

WESTERN SYDNEY
UNIVERSITY



SERVICE-LEARNING AUSTRALASIA

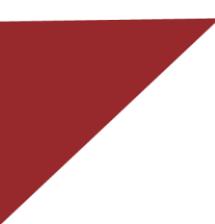
ANNUAL REPORT 2021



WESTERN SYDNEY
UNIVERSITY

ACKNOWLEDGEMENT

This report was prepared by Yan Xiong and Zeyi Nong, under the supervision of Valentine Mukuria and Alyce Neal, Western Sydney University.



ABBREVIATIONS

Australian Collaborative Education Network Limited (ACEN)

not-for-profit (NFP)

Reporters Without Borders (RSF)

Service-learning (SL)

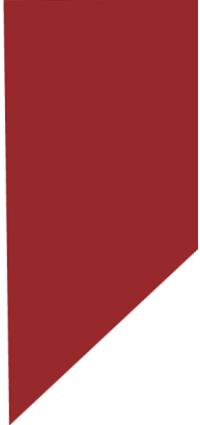
Service-Learning Australasia (SLA)

The National Priorities and Industry Linkage Fund (NPILF)

Western Sydney Community Forum (WSCF)

Western Sydney University (WSU)

Work-integrated learning (WIL)





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FOREWORD

Dr Valentine Mukuria

Education Consultant, Western Sydney University

Dear friends,

Happy New Year...this far into it, which hopefully means that you have had some time to settle into your resolutions for the year.

We continue to extend a big thank you to Griffith University's Carol-joy Patrick and Rosie Hinson for their SLA leadership and wish them the best in their new adventures. We also celebrate the contributions and achievements of all who have contributed to SLA events and activities, and those who have showcased some of the great projects with community partners, practitioners and academics. In the SLA 2019-2021 Report, you will find a compilation of SLA initiatives and we look forward to featuring more contributions in 2022.

As we look with great optimism into the year, we are excited about engaging in more conversations about all things service-learning!

Today, as we look at our world and our communities, and the role that individuals and institutions play in addressing the myriad of social issues, we begin to understand *why* service-learning is more relevant than ever. This year, SLA will be housed at Western Sydney University and will host a series of webinars addressing pertinent topics for service-learning practitioners, academics and enthusiasts. We look forward to creating a platform for learning for all, precisely because we seek the transformational experiences that service-learning delivers.

We look forward to continuing this journey with you in service-learning.

WHAT IS SLA?

SLA was officially launched at the Service-Learning Australia Summit in November 2019 as a network of higher education and school practitioners working in curriculum-based service-learning. The SLA network is aligned with the Australian Collaborative Education Network (ACEN). In 2021 it expanded to be inclusive of extra-curricular volunteering organised by the educational sector.



OUR VISION

To support leading practice in SL in Australasia through knowledge sharing and support of practitioners and participants.

SLA MEMBERS AND COLLABORATORS

SLA MEMBERS:



SLA COLLABORATORS:



Valentine Mukuria
Western Sydney University



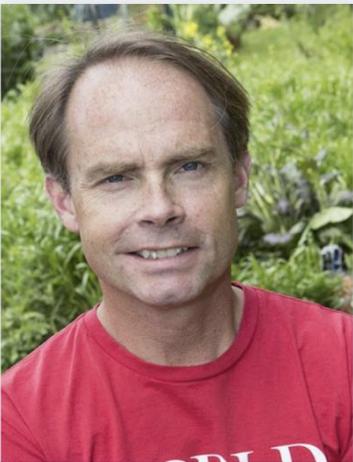
Dianne Chambers
University of Notre Dame
Australia



Kate Lloyd
Macquarie University



Meg Noack
Lutheran Education, Qld



Billy O'Steen
University of Canterbury



Jerry Unser
Emmanuel College, Qld



Carol-joy Patrick
Griffith University

SLA SUMMIT 2019

OPPORTUNITIES: SERVICE-LEARNING ON THE AGENDA

“An opportunity to enhance SL and community engagement in higher education”

– Griffith University

“This 2019 summit has established the necessary momentum to put SL on the map”

– Summit Participant

“SL is a complex and messy topic, and we need to draw on the community of practitioners around us for inspiration to enhance our practice”

– Summit Participant

“There is a lot to be done in this space in Australia”

– Summit Participant

The SLA Summit: ***Opportunities: Service-learning on the agenda*** was held at Griffith University, Gold Coast in November 2019



Keynote Speaker: Dr Richard Kiely
Photo: William Nguyen

The two-day summit featured a variety of interactive workshops, TED talks and presentations delivered by over twenty SL practitioners alongside keynote speaker Dr. Richard Kiely. More than eighty delegates from thirty universities and seven schools participated in this summit.

Dr. Kiely hosted a highly interactive workshop – *Service-learning 101: Key concepts and good practices*, to discuss the definitions, concepts, elements and practices which represent the quality community-engaged learning.

Kate Lloyd from Macquarie University shared how to help students engage with the ‘Classroom of Many Cultures’ curriculum, which comprised six modules with over 35 activities, to understand the concept of reciprocity and how they might engage with it in their SL context.

Scott Dowman demonstrated an alternative approach to experiential learning from the project developed and piloted at the University of Queensland in 2014 – *The Change Makers Project: A service-learning approach to journalism education in Australia*.

SLA SUMMIT 2019

OPPORTUNITIES: SERVICE-LEARNING ON THE AGENDA

There were 96% of attendees who completed the final evaluation of the Summit scored an overall satisfaction of 4 or more out of 5.

The Summit evaluations suggested topics to be covered at future events, including:

- **SL curriculum**
 - course design and scope across faculties
- **Partner voice**
 - hearing from the community and partner perspectives
- **Evaluation strategies**
 - measuring success in SL implementation

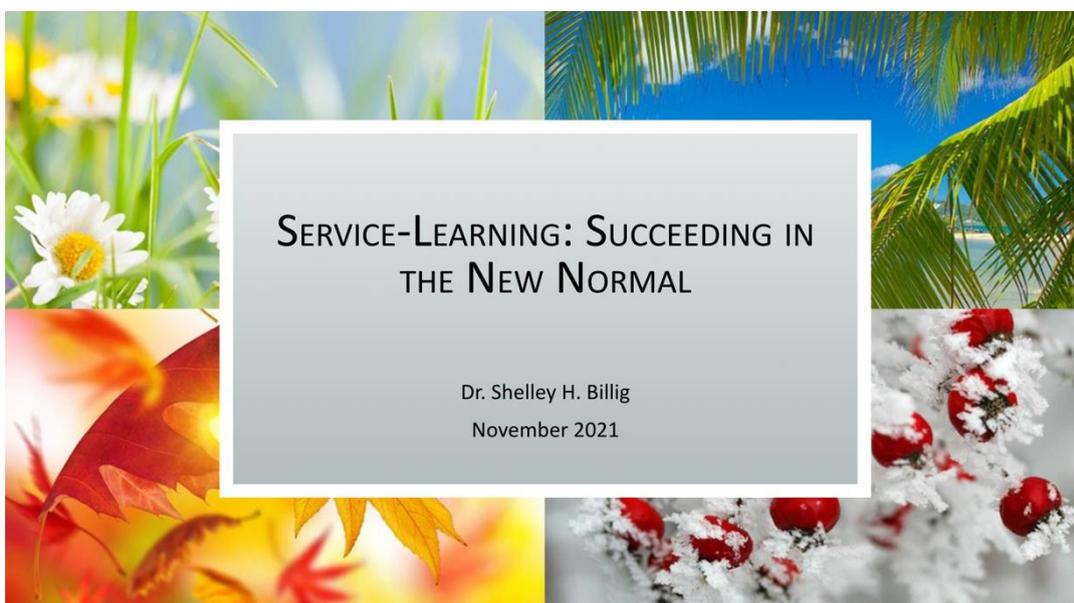


SLA SUMMIT 2021

SUCCEEDING IN THE NEW NORMAL

“I am only one, but still I am one. I cannot do everything, but still I can do something; and because I cannot do everything, I will not refuse to do something that I can do.”

- Helen Keller



Several regional conferences around the same theme ***“Success in the new normal”*** were hosted across the country, in Brisbane, Sydney and Perth. The conference focused on K-Primary-Secondary-Tertiary conversations and workshops to explore quality SL in the 'new normal' developed over two years of COVID.

A FEW EXAMPLES OF HIGH-QUALITY PRACTICE

Food deserts (high school)
Meeting the needs of senior citizens (middle school)
Food waste (elementary school)
COVID (Higher Ed)

QUICK TALK

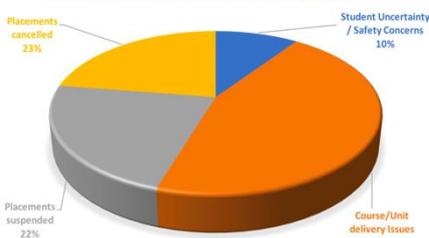
What surprised you the most about high-quality practice?
How can you implement high-quality practices in your setting? What will it take to be successful?

“I think, now more than ever, service-learning practitioners need to rise to the occasion of facilitating the civic and social responsibility role of the University. Our communities are hurting out there. We can make a difference. The question is 'how' as we balance risk; compliancy and duty-of-care to our students with being part of the solution.”

- SLA Educator

A survey was sent out to the SLA network on 24 March 2020 amidst the initial wave of Covid-19. Network members were asked to provide a response regarding the impact/s Covid-19 has had on their programs, community partners and students. Twenty-four people completed the survey.

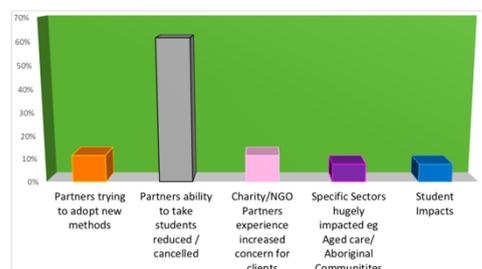
HOW IS COVID-19 IMPACTING YOUR SL PROGRAM?



HOW IS COVID-19 IMPACTING YOUR PROGRAM?

- Course/unit delivery issues.
- Placements being cancelled.
- Placements suspended.
- Student uncertainty/ safety concerns.

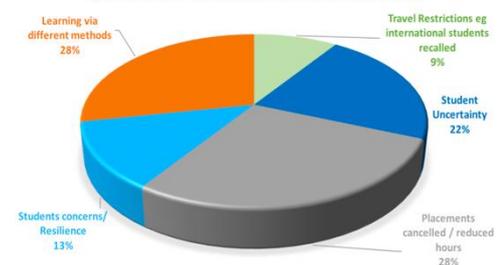
HOW IS COVID-19 IMPACTING YOUR COMMUNITY PARTNER/S?



HOW IS COVID-19 IMPACTING YOUR COMMUNITY PARTNERS?

- Partners inability to take students reduced/cancelled.
- Partners trying to adopt new methods.
- Charity/NGO partners experience increased concern for clients.
- Specific sectors hugely impacted: aged care/aboriginal communities.
- Student impacts.

HOW IS COVID-19 IMPACTING YOUR STUDENTS?



HOW IS COVID-19 IMPACTING YOUR STUDENTS?

- Placements cancelled/reduced hours.
- Student uncertainty.
- Learning via alternative methods.
- Student concerns/ student resilience.
- Travel restrictions.

2020-2021: SLA AND COVID-19

SLA WEBINARS

Ensuring authenticity in service-learning during COVID-19 (19th June 2020)



How best to match community needs with student expertise, to ensure authentic engagement for all parties?



Networking with colleagues within the university to share the opportunity for collaboration and call upon student engagement in the research project. Similarly, the evidence-based approach that was the underlying element connecting the macro-, meso- and micro-levels led to the understanding the issues facing communities and the ill-structured problems identified in the research have now opened avenues for further discussion on SL projects and how to collaborate to address these social, economic issues arising from the research.

- A Staff at The Office of Engagement, WSU



What actions can we take now to re-engage with community post-COVID?



We need a shift in thinking about fixed ways of doing things and boundaries and to rethink that those boundaries are opportunities in themselves – begins with a conversation with five community partners about where they are now, what their challenges are now, and what they want to do next? Covid-19 is unpredictable, and the ways we work will have to be shaped by that and be malleable. The time pressures for community partners are similar to time pressures of unis with cut-off dates and responses to their community organisations and how can we remove those boundaries and co-create and co-design and come together on the same platform to start working on projects together from the beginning with a blank slate.

- Dianne Chambers, Notre Dame University

2020-2021: SLA AND COVID-19

SLA WEBINARS

Quality approaches to service-learning (October 2020)

Institutional quality assurance of Work-Integrated learning (WIL) research presents a framework for quality assurance of WIL and identifies four domains of practice: student experience, curriculum design, institutional requirements, and stakeholder engagement. In this webinar, the co-presenters from Australian Catholic University and Western Sydney University discussed lessons learnt from the Carnegie pilot process and the implications on stakeholder engagement as an integral function that assures quality (SL) learning platforms, not only for students, but also for all stakeholders involved.

Right here, right now (April 2021)

- The viability of campus spaces with the shift to online learning.
- How to still achieve “connection” between community partners and students without face-to-face learning.
- The National Priorities and Industry Linkage Fund (NPILF) funding – SL clearly sits in the “placement” perspective, but we need to think about the way we integrate the practice of work and engagement so it’s purposeful and engaging for students and communities to get SL on the map.
- Re-thinking “employer of choice” working with not-for-profit (NFP) organisations and the public service.
- Engaging consumers to co-develop SL programs when face-to-face placements weren’t possible.

2020-2021: SLA AND COVID-19

SLA VIRTUAL CHATS

Is service-learning different from work-integrated learning? Are there outcomes that make service-learning special? (October 2020)

“SL offered me a chance to reflect on how we function as a society and how we can improve services for vulnerable communities. I felt my contribution mattered on a larger scale.”

- Virtual chat participant

- WIL focuses on the benefits for students, while SL focuses more broadly on student, community and institutional engagement.
- WIL is based in industry using industry skills from a course. SL integrates the whole person and understanding of self, privilege and contribution in more global perspective.
- SLA is thinking of expanding to welcome student services and student unions – both organise volunteering and the learning from that can be huge.

K-12 school systems and higher education service-learning: Similarities, differences? (November 2020)

“Service-learning is more than community service – it is a way of learning and teaching that is embedded into curriculum and school culture, meets a real need in the community, forms reciprocal partnerships with others and occurs locally and globally.”

- LORDS Lutheran School, Ormeau

A proposition guiding the virtual chat was that the aim of SLA is to become more encompassing of the whole range of SL opportunities that children and young people in Australia can engage with because it transforms them. It was posited that the more the young people are transformed to be more aware of advantage and citizenship, the more likely it is that their participation in civic life will lead to the betterment of the nation. The panel discussion featured case studies of two K-12 Schools (Aquinas College and Lutheran School) and one Higher Education institution (Notre Dame University). It was recognised that participants were “talking across sectors” thereby providing rich conversations and a broad spectrum of contexts through which the variety of perspectives were presented and discussed.

SLA SNAPSHOTS



“I was initially concerned about the limitations of remote learning, but I was pleasantly surprised to find out how connected I felt to not only the mission of Reporters Without Borders, but to my supervisor and the value of the work I was contributing to over the course of the internship.”

– Brianna Stinsman, Bachelor of Arts in Global Studies and Bachelor of Science in Public Policy



Brianna Stinsman is an international student at Griffith University. She completed an internship with Reporters Without Borders (RSF), headquarters in Paris, after moving back to her home country at the onset of the pandemic. In addition, the school offered flexible internship options from over 863 virtual, face-to-face, online and mixed-mode opportunities.



“When it became apparent that COVID-19 was going to have a significant impact on the 174 Community Internships planned for Trimester 1 2020, the Service-Learning Unit took a proactive, solution-focused approach, working with partner organisations to support the transition to online internships.”

– Sabrina Forlin and Bruna Macedo, Partnerships Team Members

In Trimester 2, 2020, the Service-Learning Unit facilitated a co-designing of Student Mental Health and Wellbeing solutions with industry partners, staff and students. Students could also participate online in the Social Impact Group-based Community Internship through a virtual office space in Microsoft Teams.

“The collaborative partners embarked on the mutually beneficial co-design of the research project, that could provide a learning platform for students as well as meet the sector impact analysis needs of WSCF.”

- Dr Valentine Mukuria,
Engagement Facilitator at WSU



Under the working environment of COVID -19, expectations of student interns have changed dramatically. The VoCal, a non-traditional SL project, was co-designed by the Office of Engagement team at the Western Sydney University and the Western Sydney Community Forum (WSCF) team at the early stage of the COVID-19 outbreak. The purpose of this project was twofold. First, the project aimed to understand and clarify the impact of COVID -19 on organisations in Western Sydney, and to support those businesses with workforce health and safety, service opportunity and business operations. It also sought to provide a platform for students to apply existing skills, learn new skills and acquire knowledge in the context of a community-focused project.

“Our expectations of WSU student interns were not hugely impacted due to COVID. We anticipated a high level of critical thinking, analytical ability and professionalism – all of which the interns were able to provide without any compromise.”

- Stephanie Adam, Western Sydney
Community Forum at WSU



The outcome of this project indicated that the co-curricular SL project has the potential for transcending disciplines, creating new learning platforms, and amplifying the transformative experience for all partners involved - students, staff, and community partners. The application of SL principles can be embedded within the co-curricular context to enhance the overarching student experience.

“Initially, I felt it would be quite a solitary type of work and did not expect to eventually feel that I am truly part of coagulated team. Online meetings can be challenging, however our supervisor made us feel at ease and maintain a constant level of enthusiasm regarding our individual contribution. We have surprisingly bonded and formed a collaborative relationship that can be easily continued if we were to meet again for another project in the future.”

- Andre Cazamir, Occupational Therapy,
WSU



This project required different skills in data collection, data analysis and report generation. Four students who succeeded in their applications were from different schools at the WSU, including the Bachelor of Occupational Therapy; Bachelor of Social Sciences; Master of Research - Computing, Data and Mathematical Science; and Bachelor of Data Science and Advanced Forensic Chemistry. They contributed to developing a thematic analysis report with the WSCF to understand the shifting needs of the community during COVID. In addition to gaining professional skills, the internship experience helped the students to navigate their lives during the pandemic.



“Working through these challenges however was a very rewarding experience and I feel that my communication skills have improved immensely because of my placement. In particular I feel better equipped with some communication strategies to better handle disagreements and conflict in the future which I am sure will be valuable in my future career.”

– Emily Barr,
Bachelor of Physiotherapy

“I think Covid-19 sort of forced me into proving my adaptability in all kinds of situations and this skill is something I will continue to use throughout my future.”

– Kloe Mannering,
Bachelor of Physiotherapy



The School of Community Health, Charles Sturt University and the Three Rivers University Department of Rural Health has facilitated a SL project placement for two students from the subject – Transition to Physiotherapy Clinical Practice (PHS405), at Yoorana Gunya Family Healing Centre. The PHS405 is a capstone subject that prepares students for the transition from student to graduate-entry health professionals. The placement involved co-supervision and co-assessment between a university-based physiotherapy lecturer or clinical supervisor, and one of the Yoorana Gunya registered nurses. It is based on the request of the Centre for Falls Prevention.

“The ability to be flexible and adaptable in the changing climate created during the constraints of the COVID-19 pandemic allowed for this innovative SL placement to occur within an Aboriginal Community Controlled Health Organisation.”

- Michelle Job, Yoorana Gunya Health Team

Adapting to COVID-19 restrictions, this placement was designed with a mix of face-to-face sessions between the students and physiotherapy supervisor, supplemented with zoom meeting supervision, regular email contact between the physiotherapy supervisor and students and close liaison between the two clinical supervisors and the University Departments of Rural Health clinical educator who had worked to establish the placement. An on-site registered nurse will conduct the day-to-day supervision.

“This also provides an ideal opportunity for a transition type final placement for students on the verge of graduating (although it doesn’t need to be limited to those students) and also has scope for providing increased inter-professional capability of students at any stage in their learning. I would definitely continue with shared supervision and assessment approaches that are tailored to each site and would like to see this run with an inter-professional group of students as well.”

- Kay Skinner and Jayne Lawrence

Lutheran school

“No one can give what they have not got.” – SL presenter

The goal of Lutheran schools was to develop SL across K – 12. The vital objective was to provide quality professional learning for teachers. This occurred through study tours, whole-of-staff retreats and conferences. In tandem, key systemic documents have been written.

As time passed, it became clear that there was a need for a cohesive program of learning and experiences focused on SL & community engagement for teachers. This proved to be an undertaking larger than one institution. To date, professional learning for educators has now involved the Lutheran tertiary institution – Australian Lutheran College, Lutheran education systemic partnerships – Lutheran Education Queensland and a light-house school – Lutheran Ormeau Rivers District School.

University of Divinity – Australian Lutheran College



“After a year of planning and approvals in 2019, the vision for a series of SL & community engagement units was advertised Australia-wide. The principles to frame the units were recorded and the content and learning outcomes documented.”

- Meg Noack and Jodie Hoff, Lecturers

During COVID-19, the unit Service-Learning & Community Engagement: Who is my neighbour, took on a different meaning in the midst of social isolation. The professional learning principles and the learning outcomes provided a continuing framework to shape and re-imagine the pedagogic techniques. COVID regulations provided an opportunity to explore neighbourliness in contrast to isolation. The COVID adaption to online learning made interstate teachers and leaders able to jointly participate in this unit.

LORDS - Lutheran Ormeau Rivers District School



“Every year we start with a spiritual retreat for our staff. The focus is on our strategic priorities, one of which is SL. We take the opportunity to reflect on the values, thinking and theology that underpin this.”

- Jodie Hoff, the principal

Since the Lutheran Ormeau Rivers District School had already established community partnerships, there was a lot of good-will from community partners and experts to use zoom to continue working with the school during the COVID. This maintained existing relationships and partnerships and continued to enhance student learning.



“The service-learning placement was very different to my first-year placement in various ways. It provided myself as a student an incredible opportunity to call upon my learning to this point and apply it in a way that I would not have been able to in a regular placement setting.”

– Brittany Lucas, Bachelor of Occupational Therapy (Honours)



“I was given an experience that not many students are offered. I had the chance to reply on my professional reasoning and research to identify what needed to be done and how I could adapt that to best suit the clients I was assigned. This elevated my confidence and belief in myself as an emerging professional; I was able to grow and trust my own judgement.”

– Jenna Considine, Bachelor of Occupational Therapy (Honours)



After facilitating an ‘online’ program development placement with a community partner in May 2020, the school was very excited to return to a ‘socially distanced’ face-to-face placement in October, following an easing of COVID-19 restrictions. This placement provided the opportunity for students to work with Momentum Collective. Students undertook a needs assessment with staff and clients to determine the content of the program development and implementation. This is a student-led placement model, where students bring together their theoretical knowledge with the concerns presented by clients and staff as they develop group programs that address occupational issues.



This SL placement has evolved as a student-led process, where students investigate the concerns of clients and staff and determine an assessment and intervention strategy based on current evidence. They can test their intervention and evaluate its effectiveness with feedback from clients and staff. Past students provide their reflections and recommendations for future programs through their placement reports and how they could support their future colleagues.

APPENDIX

ACEN Virtual Summit: Beyond 2020 – <https://acen.edu.au/summit-about/>

Catchafire – https://www.catchafire.org/?fbclid=IwARowczClj-Y9LvVJX5eM7tLcsamhAoR5Vet-N_B-evtqDMXrXXvoJoPhoR8

Christian Service Learning – <https://www.christianservicelearning.com/resources.html>

Compact Nation Podcast. EPISODE: Mobilizing in a Time of Crisis – <https://compact.org/podcast/season4-episode12/#1503586004474-cbea7565-e58b>

Edutopia: Service Learning – <https://www.edutopia.org/topic/service-learning>

Engagement Australia: Video Resources – <https://engagementaustralia.org.au/resources/video-resources/>

Engaging Online: Promising Practices in E-Service Learning and Digital Civic Engagement – <https://www.youtube.com/watch?v=7x2PaBNKTTA>

E-service-learning best practices – <https://support.givepulse.com/hc/en-us/articles/360051397693-eService-Learning-Basics-Best-Practices>

Gateways: International Journal of Community Research and Engagement – <https://epress.lib.uts.edu.au/journals/index.php/ijcre/index>

Global SL: Tools and Syllabi – <https://compact.org/global-sl/toolsandsyllabi/>

Global solidarity local action – <http://globalsolidaritylocalaction.sites.haverford.edu/>

Globalsl blog: Can't travel to Nicaragua – <https://compact.org/cant-travel-to-nicaragua-one-year-later-we-came-together-in-costa-rica/>

Healthy and Connected Panel Discussion: CQU Festival of Change – <https://www.impactboom.org/blog/2020/12/18/healthy-and-connected-panel-discussion-cqu-festival-of-change>

IJRSLCE – <https://ijrslce.scholasticahq.com/issue/1069>

International Journal of Work-Integrated Learning – <https://www.ijwil.org/>

Journal of Service-learning in Higher Education – <https://journals.sfu.ca/jslhe/index.php/jslhe>

Loyola University Chicago's Centre for Experiential Learning: Reflection Questions – <https://uca.edu/servicelearning/files/2020/03/COVID-19-Questions.pdf>

Michigan Journal of Community Service Learning – https://quod.lib.umich.edu/m/mjcs/

NYC Dept of Education: Service in Schools – <https://infohub.nyced.org/in-our-schools/programs/experiential-learning/service-in-schools/service-learning-opportunities-and-resources>

Partnerships: A Journal of Service-Learning Civic Engagement – <http://libjournal.uncg.edu/prt>

Podcast: Teaching at Tufts – <https://podcasts.apple.com/au/podcast/teaching-at-tufts/id513906071?i=1000112191265>

Podcast: The New Social Contract – <https://player.whooshkaa.com/episode?id=674256>

Reflections on Community Service-Learning by a Canadian living in Australia, Brendan Hughes, Director: Student Engagement, University of South Australia

APPENDIX

Service-learning "101": A guide for teachers – <https://www.learningtogive.org/resources/service-learning-101-guide-leaders>

Service-Learning and Experiential Education Podcast – <https://podcasts.apple.com/us/podcast/advice-for-new-faculty-empathetic-critical-service/id1486628215?i=1000493116295>

Service-Learning: a Pre-Service Teacher's Guide – <https://web.augsburg.edu/~erickson/s-l/index.html>

SL Engagement at UConn – <https://sl.engagement.uconn.edu/>

SLA Facebook group – <https://www.facebook.com/groups/601068507001512/>

SLA Summit 2019 Repository – <https://drive.google.com/drive/folders/1g2o8hhgomvZltekXTDLxTZubbAm8uKcH>

Social Impact Toolbox – <https://www.socialimpacttoolbox.com/>

Teaching Matters Podcast. EPISODE: Academic Service Learning – <https://www.stitcher.com/show/teaching-matters/episode/academic-service-learning-51966464>

The Engaged Campus: Certificates, Minors, and Majors as The New Community Engagement, Butin, D. and Seider, S. ed., (2012). The Engaged Campus: Certificates, Minors, and Majors as the New Community Engagement. New York: Palgrave Macmillan.

The International Journal of Work-integrated Learning – <https://www.ijwil.org/>

The Journal of Higher Education Outreach and Engagement – <https://openjournals.libs.uga.edu/jheoe/issue/view/203>

University of Georgia: Office of SL - Covid-19 Faculty Resources – <https://servicelearning.uga.edu/faculty-resources/covid-19-faculty-resources>

University of Georgia: Zoom call - Transitioning to online service-learning – https://kaltura.uga.edu/media/t/1_bahryuv7

University World News – <https://www.universityworldnews.com/post.php?story=202004211448457>

WACE global webinars – <https://waceinc.org/>