

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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Session 15C: Thurs 7th March, 11:15 – 11:45

**Intercultural Approach to Work-Integrated-Learning
through Community Engagement and Environment
Impact**

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Intercultural Approach to Work-Integrated-Learning Through Community Engagement and Environment Impact

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Meet Our Team

Dr Linda Yang



Dr David Zhang



Dr Amy Huang



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Overview

- Theoretical Frameworks
- Program Design
- Program Delivery
- Preliminary Findings
- Q&A (5 minutes)

Theoretical Frameworks

Work-integrated learning (WIL)

Experiential learning theory (ELT)

Intercultural Competence (IC)

Internationalization of Curriculum (IOC)



Work-integrated Learning (WIL)

The inclusion of work-integrated learning (WIL) programs into higher education course curricula is intended to enhance **job-readiness** by providing an environment for students to develop their **theoretical knowledge** and **relevant skills pre-graduation** and **before entry into the workforce** (Heerde and Murphy, 2009).



A word cloud illustrating various forms of work-integrated learning. The words are arranged in a cluster, with 'Learning', 'Work', and 'Education' being the largest and most prominent. Other terms include 'Based', 'Experience', 'Industry', 'Integrated', 'Sandwich', 'Year', 'Placement', 'Apprenticeships', 'Cooperative', 'Cadetship', 'Program', 'Service', 'Field', 'Internship', 'Fieldwork', and 'Professional'.

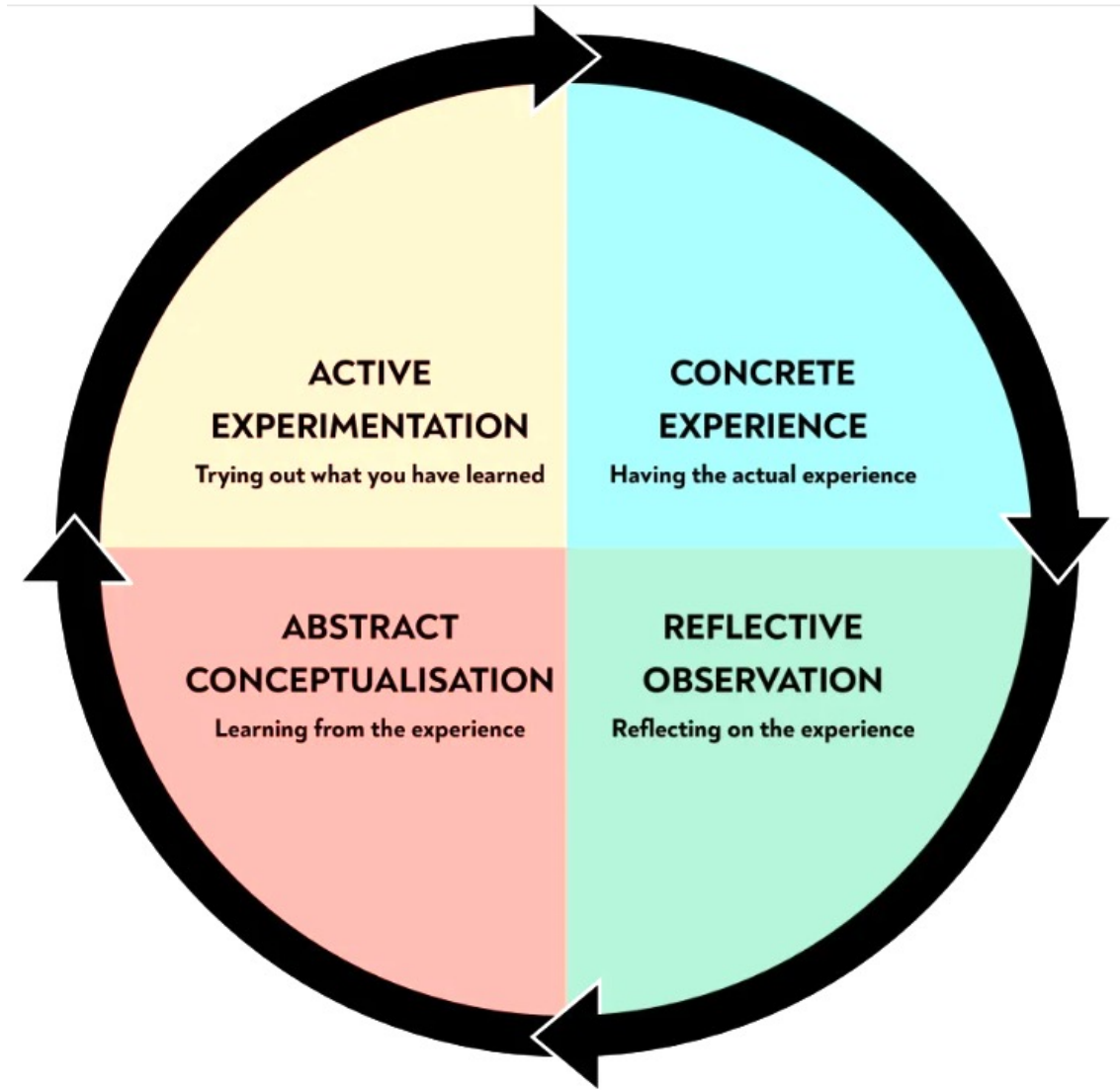
Cadetship
Program
Service
Based
Field
Apprenticeships
Experience
Internship
Industry
Fieldwork
Cooperative
Learning
Work
Integrated
Sandwich
Professional
Year
Placement
Education

Experiential Learning Theory (ELT)

(Kolbs and Fry 1975)

Learning may commence at any stage of the cycle.

“the process whereby knowledge is created ... [and] knowledge results from the combination of grasping and transforming experience” (Kolb, 1984, p.41)

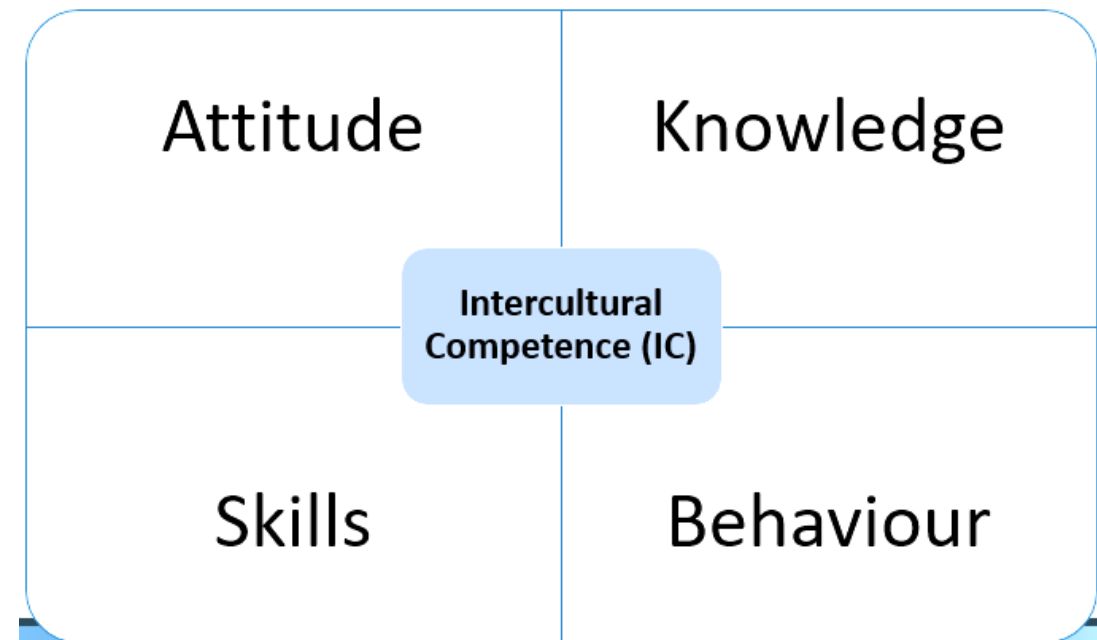


Intercultural Competence (IC)

Working definition

Intercultural competence is the ability to **communicate, act and function effectively** and **appropriately** across cultures, and to **work** with people from diverse cultural backgrounds – at **home** or **abroad**.

(Developed from Byram 1997, Early and Ang 2014, Deardoff 2004)



Case Study (Pilot): The Eco-economy Project: Improving The Livelihoods Above and Below the Surface

- Operating since 2021
- A purposeful program designed to extend work-integrated-learning to an international context
- It engages multi-disciplinary students to work inclusively with a disadvantaged fishing island by seeking for alternative income sources for shark fishing and improving wellbeing of the community
- Built on Murdoch University's strategic themes of "Sustainability; Equity, Diversity and Inclusion"
- Run by Murdoch Business School in collaboration with Murdoch International and a local NGO "Project Hiu"
- Fully funded by Australian government's New Colombo Plan (NCP) Grant

- Location/Context

the Maringkik Island community of Lombok, Indonesia where there are no clean water supply, medical service, regular schooling for children, or other regular income sources except for shark fishing

Population: approx. 2,500



Source: Google Map



- Participants Profile

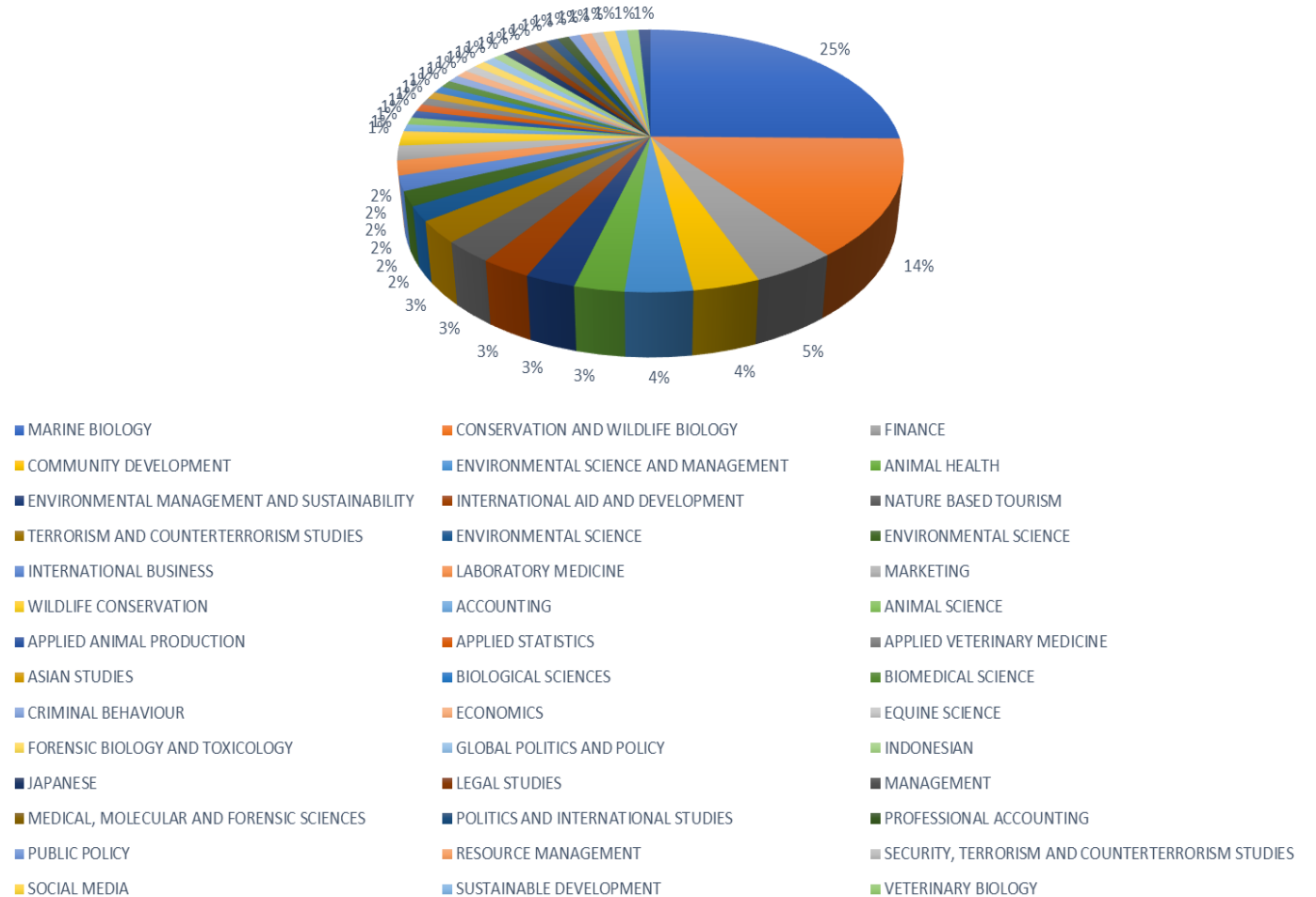
- 70 undergraduate students

- ☐ Gender: female 85% , male 15%

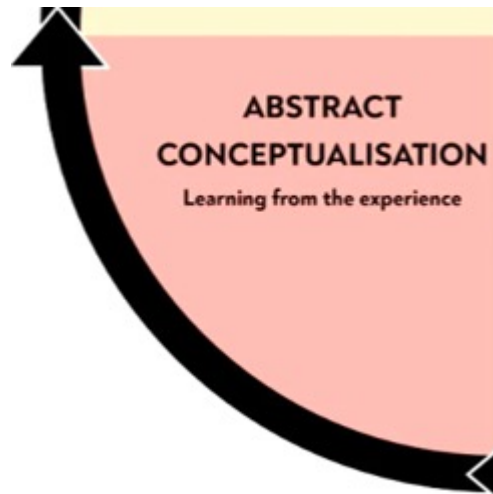
- ☐ Age: 20-29 90%,
30-39 9%,
40> 1%

- ☐ Major: multi-disciplinary as shown right

Multi-Disciplinary: Participating Students from 42 Majors



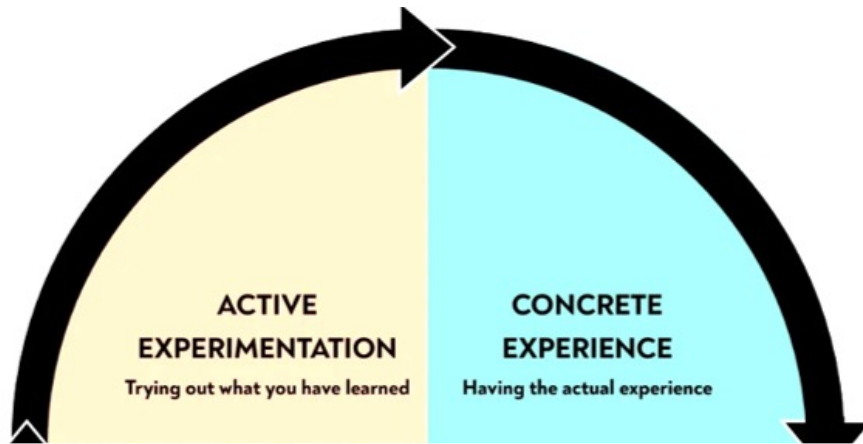
Program Design



Pre-departure training:

- Innovative Hyflex (Hybrid and Flexible) approach
- 4 timetabled sessions (4*3 hours)
- Virtual engagement and pre-departure training on business and project management skills
- Prepare students for all aspects of the trip, including the Maringik way of life, traditions, manners, and an overview of the focus of their projects

Program Design



On-site experience:

- 2-week on-site experience
- Engage students with the local communities through activities such as:
 - Business plan development - collecting information from shark fishermen and their families, community leaders, the wider community and examine feasibility
 - community development - improving school conditions and developing after-school learning programs
 - Environmental and conservation improvement - engaging with waste management facilities for recycling and upcycling

Program Design

Reflection:

- On-side feedback/mentoring by key community members, industrial experts and academic supervisors
- Daily reflective conversations (groups and Individuals)
- Post-trip/fieldwork reflection sessions (2*3 hours)
- Post-trip consultations and mentoring (group and individual)
- Individual reflective journals



**REFLECTIVE
OBSERVATION**
Reflecting on the experience

Learning Activities

- Students design and develop business proposals to address real community- and environment-based problems, attempt to decrease the community's reliance on shark fishing, and seek more sustainable/ecological opportunities for the current and future generations
- Students need to collect relevant information, work with the shark fishermen and their families, local community, the NGO team members, and an international team of industry experts and academic supervisors to conduct their projects and propose solutions
- Students are provided with an immersive learning experience to spend most of the time getting to know the members on the island, asking about how the community works, discussing the potential projects, and experiencing food and Bahasa (language), religion, traditions, and the culture

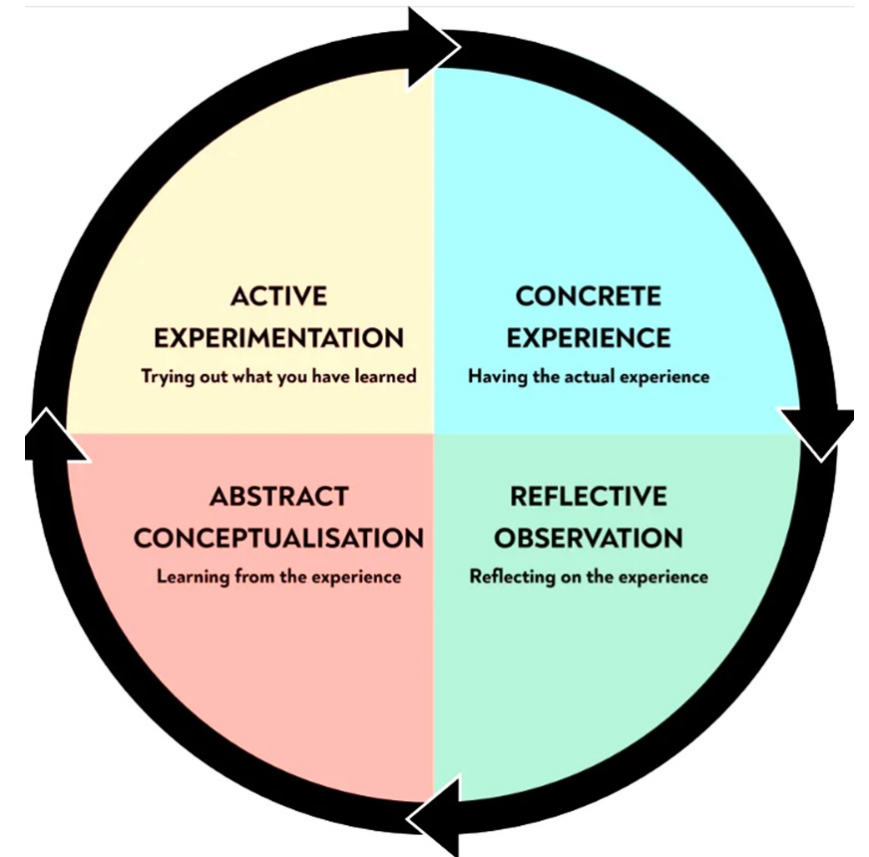
Learning Objectives:

Through the study the students are expected to:

- Gain insights into the connections between environmental issues, social justice, business and sustainability
- Establish professional and international relationships
- Embrace the diverse perspectives and epistemologies underpinning the interdependence of humans and ecosystems openly and respectfully
- Build intercultural competence

Assessments

- Team Business Report (*Active Experimentation and Concrete Experience*)
- 15-minute Team Presentation (*Active Experimentation, Concrete Experience, Abstract Conceptualisation, and Reflective Observation*)
- Individual Reflective Journal (*Reflective Observation, Abstract conceptualisation*)



Preliminary Findings (against Learning Objectives):

- **Gain insights into the connections between environmental issues, social justice, business and sustainability ✓**

“Holistic approach to conservation - doing it in a way that is sustainable and that affects the whole community”

“There is no such a thing as environmental justice without social justice”

“I have been able to think about the ripple effect of conservation and the initiatives”

Unit coordinator’s comments - “students had to approach problems from a multidisciplinary angle and learn from a broad range of sources, this help build resilience, adaptability and an open mindset for new ideas and contexts”

- **Establish professional and international relationships ✓**

Following this program, 8 students went back either self-founded, on scholarship or participated in other international internship programs on community development and marine conservation; 4 students further pursued their study onto research masters and PhD programs

Preliminary Findings (against Learning Objectives):

- **Embrace the diverse perspectives and epistemologies underpinning the interdependence of humans and ecosystems openly and respectfully ✓**

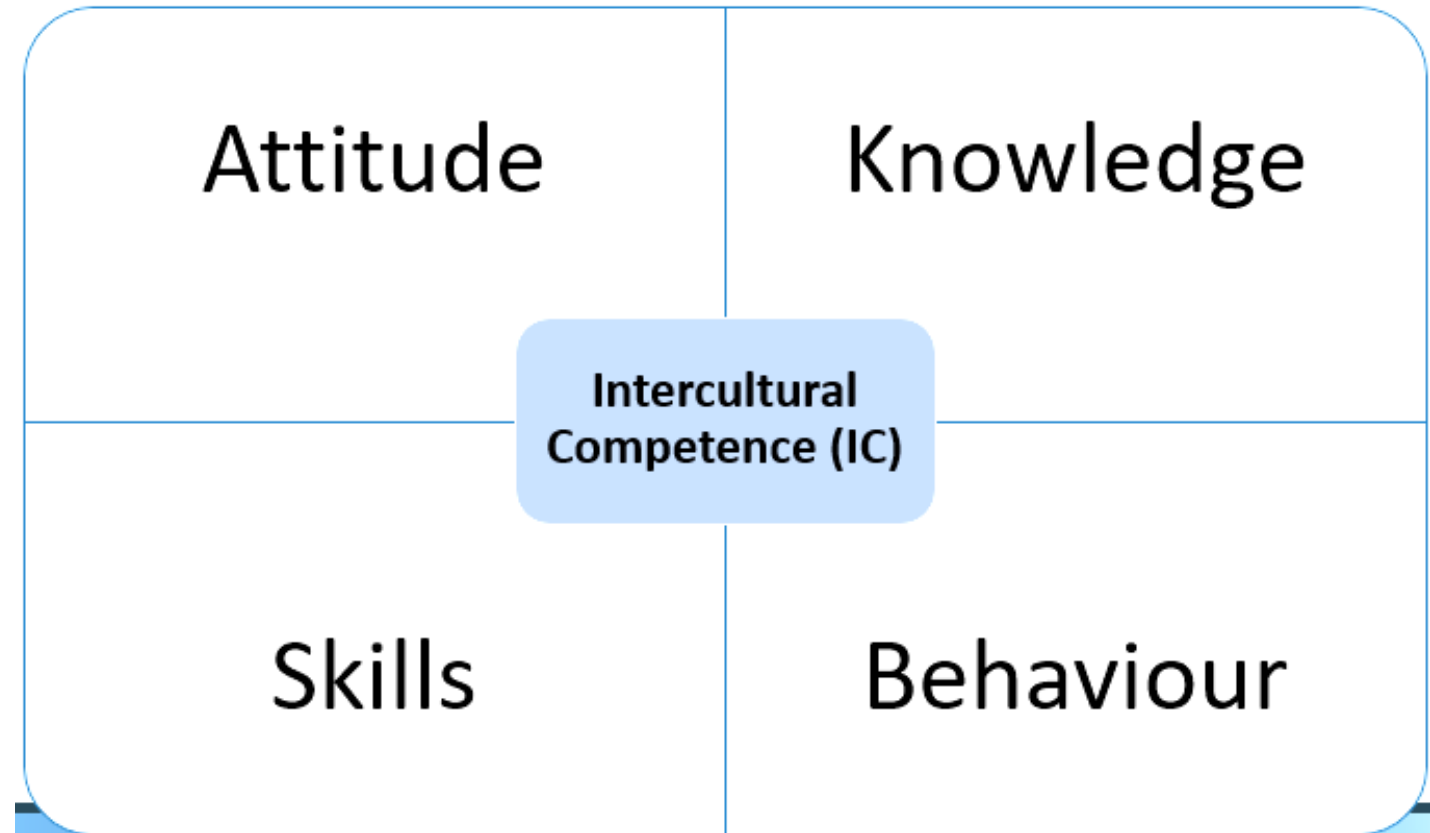
Business plans: Water sanitation and recycling, environment conservation, women empowerment, waste management, coral restoration and construction, vegetable growing, community development, improving school facilities, eco-tourism, pearl farming, hand-crafted bracelets from recycled fishing lines and nets, Maringkik homemade sarongs, rain-water catchment, repurposing dried wells, fundraising

Projects implemented:

waste management, eco-tourism with repurposed shark-fishing boats saving 500+ sharks every month, community-made sarongs and handcrafts, community vegetable garden, and a \$200k rain catchment facility for the community school

Unit Coordinator's comments – "When undertaking these projects, students had to step out of their comfort zone, consider outside perspectives, use different methodologies and think in a new way"

Preliminary Findings:
Intercultural Competence



Preliminary Findings: Intercultural Competence

IC Components	Pre-trip	Post-trip
<p>Attitude</p>	<p>“[...] like Madison was explained to us when she first came to this island, that she was warned not to come here because they would slit her throat and it was really dangerous place to be [...]” (450)</p>	<p>Openness & Curiosity “ I think the most important thing that I've learned this week is to really just jump in and try these new experiences” (450)</p> <p>“The highlight I think for the whole trip has just been a mindset change. Just the way that projects you functions to think about shark fishermen not as the enemy” (453)</p>
<p>Knowledge</p>	<p>“ [...]you kind of coming from like a first world country like oh, [...]” (451)</p>	<p>“But it's you got to think for the basic be like waste management, like food sources, stuff like that. And like just learning about like, yeah, getting all the toilets and stuff like that.” (451)</p>

Preliminary Findings: Intercultural Competence

IC Components	Pre-trip	Post-trip
Attitude + Skills	Ethnocentrism “it's really, really easy to just condemn people are something that they've done without even attempting to understand the why behind everything and the reasoning ” (450)	Cultural empathy “like these fishermen wouldn't have potentially wouldn't have gone into such a violent and unsustainable industry [...] looking after their families [...] And obviously, that's, that's a big pressure. So I think yeah, that would be something really big and I've learnt this way to not take things at face value and try look deeper and understand the reasoning behind. ” (450)

Preliminary Findings: Intercultural Competence

IC Components	Pre-trip	Post-trip
Knowledge + Skills		<p>“The hospitality has been really, really nice. It's really refreshing to meet so many like amazing people who like just want to give everything that I have, like especially because like committees like this don't have a lot but they'll give it all to you when you come over. So it's really nice that makes you want to do the exact same thing.” (451)</p>
Behaviour(?)		<p>“I want to help the people and it's great that project here actually, instead of just having the fishermen, they're helping the community. And that's something I'm going to do so. It's a really good structure, and I'm definitely gonna take that with me.” (471)</p>

What went well?

-Linda's interview with David

As the hero behind the scene, David, can you describe the educational philosophy behind your program's design and the kind of impact it has on both the students and the community?



Summary

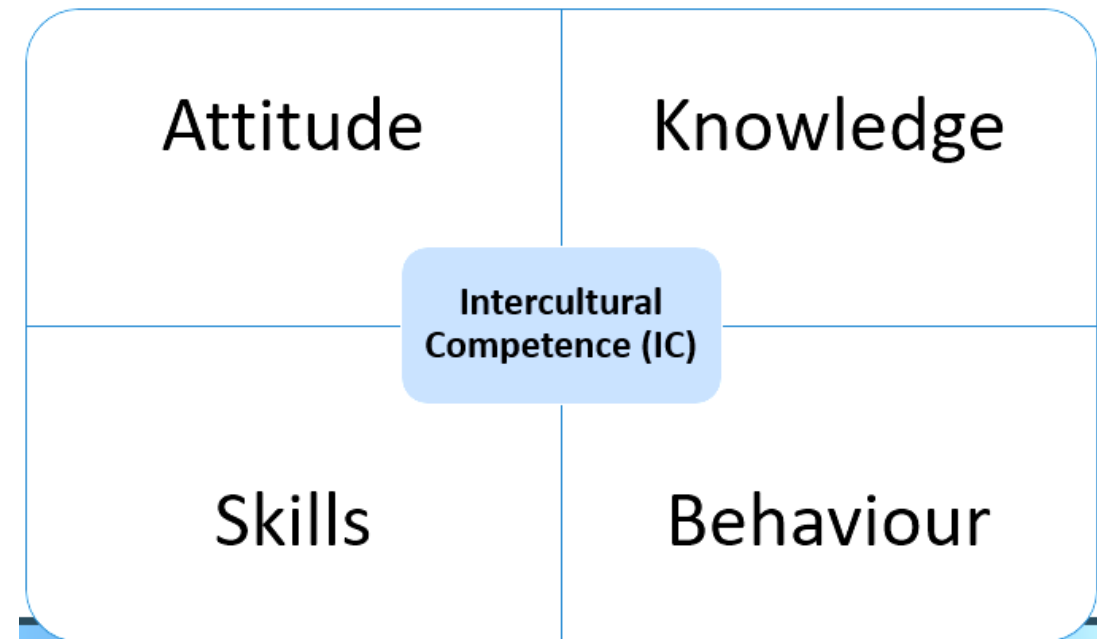
- Students learn from immersive authentic experiences in a cross-cultural context
- In this context, students encounter realities that challenge their environmental and social awareness and solve real-world problems impacting the community
- Through this process, they build resilience, adaptability and an open mindset for new ideas and perspectives
- These inspire students to learn and also aid personal development, cross-cultural competence and global employability
- These practices promote community learning and engagement, making a real environmental and social impact

What's Next?

Working definition

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(Developed from Byram 1997, Early and Ang 2014, Deardoff 2004)



Thank you!

To stay connected and receive updates on our project, explore potential collaborations, and more, kindly share your contact information with us!

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