

Community engagement is part of the Flinders Medical Course learning outcomes, with emphasis on cultural safety, collaborative practice with other health professionals, patient empowerment and public health evaluation and change. Flinders Medical School has a high level of awareness for social accountability which is exemplified through the Onkaparinga Clinical Education Program's current community project. The staff and students are working with a local high school to establish a well being centre for the school students, named "The Cube".

The Cube will be youth orientated and provide school students with an opportunity to meet with medical students, who will be available for counseling, "pre-doctor" medical advice, referral guidance and peer support. Medical Students are in a unique position, in which they hold much respect amongst all demographics within their local community. This will allow medical students to act as mentors to young people in the community. At the start of the year, DCEP students met with the high school student leadership group to explore issues important to them. As such, a focus will be placed on educational and interactive seminars to provide guidance and advice on topics identified by the school students.

This project will also give medical students invaluable experience in adolescent health and wellbeing. DCEP students were thoroughly orientated regarding the complexities in dealing with adolescents in a socio-economically disadvantaged school and having an understanding of services available and the issues faced by agencies dealing with adolescents. Through this, medical students will hone their communication skills, which are important in developing healthy doctor – patient relationships. Rapport and trust promote mutual understanding, respect and encourage patients to comply with medical treatment.

The benefits of such a project are endless, and OCEP hopes the collaboration will be long standing to provide continuous support to the high school.

Poster 9***Community Engaged Learning - Flinders Medical School and Christies Beach High School***

Bernard Lee
Flinders University

PROPOSAL

In view of community Involvement between Flinders University and the Noarlunga community in Adelaide, an initiative was organised to develop a student wellbeing centre named "The Cube" at Christies Beach High School (CBHS). This project currently involves key stakeholders and the students and staff of the Onkaparinga Clinical Education Program (OCEP), a medical training facility of Flinders University at Noarlunga. There has been overwhelming backing so far from local support groups such as the Flinders INSPIRE mentorship program, Headspace and SHINE SA.

The key aim of OCEP in the setting of a student wellbeing centre is to develop a "pre-doctor" service to high school students with regards to peer counselling and referral information. Medical students will work with clinical educators and CBHS counsellors to manage key issues that CBHS students face and over time, cultivate a conducive community environment to develop and maintain student wellbeing.

As this project is still in its Initial stages, a group of medical students was tasked to meet with CBHS student leaders of various year levels to find out the interests of the general student body at CBHS. It was discovered that students were mainly concerned with topics such as:

1. Opportunities after high school
2. Exposure to drugs, smoking and alcohol
3. Mental health issues and management

Upon discussion with student leaders and staff at CBHS, It was decided that organising a series of Interactive seminars addressing these Issues would best suit the general student body. Trial seminars with student leaders were carried out to determine content suitability, maximise participant engagement and ensure cultural safety. Initial results have been promising and this is a significant milestone in the development of CBHS student wellbeing.

Poster 10***Teach Outreach - the mutual benefits of engaged learning through student volunteer programs***

Abby McAllister
University of Newcastle

PROPOSAL

Teach Outreach is a program run by the School of Education, University of Newcastle. It links willing student volunteers with recognised community partners such as The Smith Family, Family Action Centre, Northern

Settlement Services, Career Links and a variety of local schools in the Hunter and Central Coast area. Activities promoted by Teach Outreach include: volunteering with special needs and disadvantaged groups, Indigenous literacy initiatives; homework centres for refugees and those needing reading, writing and maths tutoring; sports carnivals; music tutoring; excursions and school celebrations. The volunteering opportunities include one-off, regular and negotiated experiences all of which are recognised on student academic transcripts.

This poster will focus on my volunteering experiences as an undergraduate student, presenting a case study of opportunities available through Teach Outreach and thereby presenting a student perspective of community engaged learning. During my Education studies I have volunteered to tutor disadvantaged primary school students; assisted at a primary school athletics carnival; created, organised and implemented whole class/group lessons; and designed and implemented tailored sessions for struggling students.

Teach Outreach is mutually beneficial for pre-service teachers, school students and the school or community-based organisation. Pre-service teachers are able to enhance their confidence in teaching as they are exposed to and become competent in dealing with behavioural issues, struggling students and gifted and talented students. The program gives pre-service teachers the opportunity to experience school life including aspects not taught in their degree. These opportunities allow pre-service teachers to witness how theory plays out in practise. These experiences also allow pre-service teachers to form relationships with teachers and become a part of their professional network. As pre-service students of the 21st century we bring to this partnership fresh ideas, energy and up to date knowledge and skills such as in technology pedagogy. For some community-based organisations the Teach Outreach program is vital in allowing their initiative to continue.

Poster 11***Journalism in the community***

Justin Fenwick, Amelia Turner
Southern Cross University

PROPOSAL

To understand media, we must understand the practical applications of it in the wider community. For our presentation, we aim to look at three different media opportunities for students at Southern Cross University to gain integrated learning while undertaking relevant media units. These opportunities involve Pulse, the Byron Bay Writers' Festival and the Byron Bay Blues Festival.

The Pulse Project, teaches students how to commit to real-world deadlines, writing articles and small features for the entertainment liftout in The Northern Star. Student learn to write to a newspaper standard within a set timeframe, with work being critiqued by local editors and the general

public. It allows students the chance to create contacts in the media industry and conduct interviews with relevant media artists, while having their work published in a local paper on a weekly basis.

The Byron Bay Writers' Festival is a three-day event in August each year. During this time, students are invited to become bloggers, informing the public on different events that have happened at the festival, and what is to come. It requires students to coordinate themselves to a high standard, attending a variety of talks and events, while producing multiple blogs the same day for publication on the festival's website.

The Bluesfest is a five-day event held outside Byron Bay over the Easter weekend. Students are required to work with Rhythms Magazine in editing audio recordings of interviews, then uploading them onto the magazine's website and in preparation for radio broadcast. It also allows students to showcase their skill and retention of knowledge in radio, by producing their own radio package on a feature of their choice.

In our project, we will be using an electronic presentation style to present examples of student work and to incorporate interviews with students and graduates. We aim to look at those who have been participants in these media opportunities, and how it has influenced their choices and abilities in the wider media industry, as well as wider job opportunities.

Poster 12

Rapid quantification of Methamphetamine – an Industry Project

Juanita Shin
Queensland University of Technology

PROPOSAL

SCB500 Industrial Project is an elective available to final year B (Applied Science) Students at QUT. All students with a chemistry major must complete the subject, PQB642 Chemical Research in their final semester. I was able to negotiate to replace PQB 642 with SCB500. As I studied chemistry as a double major with forensic science, I looked for a forensic-based project.

I was able to negotiate a project in the Illicit Drug section of Forensic Chemistry, Queensland Health Forensic and Scientific Services (QHFSS). It involved developing a rapid method of quantifying methamphetamine (MA) using Fourier Transform Infrared Spectroscopy with an Attenuated Total Reflectance attachment (ATR-FTIR) and Chemometrics. Ninety-six illicit drug seizures containing MA (0.1% - 78.6%) were analysed, and two robust Partial Least Squares (PLS) models were developed. Both were rapid and effective methods for screening the percentage of MA in illicit drug samples.

Personally, this project has led to the opportunity to publish research (currently under review); career mentoring and confirmation of career goals; networking

with people within the industry; potential jobs; reinforcement of a broad range of the content of my undergraduate study; and indirectly a scholarship for my current master applied science research degree, as my supervisor for this project recommended me for the scholarship.

For QHFSS, the project has enabled them to develop an operational method that has the potential to save significant analytical time, and at considerably less cost. It also allowed them to informally vet a future potential employee and see whether I would fit within their work culture.

Poster 13

Community Legal Education

Megan Tucker, Marisha Sieradzan, Christina Mann
Queensland University of Technology

PROPOSAL

Community Legal Education (CLE) is a growing phenomenon that is being forwarded by Nongovernmental Organisations such as Bridges Across Borders Southeast Asia Community Legal Education Initiative (BABSEA CLE). BABSEA CLE provides the opportunity for lawyers and law students to travel to Southeast Asia, where they are educated about their power to contribute towards human rights issues and raise awareness about social justice. The visiting lawyers and law students then assist the organisation to educate local law schools about CLE and promote the implementation of experiential based programs in the university curriculum.

The aim is that CLE will encourage local law schools to become more actively involved in initiating social justice projects and education within their community.

Recently, a group of students from QUT were given the opportunity to travel to Chiang Mai, Thailand to participate in the BABSEA CLE initiative. The students were able to travel to various universities where they educated local law students about CLE and the importance of pursuing social justice imperatives. The QUT students then conducted interviews with students and lecturers at the host universities, seeking feedback about their experience with CLE. Surveys were also distributed and an analysis of quantitative and qualitative data was undertaken.

Based on the research conducted, the QUT students concluded that CLE has a positive impact by teaching local law students and lawyers the importance of contributing towards human rights issues and in assisting them to develop a social justice conscience. In addition, the QUT students and other participants in the BABSEA CLE initiative gained their own valuable experiences, developing an insight into foreign social justice issues and practicing valuable lawyering skills such as client interviewing and the ability to explain legal concepts in simplified terms. Students who participated in the program have reported having a new sense of social responsibility and eagerness to engage in social justice projects at home.

Poster 14***Empowerment through participation: community engaged learning in regional and international communities***James McLean, *La Trobe University***PROPOSAL**

Students in the Urban Rural and Environmental Planning course at La Trobe University engage in experiential learning through constant work in the field. Here, students learn to develop partnerships and communicate new ideas with diverse groups of local and international communities. These communities include civic groups, government and non-governmental organisations. Engagement with the community requires a number of skills. From listening and making observations through to consultation and providing feed back to the community, including, at times, cross-cultural communication.

Skills in communication, negotiation and strategy development feature strongly in La Trobe's planning course. Our poster will demonstrate this by showcasing three diverse projects in Sri Lanka, Lake Boga, Victoria and Castlemaine, Victoria, displaying the full scope of the La Trobe planning course and illustrating how students have shared knowledge, learnt through experience and fostered lasting partnerships.

The program in Sri Lanka includes wide ranging projects that engage with impoverished communities, those facing great change and growth, as well as communities grappling with post war and disaster trauma. In doing so, La Trobe students are challenged and exposed to an international planning and development environment.

Following on, the Lake Boga project is an illustration of one of our many regional community projects that have been undertaken throughout the state. During these projects, students of differing levels of experience, supported by La Trobe University staff, direct charrettes with government, community members and representative groups.

Finally, the Castlemaine MapMyTown project is an illustration of the University's student planners association, Plan B's, nurturing of extracurricular participation and a social environment outside the academic sphere. It showcases how the association provides a platform for students to expand their project management, community development and collaborative skills.

Indeed, we will show the planning program at La Trobe empowers students through innovative ways of participating in community engagement.

Poster 15***Does participatory action research complement normative legal pedagogy?***

Hamish Clift

PROPOSAL

PAR is not traditional research; it espouses "an ontology that suggests that human beings are dynamic agents capable of reflexivity and self-change, and an epistemology that accommodates that reflexive capacities of human beings within the research process." PAR is a useful tool for legal teachers, it steps outside the normative algorithmic approach to legal research and inspires students - as well as community partners - to develop skills of heuristic inquiry. Whereas traditional modes of learning concentrate on abstract, epistemic outcomes, the agent led discovery inherent to PAR allows students to explore issues they are passionate about as well as gain experience working with various community stakeholders to deliver tangible outcomes.

This essay draws on the results of a recent PAR-based Community Service Learning Lab project, run by the Queensland University of Technology, and reflects upon the benefits to PAR within the framework of normative law school pedagogy. Following an explanation of the Community Service Learning Lab project and its outcomes, the essay reflects upon the processes engaged by the group and discusses the importance of collaboration and creativity within these processes. It then synthesises the current literature on PAR and considers it within the framework of the research performed in the Learning Lab.

By surveying the literature on PAR and applying it to the lived experience of performing such research within a legal education context, the espoused benefits of PAR can be tested against an a posteriori epistemology. The essay finds that while the heuristic approach demanded by PAR is exotic to the normative pedagogy of legal education, it complements the traditional approach.

REFERENCES

S Kindon, R Pain, M Kelly (eds), *Participatory Action Research, Approaches and Methods: Connecting People, Participation and Place* (Routledge, Hoboken: 2007), p 13

Poster 16***UWS / Best Buddies Citizen's Program***Kate Huynh, Belle Gannon
*University of Western Sydney***PROPOSAL**

We are two of 14 UWS students who take part in the voluntary UWS Best Buddies Citizen's Program. The program is unique and innovative in that it engages adults with an intellectual disability with a UWS student in the capacity of friendship.

With the assistance of Best Buddies NSW, we are matched with an adult with an intellectual disability, termed as the "Buddy" in a one-to-one friendship. We call our Buddy once a week and catch up once a fortnight. In addition to connecting people, this program provides us with valuable life-long learning skills which enhance our areas of management, communications, response and application which contributes to the individuals we buddy with, the community and our own personal development.

Kate: "Jenny is my buddy and we clicked instantly during our first meeting. We were interested in the same TV shows and have similar taste in food. I keep in touch with Jenny weekly and we meet up every fortnight. Together, we enjoy activities such as bowling, dining, shopping and swimming. I have developed a great relationship with not only Jenny, but also her family. This voluntary opportunity appealed to me as it aims to provide social, rather than physical needs for individuals with intellectual disabilities. I now have a greater understanding for those with intellectual disabilities. I have also had the opportunity to widen my social and practical skills. Volunteering in this program has taught me a lot about myself, I have developed a greater confidence in myself knowing that I have made a big difference in someone else's life. I am a Psychology student at UWS; however it is this volunteer program which gives me hands on experience that is not achievable in a classroom."

Belle: "I chose to volunteer in this program for many reasons, one being to get myself out of my comfort bubble and find new engaging experiences outside the classroom. I am a 4th year Psychology student and I had a somewhat sheltered upbringing, so this was an opportunity to break down some of the barriers, myths and misconceptions that I had built in my own mind from a young age. On a professional level, this program is a great opportunity for me to work on building some skills in an area that I was lacking. In the Faculty of Psychology there are little to no "practical" elements to the subjects. You can leave University without ever having spoken with an actual 'client'. I didn't want to have that kind of University experience. I wanted to be able to draw links between my studies and my experiences, and for this reason, the UWS / Best Buddies Citizen's Program is great for me. Currently I am learning the value of sacrifice and service in order to establish good relationships. My buddy's name is Susie and has many challenges. I have experienced the joy in observing Susie's growth during our time together. Susie has grown and greets me with a big smile when I arrive at her house, which makes me feel good. I feel like I am part of her week that she looks forward to. I can see through this experience that I am making a difference in Susie's life, and this in turn makes a big difference in mine."

Poster 17

The Universal Declaration of Human Rights: A Testimony to the Dignity of Humanity, or an Indictment of Cross-Cultural Imperialism?

Christopher Stackpoole, Tom Serafin
Queensland University of Technology

PROPOSAL

Globalisation, driven by technological innovation and international economic integration, has perforated trans-national borders exposing developed nations to the social justice issues afflicting developing countries. Recognition of the social obligations associated with economically advanced nations has caused many non-government organisations, such as Bridges Across Borders South East Asia Community Legal Education (BABSEA CLE), to adapt domestic community legal education (CLE) programs for export to developing countries to improve access to justice. QUT sponsored a group of undergraduate students to participate in the BABSEA CLE program in Chiang Mai, Thailand. However, exposure to the significantly different normative and value systems of Thailand caused many students to experience "culture shock", communication barriers and ideological conflict over dimensions of the Thai legal system. The cultural relativity of normative structures poses poignant questions regarding the operation of prescriptive international legal institutions.

This presentation adopts a multi-disciplinary approach combining comparative doctrinal research of Thai, Australian and international law with cross-cultural theoretical research. Hofstede's Cultural Dimensions Theory is applied to explain the substructures of differences in politico-legal systems and customary practices to which the QUT students were exposed. These differences are extrapolated to garnish support for cultural relativism and universalism, which are applied to explain criticisms of international legal institutions. Drawing upon broad conceptual research, the presentation discusses the limitations of the various criticisms and identifies models to resolve the apparent conflict between international laws and cultural differences.

The research indicates exposure to cross-cultural issues through theoretical and experiential learning in a legal context is essential to cultivate an holistic, client-focused legal practitioner. This is particularly relevant in the context of the increasing racio-ethnic heterogeneity of Australian society. It is recommended Universities should integrate cross-cultural interaction opportunities into modern tertiary curricula to improve the effectiveness of graduates as culturally competent client-based lawyers with an appreciation of international social justice issues.

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notes

Lined writing area with 25 horizontal lines for notes.





notes

Lined area for taking notes, consisting of numerous horizontal lines.



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