

Filling the Social Justice Gap: Social Justice Simulations

Final report 2016

Lead Institution:

The University of Sydney

Partner Institutions:

The Australian National University

Curtin University

La Trobe University

The University of Adelaide

The University of Queensland

University of Technology, Sydney

Project leader:

Dr Susan Banki

Team members:

Professor Simon Rice OAM

Dr Lisa Hartley

Ms Fiona McGaughey

Ms Paghona Peggy Kerdo

Associate Professor Matthew Stubbs

Dr Phil Orchard

Dr Laurie Berg

Project Manager:

Paul Duffill

http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml

Support for the production of this report has been provided by the Australian Government Office for Learning and Teaching. The views expressed in this report do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.



With the exception of the Commonwealth Coat of Arms, and where otherwise noted, all material presented in this document is provided under Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/>.

The details of the relevant licence conditions are available on the Creative Commons website (accessible using the links provided) as is the full legal code for the Creative Commons Attribution-ShareAlike 4.0 International License <http://creativecommons.org/licenses/by-sa/4.0/legalcode>.

Requests and inquiries concerning these rights should be addressed to:
Learning and Teaching Support
Student Information and Learning Branch
Higher Education Group
Department of Education and Training

GPO Box 9880
Location code C50MA7
CANBERRA ACT 2601

<learningandteaching@education.gov.au>

2016

ISBN 978-1-76028-798-6 [PRINT]
ISBN 978-1-76028-799-3 [PDF]

Acknowledgements

The project team would like to thank our reference group:

- Professor Danielle Celermajer, founder of the Human Rights programme at the University of Sydney
- Dr Annie Pettitt, Manager, Education and Innovation/Business Engagement Teams, Australian Human Rights Commission
- Dr Graham Thom, National Refugee Coordinator, Amnesty International Australia
- Dr John Tobin, Professor in the Melbourne Law School; Director of the Human Rights Tertiary Teachers' Network; and Coordinator of the Melbourne Law School Human Rights Alumni Network
- Ms Penelope Davie, Assistant Director, Access and Participation Branch, Ministry for the Arts, Australian Commonwealth Government
- Ms Elena Rosenman, Assistant Director, Human Rights Policy Branch, Attorney-General's Department, Australian Commonwealth Government

We would also like to thank:

- Julie Beesley, Tim Harland and Jonathan Hunter, ICT Learning Media Production Team, for their invaluable assistance in producing the video deliverables for the project
- Dr Martin Grabert, Director, Chief Executive Officer, Montroix Pty Ltd, our external evaluator for the project
- The students from all seven universities who participated in the Simulations who provided valuable feedback

List of acronyms

ALTC	Australian Learning and Teaching Council (predecessor body (to the Office for Learning and Teaching))
CAL	Computer-Assisted Learning
OLT	Office for Learning and Teaching
PPP	Presentation, Practice and Production pedagogical method
TAFE	Technical and Further Education (vocational tertiary education institutions in Australia)

Executive summary

Project context

The importance of teaching university students social justice principles is well established as a means to enhance students' understanding of good citizenship, encourage civic engagement practices and teach students to participate in community life (Harkavy, 2006; McKenzie et al., 2008; Winter, Wiseman, & Muirhead, 2006). However students at universities commonly lack the opportunities to develop experience and practical skills to actually operationalise campaigns for social justice (McElwee, Hall, Liechty, & Garber, 2009). In view of this gap between theoretical learning and practical experience, the demonstrated effectiveness of simulation activities in tertiary learning and social justice training is significant (Deck, 2010; Dorn, 1989; Kolb & Kolb, 2005; Lederach, 1995; Lederman, 1992).

Aim

To address the gap between theoretical learning and practical experience in university social justice education, the project developed a modular and adaptable curriculum for running Social Justice Simulations. The project drew upon existing pedagogical approaches in experiential learning and particularly role-based simulation exercises through the well supported *Presentation-Practice-Production* approach to teaching: pre-simulation *presentation* of skills is offered through lectures, presentations and course materials. This is accompanied by simulation exercises that allow for the initial *practice* of skills including the application of the knowledge students were exposed to during the earlier presentation stage. The final stage is autonomous, high-context *production* of these advocacy skills and knowledge in groups through creative role play experimentation.

Approach

The project brought together an interdisciplinary team of wide-ranging expertise in social justice curriculum design and lecturing in higher education in areas of law, international law, human rights, international relations, sociology, peace and conflict studies, migration studies, adult education, experiential learning and clinical education. The members of the project team spanned seven different universities across six Australian states and territories. Each project partner was responsible for selecting, developing and running a specific Social Justice Simulation and Case Study at his/her institution.

Deliverables

The project produced three resources for use by the university sector and more widely:

1. The Social Justice Exercise Manual introduces the Social Justice Simulation approach and provides exercises and appropriate assessments for skills training in:

- Tactical mapping
- Identifying and evaluating sources of data on social justice situations
- Conducting social justice interviews
- Media management
- Litigation tactics
- Running Simulation Role Play exercises
- Reflection and Debrief Exercises

2. The Social Justice Case Studies pack includes topical information, background and role materials for each of the seven Case Studies developed during the project. The Case Studies serve both as resources for Simulations on these specific topics and also as exemplars for educators who wish to apply the exercises in the Social Justice Exercise Manual to develop new Case Studies around other areas of social justice expertise beyond the topics covered in the Case Studies pack.

The seven Case Studies included in Social Justice Case Studies are:

- Peacemakers and warriors: self-determination in West Papua, Indonesia;* developed by Project Leader Dr Susan Banki, The University of Sydney
- Is justice blind? Vision-impaired voting in South Australia;* developed by Associate Professor Matthew Stubbs, The University of Adelaide
- Human rights law and the 'Northern Territory Emergency Response';* developed by Professor Simon Rice OAM, The Australian National University
- Women's rights in Australia: a United Nations' treaty body simulation;* developed by Dr Lisa Hartley and Ms Fiona McGaughey, Curtin University
- Bridging the gap: teaching about the impact of dog-whistle politics on the implementation of law and the effect on asylum seekers and immigrants;* developed by Ms Paghona Peggy Kerdo, La Trobe University
- Responding to mass atrocities: the role of the United Nations Security Council;* developed by Dr Phil Orchard, The University of Queensland
- Offshore processing of asylum seekers: a multilateral human rights negotiation;* developed by Dr Laurie Berg, University of Technology, Sydney

3. Social Justice Simulations, an online video resource which serves as an additional teaching and dissemination tool. This video outlines the Social Justice Simulations approach and provides practical advice and 'lessons-learned' from the project team and dissemination audiences.

Project resources are available on our web site:

http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml

Dissemination

Dissemination was carried out throughout the project and intensified towards the end of the project to a range of local, national and international study audiences and potential adopters, including through:

- a range of *engaged dissemination* activities, including events carried out with industry leaders, members of notable social justice organisations, academics, and management at educational institutions. Consultations and discussions about potential expanded applications of the Simulation were also held with a number of academics and social-justice focused organisations
- the development of a Potential Adopter and Study Audience Record for *information provision dissemination* which was also used to follow-up on previous *engaged dissemination* activities

Evaluation

The project employed both formative (to hone the project planning and implementation) and summative (to assess project performance) evaluation (Elliott, d'Estrée, & Kaufman, 2003; Rothman, 1997). Various methods of evaluation were employed, including:

- student feedback forms and debriefs following each Simulation at all seven universities
- peer review of each Simulation by another project partner
- project partners' participation in and evaluation of an introductory workshop and an evaluation workshop, both conducted by the project leader and project manager
- a long term evaluation that was sent to students one year after each Simulation concluded

Key findings

Student responses to the Simulations were overall very positive. Students expressed the view that the Social Justice Simulations module succeeded in bridging the social justice gap. The project generated useful materials which will allow adoption and adaptation at other institutions and educational contexts. The project also generated a range of lessons learned which may be relevant to other experiential learning and interdisciplinary linkage projects. These lessons provide insights on both project management and pedagogy. From a project management standpoint, the role of experience, leadership, flexibility, and team-building were critical. Pedagogically, case study selection (considering a topic's relevance for students and its real vs. fictional qualities) and ensuring students had sufficient time to absorb considerable information were critical to the success of the Simulations. Further, role play activities presented an opportunity for students to integrate the current curriculum material with their other personal capacities. The project's findings reinforce the utility of work funded by the OLT that considers how teaching and learning strategies can

address issues inherent in interdisciplinary linkages. The project and its resources help to bridge the gap between theory and practice to promote the wellbeing of students and, through them, those they come to work with.

Table of contents

Acknowledgements.....	3
List of acronyms	4
Executive summary.....	5
Tables	9
1 Project context and aims	10
2 Project approach.....	12
2.1 Pedagogical Foundation.....	12
2.2 The Filling the Social Justice Gap Social Justice Simulation	13
3 Project outputs and findings.....	18
3.1 Outline of project outputs and deliverables.....	18
3.2 Project use and advancement of existing knowledge	23
3.3 Project contribution to previous OLT grants work	26
3.4 Project extension to new educational contexts	27
3.5 Key challenges addressed in the project	28
4 Project dissemination and evaluation	31
4.1 Dissemination.....	31
4.2 Evaluation.....	31
5 Conclusion and lessons learned.....	33
5.1 Project management lessons learned	33
5.2 Pedagogical lessons learned	34
References	36
Appendix A: Certification	40
Appendix B: External Evaluation Report.....	41
Appendix C: Student Feedback Form.....	56
Appendix D: Long Term Evaluation Form	61

Tables

Table 1: the implementation of the Simulation module by project partners	19
--	----

1 Project context and aims

The importance of teaching university students social justice principles is well established as a means to enhance students' understanding of good citizenship, promote civic engagement practices, and encourage student participation in community life (Harkavy, 2006; McKenzie et al., 2008; Winter, Wiseman, & Muirhead, 2006). Despite critiques that the university 'social justice market' (Sinclair, 2003, p. 161) has failed to alleviate social inequality, students continue to harbour an interest in addressing social problems, as the continued popularity and diversity of university-level courses on international social justice topics suggests¹. However at the university level, it appears that students commonly lack the experience and skills to operationalise a campaign for social justice. That is, they know that they want to actively work to promote social justice, but do not know exactly how to go about it. Neither do they have the opportunity at the university level to explore how theoretical learning and critical analysis skills are applied in the implementation of programmes and campaigns on the ground (McElwee, Hall, Liechty, & Garber, 2009). For example research on postgraduate students commissioned by the University of Sydney's Faculty of Arts and Social Sciences found that the majority of postgraduate coursework study is undertaken with a vocational mind-set, including the desire to develop practical skills necessary to work in a chosen field. The opportunity to forge professional links was also a priority for students (Pollinate, 2012). While undergraduate and postgraduate study can offer an excellent introduction to the 'why' of social justice, courses may be less effective in answering the practical 'how'. Because of this apparent gap between theoretical learning and practical experience, an 'imposter complex' can persist among university students (Buccieri, McDermid, & Mannette, 2011). The Filling the Social Justice Gap project addressed this gap by sharing, testing, and disseminating a *Social Justice Simulations* module comprised of a *Social Justice Exercise Manual* and *Social Justice Case Studies* pack and a video teaching resource.

The project achieved the following outcomes:

1. **Increased the effectiveness of university students** working to improve social justice.
2. **Enhanced university curriculum** design and student learning on social justice interventions and strategies for change.
3. **Developed an inter-university team** of committed teachers from seven universities from across Australia to actively collaborate on social justice issues and engage with one another about creative and effective teaching strategies.
4. **Improved pedagogical practice** in experiential learning and simulation training in social justice-related fields.
5. **Adapted social justice teaching materials** to a variety of real-life situations.

¹ One suggestion of the continued popularity of social justice programmes in Australia is the increasing membership of the Human Rights Tertiary Teachers' Network, (see for example their 2015 workshop: <http://www.ahrcentre.org/news/2014/11/17/644>) which is comprised of academics and researchers involved in teaching human rights in a wide range of tertiary institutions around the country and further afield.

6. **Evaluated feedback** from students, project partners and reference group members to ascertain the utility of simulation exercises with regard to a diverse set of advocacy skills.
7. **Produced written and audio-visual resources** to encourage the wide use of this approach in the education and social justice sectors, as well as elsewhere.
8. **Disseminated the project's resources** to university teachers and university course coordinators nationwide who are potential future adopters of Simulation materials.

2 Project approach

2.1 Pedagogical Foundation

The effectiveness of simulation activities in tertiary learning is well established (Dorn, 1989; Kolb & Kolb, 2005; Lederman, 1992), as is simulation activities' relevance to social justice training (Deck, 2010; Lederach, 1995). Law schools hold moot courts, strategic studies programmes simulate conflict situations, and Harvard University's Program on Negotiation famously sells its case study, Harborco, to teach students the mechanisms of mediation and negotiation (Kaufman & Duncan, 1992; Kunselman & Johnson, 2004; Watkins, 2007). Similarly, social justice role-based exercises and simulations offer an excellent way for university students to experience the tasks of drafting reports, issuing press releases, mounting protests, and developing creative campaign tactics. In recognition of the critical role that networks play in promoting social equity (Sikkink, 2005), an emphasis on collaboration and group work is key.

While drawing on these insights, a specific pedagogical approach was also designed in accordance with the policy guidelines of the Lead Institution, The University Sydney. By engaging students in collaborative experiential learning supported by pedagogical research, this project addressed the key *University of Sydney White Paper 2011-2015* policy priorities of 'research-enhanced-learning-and-teaching' and 'community-engaged-learning-and-teaching'².

This project directly addressed the gap between theory and application in social justice education by offering university students the chance to participate in a multi-level simulation activity. The project methodology addressed the theory-practice gap through the well supported pedagogical technique known as *PPP* (presentation-practice-production), which has been widely applied in the field of inter-cultural communication and second language teaching (Cook, 2001; Harmer, 1991; Rivers, 1981). Through *PPP*, the first stage of the learning process is the *presentation* of skills is offered through lectures, tutorial presentations and materials in written and audio-visual form. These are accompanied by exercises that allow for the initial *practice* of skills and the application of knowledge. The final stage is an autonomous, high context *production* of these advocacy skills and knowledge in a group format through creative experimentation and role play. This last production element of the methodology, termed here the Simulation Role Play practicum, is the key distinguishing feature of simulations compared to conventional lecture-based university teaching (Banki, Valiente-Riedl and Duffill, 2013).

² See *Strategy Nine*, pp.34-35 and *Strategy Fourteen*, p.48.

2.2 The Filling the Social Justice Gap Social Justice Simulation

Introduction

The project developed resources for Simulations for university students based in a range of social justice-related disciplines including law, international law, human rights, international relations, sociology, peace and conflict studies, migration studies and clinical education. The Simulations posit a crisis of social justice drawn from relevant current events or fictional events. Students are assigned various roles, and then work to solve the crisis on three 'spatial' levels: 1) at the local site of the problem (where students practice data collection and delivery mechanisms); 2) at the national level (where students practice generating media attention and tactical innovation); and 3) at the regional/international level (where students practice lobbying at regional organisations and/or the United Nations via the production of shadow reports and simulated stakeholder meetings). In this way, the project provided students with a clear understanding of what levers are effective (or ineffective) in promoting social justice at various political-geographic levels.

Pedagogical approach

Social Justice Simulations are designed to be adaptable teaching tools applicable to various social justice and educational contexts, in which the Social Justice Exercise Manual, comprised of core information about collective action campaigns and skills exercises, is overlaid with the factual content of a specific social justice situation. These specific social justice situations are termed here 'Social Justice Case Studies'. Seven scenarios of how Social Justice Simulations can be run are included in the Social Justice Case Studies pack. It is hoped that other university teachers will, in addition to running the exemplar Case Studies presented in the Social Justice Case Studies pack, also use the Social Justice Exercise Manual and the Social Justice Case Studies pack in tandem to develop their own materials and Case Studies, based on their own particular areas of expertise.

Student learning occurs in three main stages during the Simulation:

1. Students learn about the specific Simulation topic through preparatory materials developed by the instructor, which include both substantive information about the social justice problem as well as information about the local, national, regional and international mechanisms that may be used to address the problem.
2. Students prepare for and take part in a Simulation Role Play practicum, which is the culmination of the Simulation's experiential learning process. The Role Play takes students outside of the prescriptive classroom environment and into a set of role-based activities that simulate realistic situations. Students put into practice the skills and theory they have learned and apply the research that they have conducted, and conclude the session with a debriefing session to solidify their learning.
3. Students complete assessments which also help to further solidify their learning and help to complete the process of bridging the gap between theory and practice. During assessments students often integrate formal theory and knowledge with their own experience and self-directed learning from the Simulation.

Project personnel

The project leader was Dr Susan Banki, Senior Lecturer at The University of Sydney which was the Lead Institution. Dr Susan Banki designed the original pilot materials and ran a Pilot Simulation four times at the University of Sydney through a case study based on human rights in West Papua, before the commencement of the Filling the Social Justice Gap project. Dr Banki was responsible for overseeing the pedagogical content of the project and its deliverables and coordinated the engagement with key stakeholders. Dr Banki also provided guidance to the project partners as they developed and implemented the Simulation at their own universities and developed their own Social Justice Case Studies. Additionally, Dr Banki directed the updating and improvement of the pilot materials into the final deliverables.

The project manager, Paul Duffill was responsible for the day-to-day organisation of the project, including the planning of the project's workshops, the application to ethics review committees, the management of the project's finances, the maintenance of regular contact with project partners, the establishment and maintenance of the list of links with industry, coordination with the external evaluator on the evaluation processes, coordination of the dissemination of the project's deliverables, and production of the projects' final deliverables. Duffill also contributed to the curriculum design of the project and helped advise the project partners in the design and implementation of the Simulations at their own universities.

The collaboration brought together wide-ranging expertise in university curriculum design in areas of law, international law, human rights, international relations, sociology, peace and conflict studies, migration studies, adult education, experiential learning and clinical education. The members of the project team were specifically selected for their considerable expertise in social justice curriculum design and lecturing in higher education. The project partners and partner institutions were: Professor Simon Rice OAM at The Australian National University; Dr Lisa Hartley and Ms Fiona McGaughey at Curtin University; Ms Paghona Peggy Kerdo at La Trobe University; Associate Professor Matthew Stubbs at The University of Adelaide, Dr Phil Orchard at The University of Queensland, and Dr Laurie Berg at the University of Technology, Sydney. The project partners were each responsible for selecting, developing and running a particular Case Study and Social Justice Simulation at their own institution.

The project also enlisted the support of a reference group made up of academics, employers, and representatives of organisations active in the social justice field. The reference group members are listed in the acknowledgments at the start of this report. The reference group was invited to participate in a part of the project's two workshops, and were sent updates during the project to invite them to offer input on overall project strategy and progress.

Project management and methodology

The project was divided into two distinct project management phases, the Demonstration Project Stage and the Production Project Stage.

Project management: Demonstration Stage

In the Demonstration Project Stage, the project team designed Simulation materials for all seven participating universities and conducted the Simulations at each partner institution. The Demonstration Project Stage took place from the commencement of the project to October 2014, when the last Simulation was run. This stage involved several specific tasks: refining the Pilot Simulation resources; sharing the Pilot Simulation resources with the partners and soliciting and incorporating feedback; developing new Social Justice Case Studies; and running the new Social Justice Case Studies at each Partner Institution.

1) Refining the Pilot Simulation resources

In the first four months of the project, the project leader and the project manager refined the Pilot Simulation's social justice exercises and case study resources to ensure that their format and content could be easily understood by the project partners. While these materials existed in draft form, they had only been used thus far in conjunction with the pilot West Papua Case Study run by the project leader. In order to ensure that the materials were clear to wider audiences, the project leader and project manager reviewed these materials, consulting via email with the project partners as well as the reference group, and developed a framework and a specific set of questions to guide project partners in adapting the materials to the different Case Studies and Simulations that project partners would eventually run at their own universities.

2) Sharing the Pilot Simulation resources and soliciting and incorporating feedback

The project leader and the project manager hosted a two-day introductory workshop at The University of Sydney for all project partners to review the Pilot Simulation resources, demonstrate their use, discuss the gaps in education they hoped to fill, note pedagogical challenges, and confer on the utility of creative assessments. Members of the reference group were also invited to participate in part of the workshop to offer their industry experience. Project partners were also given time to brainstorm the specific Case Studies they might develop, as well as discuss the kind of information that they would need to collect in order to prepare for their Simulations. Project partners' feedback was solicited at the close of the introductory workshop.

3) Developing new Social Justice Case Studies

After choosing a specific social justice topic, project partners began to adapt the Pilot Simulation resources and Simulation approach to create their own new Case Studies. This process included researching the social justice situation they had chosen as a focus for this Simulation, applying this research to the exercises in the draft Simulation Exercise Manual, and designing guidelines and exercises relevant to the specific Case Study. The project leader and project manager tailored their support for the project partners depending on the timing of each project partners' Simulation. Project partners' different Simulations were run

on dates ranging from May to October 2014 (the specific dates are detailed in Table 1 below). As such this stage and stage 4) below were run concurrently. To further support the project partners, the project leader and project manager also conducted follow-up check-ins with project partners.

4) Testing the new Social Justice Case Studies at each Partner Institution

In this stage the partners ran and evaluated their Simulations at their own institutions through the specific Case Study they had each developed. In each Simulation students utilised the draft Simulation resources provided to them by the Project Partner running their Simulation. This is where the teaching stages of *Presentation* and *Practice* – referred to in Section 2.1 above – occurred. Students engaged in skills training such as mapping social justice violations, collecting and analysing data, and applying that information to writing press releases, developing advocacy strategies, and implementing tactics. Students were also introduced to substantive content about the specific Case Study through the materials produced by each Project Partner.

Following those *Presentation* and *Practice* training sessions, students participated in the *Production* session, which was a final Simulation Role Play. Here they applied and experimented with the skills they had previously practiced, through for example conducting interviews, preparing budgets, collaborating with other organisations, carrying out litigation activities, mounting protests, and lobbying stakeholders. Each Simulation Role Play was attended, assisted and peer-reviewed by at least one Project Partner from another Partner Institution, deepening inter-university engagement and capitalizing on the varied experience and expertise of the project partners. Video footage and/or photos were taken at each Simulation, and these were integrated later into the video resource output: *Social Justice Simulations*. The Simulations run at the various partner institutions are summarised in Table 1 below.

Project management: Production Stage

Following the Demonstration Project Stage came the Production Project Stage, where Simulations were evaluated and draft materials were refined and professionally produced in response to various evaluation procedures and Project Partner reflections and discussions. The Production Project Stage also involved the dissemination of the Social Justice Exercise Manual, the Social Justice Case Studies pack and the *Social Justice Simulations* video resource. The Production Project Stage took place from November 2014 until the end of the project when the final deliverables were disseminated. This stage involved the following specific project management tasks: evaluation, modification, and preparation of materials; and dissemination of materials.

5) Evaluation, modification, and preparation of materials

After holding the Simulations at all Partner Institutions, a two-day evaluation workshop was run for the entire project team, during which all project partners had the opportunity to reflect on their Simulations and elucidate important lessons learned. In addition, the project team analysed and incorporated several types of evaluation that had been conducted, including student feedback forms and debriefs following each Simulation and peer review of each Simulation by a project partner. Further evaluation was used to modify and prepare

the final materials after the evaluation workshop was completed, including project partner evaluations of both the introductory workshop and evaluation workshop, a Long Term Evaluation, and feedback from the External Evaluator. These evaluation procedures are outlined in Section 4.2 below and in greater detail in the *External Evaluation Report* in Appendix B.

6) Disseminating materials widely

Following the preparation and production of materials, dissemination was carried out throughout the project and intensified towards the end of the project to a range of local, national and international study audiences and potential adopters. More details of this approach are outlined below in Section 4.1 with formal project dissemination activities outlined in the External Evaluation Report in Appendix B.

3 Project outputs and findings

3.1 Outline of project outputs and deliverables

The outputs of the Demonstration Project Stage were: an introductory workshop for the project team, run in January 2014; a Simulation carried out at each of the seven partner institutions and refined draft materials that were tested during these Simulations. The outcomes and outputs of the Production Project Stage were: the evaluation workshop for the project team, run in January 2015; the evaluation, modification and final production and publishing of final deliverables; and their dissemination.

Project outputs: events

Four events supported the project sharing, testing, evaluation, and dissemination.

Introductory Workshop 21-22 January 2014

This introduced project partners to the Simulation module and introduced the project team to reference group members and key stakeholders from the Lead Institution. The introductory workshop achieved the following outcomes:

- project partners were introduced to the pedagogical approach of the Simulation and the Pilot Simulation resources and exercises
- project partners began to identify and plan their own Case Studies in accordance with the Simulation module's approach
- the project team discussed and began planning appropriate student assessments to be used in conjunction with the Simulation module
- planning commenced for the student evaluation of the project
- the project team discussed and began planning dissemination strategies
- partners' evaluations of the workshop were integrated into the External Evaluation Report
- the project team met with reference group members, and key decision makers and other key stakeholders at the Lead Institution.

Simulations run at each Partner Institution

Simulations were carried out at each of the seven partner institutions. The draft materials were also tested during these Simulations. At one university, La Trobe University, the Simulation was run twice, once in Semester One and once in Semester Two of 2014. Therefore a total of eight Simulations were run. These are outlined below in Table 1.

Table 1: the implementation of the Simulation module by project partners

Partner and Institution	Course	Topic	Number of students	Class time spent on Simulation	Date of final Simulation Role Play (all 2014)
Dr Susan Banki, University of Sydney	Postgraduate Human Rights (coursework)	Human rights violations in West Papua	30	Two 3-hour classes plus one full day	3 May
Professor Simon Rice OAM, The Australian National University	Undergraduate elective Law, Human Rights	Northern Territory Emergency Response (NTER), Australia	30	60-90 minutes activity a week for eight weeks	26 May
Associate Professor Matthew Stubbs, The University of Adelaide	Undergraduate compulsory first year Law, Public Law	Disability rights, anonymous voting for the blind	389	One 2-hour lecture plus one 1-hour tutorial	21-24 October (repeated with different students over a number of streams)
Dr Lisa Hartley Ms Fiona McGaughey, Curtin University	Postgraduate Human Rights (coursework)	Review of Australia by the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) – violence against women and Indigenous women's rights	<i>In-class:</i> 9 <i>Online:</i> 26	Two types of Simulations: 1. <i>In-class:</i> 1-hour Simulation exercises run in-class over several weeks plus one final 3-hour session 2. <i>Online:</i> each student did one 75 minute session. Each session had approximately eight students. Four sessions were run.	<i>In-class:</i> 25 October <i>Online:</i> 17 October, 20 October, 31 October, or 3 November (the Online Simulation was repeated with different students over a number of streams)
Dr Phil Orchard, The University of Queensland	Undergraduate elective Political Science, International Relations and Peace and Conflict Studies	Human security and the Responsibility to Protect, mass atrocities	103	Three 1-hour tutorials	15 October (repeated with different students over a number of streams)

Dr Laurie Berg, University of Technology, Sydney	Undergraduate elective Law, Refugee Law	Gaining asylum status in Australia	22	Two full days	13 September
Ms Paghona Peggy Kerdo, La Trobe University,	Undergraduate elective Law, Clinical Legal Education	Abolition of complementary protection for Asylum seekers	A total of 35 students over two separate classes	90 minutes per week for 12 weeks plus two 4-hour sessions.	Simulation was run twice with two different streams of students: in Semester 1 on 19 May in and Semester 2 on 13 October

Evaluation Workshop 22-23 January 2015

This two-day workshop served to link the Demonstration Project Stage and the Production Project Stage. It was carried out with the project team to review both the project as a whole and the individual Simulations run at each partner institution. This was also used as an opportunity to disseminate the outcomes that had emerged from the Demonstration Project Stage to key local stakeholders. The evaluation workshop achieved the following outcomes:

- Disseminated the outcomes that had emerged from the Demonstration Project Stage to the reference group, key Lead Institution stakeholders, and other key stakeholders
- Debrief of each project partner's Simulation
- Review of student evaluation data
- Planning for the refinement of draft Simulation resources and the production of the final project deliverables
- Review of dissemination activities up to this point and planning for further dissemination strategies, including consolidation of a Potential Adopter and Study Audience Record for dissemination
- Filming of all project partners for the video resource *Social Justice Simulations*
- Reflection on the overall project and project goals
- Partners' evaluations of the workshop which were also integrated into the External Evaluation Report

Long Term Evaluation

While long term evaluations are typically logistically challenging, in the present project the project leader and project manager considered it essential, and special efforts were made to design a mechanism to evaluate the impact of the Simulation on students' longer-term skill

development and career and personal aspirations. A long term evaluation form was thus sent out to each class of students one year after they participated in the Simulation at their partner institution, at different points during 2015. This approach was discussed and approved by the external evaluator and the Office for Learning and Teaching. For more detail on the evaluation approach and findings see Section 4.2 below and the External Evaluation Report in Appendix B.

Project outputs: promoting the development of interdisciplinary capacities at Australian universities through building an inter-university team

This project was based on a collaborative approach of university academics committed to high-quality teaching from seven universities across six Australian states and territories. As noted above the project brought together wide-ranging expertise and collaboration in university curriculum design in a range of areas of social justice and education. Section 2.2 provides more information on the project personnel and their roles.

Project team members collaborated on a range of tasks throughout the project, and the final deliverables are the culmination of this collaboration. This was the first time this interdisciplinary team had come together and worked on a joint project. This collaboration extended throughout the life of the project, and in fact began prior to the start of the project with discussion of the Simulation at the Human Rights Tertiary Teacher's Network conference in February 2013. The project provided a rare opportunity for educators interested in social justice from different regions of Australia to develop an interdisciplinary and team approach, by collaboratively problem-solving the challenges of responding to social justice issues and how university curriculum can facilitate practical social justice skills training for students. These strengthened interdisciplinary capacities were leveraged to enhance the drafting, testing, refinement, production and dissemination of the final material outputs outlined below.

Project outputs: materials

Social Justice Exercise Manual

The Social Justice Exercise Manual introduces the Social Justice Simulation approach, including an analysis of the nature of social justice problems and an introduction to a set of pedagogical principles to help address the particular nature of these problems. The Social Justice Exercise Manual serves as a pedagogical resource for educators who will run the Case Studies covered in the Social Justice Case Studies pack, or who seek to design new Simulations appropriate to their own specific social justice expertise and educational contexts. The Simulation module is adaptable and can run with very small and very large groups. To put these pedagogical principles into practice, the Social Justice Exercise Manual outlines social justice advocacy training exercises in:

1. Tactical mapping
2. Identifying and evaluating sources of data in social justice situations
3. Conducting social justice interviews

4. Media management
5. Litigation tactics
6. Running Simulation Role Plays
7. Reflection and Debrief Exercises

Social Justice Case Studies pack

The Social Justice Case Studies pack includes topical information, background, and role materials for seven Case Studies. These serve both as resources for Simulations on seven specific social justice topics (outlined below), and also as exemplars to support the development of future Case Studies by adopters who can apply the exercises and resources of the Social Justice Simulations module to their own particular areas of social justice expertise. The Social Justice Case Studies pack also includes a set of assessments to improve student learning and ensure learning outcomes that are of academic and professional utility to students.

The seven Case Studies included in the Social Justice Case Studies pack are:

1. *Peacemakers and warriors: self-determination in West Papua, Indonesia*; developed by Dr Susan Banki, The University of Sydney
2. *Is justice blind? Vision-impaired voting in South Australia*; developed by Associate Professor Matthew Stubbs, The University of Adelaide
3. *Human rights law and the 'Northern Territory Emergency Response'*; developed by Professor Simon Rice OAM, The Australian National University
4. *Women's rights in Australia: a United Nations' treaty body simulation*; developed by Dr Lisa Hartley and Ms Fiona McGaughey, Curtin University
5. *Bridging the gap: teaching about the impact of dog-whistle politics on the implementation of law and the effect on asylum seekers and immigrants*; developed by Ms Paghona Peggy Kerdo, La Trobe University
6. *Responding to mass atrocities: the role of the United Nations Security Council*; developed by Dr Phil Orchard, The University of Queensland
7. *Offshore processing of asylum seekers: a multilateral human rights negotiation*; developed by Dr Laurie Berg, University of Technology, Sydney

The Simulation video resource *Social Justice Simulations*, presented along with additional professionally produced video resources developed during the Pilot Simulation

The video *Social Justice Simulations* serves as an additional teaching and dissemination resource in an appealing and accessible audio-visual format. It outlines the approach of the Social Justice Simulations module and provides practical advice, 'lessons-learned', and insights from the full project team for both adopters implementing the Simulation module and other dissemination audiences. The *Social Justice Simulations* video is posted along with the video resources from the Pilot Simulation on the project page:

http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml

External Evaluation Report

The External Evaluation Report provides an external evaluation of the project. The External Evaluation Report is included in Appendix B.

Together these deliverables form a concrete, actionable curriculum structure and set of exemplars that bring to life the applied-pedagogy goals underpinning Social Justice Simulations. These deliverables can be found on the Filling the Social Justice Gap project web page:

http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml

3.2 Project use and advancement of existing knowledge

How project addressed programme funding priorities

The project was funded under the Innovation and Development Grants program priority area of *Curriculum Design*, as set out in the Office for Learning and Teaching 2013 Innovation and Development Grants *Program information and application instructions* (version 1.1, p. 6). The *Curriculum Design* priority area is intended for projects which ‘design and model contemporary curricula that meet student and employer needs and provide the basis for ongoing personal and professional development for students. Curriculum design proposals should integrate content-focussed discipline developments with learning and teaching innovations and address key issues’ (OLT, 2013, p. 6).

This project applied and refined existing pedagogical approaches based on experiential learning and simulation learning. The particular pedagogical approach was based on the well supported *PPP* (presentation-practice-production) approach to teaching, which has been applied extensively outside the university social justice field in areas such as inter-cultural communication and second language teaching. See Section 2.1 for further detail on this approach.

Particular features of the project’s approach to curriculum design included inclusivity, interdisciplinarity, career-orientated skill development, and the use of information and communication technologies. These are described in detail below.

Inclusivity

The Simulation project required students and teachers to consider, research and engage with a range of social justice and community issues that may be outside the immediate experience and socio-economic or cultural backgrounds of many students at Australian universities. This is particularly important and timely given the rising cost of university education in Australia. Simulations run at universities participating in the project required students to map out social justice problems and practice engaging with and drawing on data and perspectives from a range of stakeholders. These various stakeholders and communities included:

- local, national and international actors, communities and stakeholders associated with self-determination and human rights issues in West Papua, Indonesia
- vision-impaired persons in South Australia and organisations working in the areas related to voting rights
- a range of indigenous and non-indigenous, and local and national actors and communities associated with the Australian Government's 'Northern Territory Emergency Response'
- local, national, international, and non-governmental actors active on issues related to violence against women and Indigenous women's rights in Australia
- organisations working in the formulation and implementation of immigration law in Australia and immigrants affected by the application of this body of law
- a range of official state representatives on the United Nations Security Council
- domestic, regional and international organisations and actors associated with the processing of asylum seekers in a detention centre on Manus Island in Papua New Guinea

Interdisciplinary

The project involved applying, testing and refining the teaching methodology set out in Section 2.1 with regard to a range of different disciplinary perspectives including law, international law, human rights, international relations, sociology, peace and conflict studies, migration studies and clinical education. The Social Justice Simulations approach also involved disseminating among project partners and students the newly-developed learning exercises that involve and promote an interdisciplinary approach to social justice problems.

The project team worked to develop materials and methods that address core issues of interdisciplinary linkage that extend beyond the range of disciplines represented in the current project, in order to facilitate the adoption of the project materials by educators of even broader disciplinary backgrounds. Project deliverables have been designed to address issues of interdisciplinary linkage by presenting problem-focused (rather than discipline-focused) practical student exercises and scenarios. These include: interdisciplinary tactical mapping of social justice problems, identifying and evaluating different perspectives and sources of data applicable to a range of social justice issues, and conducting interviews with different parties who exhibit a range of perspectives and approaches to social justice issues. The Simulation outputs also include reflection and debrief exercises, which integrate expertise around experiential learning, counselling, practitioner self-care, and student assessment, and further link academic theory to practice. Among these exercises is a re-designed Litigation Tactics exercise. Litigation practice is traditionally a core disciplinary-focused exercise within law curricula. The re-designed Litigation Tactics exercise developed for the Social Justice Exercise Manual however has been adapted and tailored to an interdisciplinary context.

Within the field of social justice education, and human rights in particular, issues of interdisciplinary linkages between law and non-law disciplines are common and significant. For example approximately two-thirds of members of the Human Rights Tertiary Teachers' Network in Australia are made up of members based in law, with the remainder based in non-law academic disciplines. This issue of law/non-law interdisciplinary linkage was addressed both in the project deliverables (with the above-noted interdisciplinary exercises) and through project personnel selection. Project personnel comprised four academics based in law schools (at The Australian National University, La Trobe University, The University of Adelaide and the University of Technology, Sydney) and four academics based in non-law departments: the Department of Sociology at The University of Sydney, the School of Political Science and International Studies at The University of Queensland, and two academics based at the Centre for Human Rights Education at Curtin University.

Project dissemination has continued this interdisciplinary approach, with project partners having reached out to a range of potential adopters and study audiences in their dissemination activities, outlined in Section 4.1 and in the External Evaluation Report in Appendix B.

Career oriented skills development through Social Justice Simulations

The Social Justice Simulations pedagogical approach provides a structure by which practical and career-oriented skills development can be integrated into a variety of disciplinary approaches. The range of Case Studies serve as exemplars for how practical skill development exercises can be integrated with the development of specific academic skills and understandings of particular bodies of scholarly theory.

One significant output for the project was the successful investment in the developmental 'fixed cost' of Simulation materials. That is, one of the key challenges for educators running Simulations is the time it takes to initially develop, test-out and improve Simulations. The outputs represented in this project will make it easier for university educators to run their own Simulations around social justice issues by markedly reducing the time required to design and develop their own Simulations. Because these Simulations follow the same pedagogical approach, new materials and exercises can be developed more easily for other contexts, including different academic disciplines, educational institutions, and social justice situations, utilising the Social Justice Simulations approach as a base to start from. Therefore the Social Justice Simulations outputs will add further educational value to university educators' existing expertise, by removing much of the planning and preparation required, and thus helping university educators to leverage their existing expertise to further support students' practical and career-oriented skill development in areas of social justice. This 'added value' will apply to university educators' existing capacities in two key areas: (a) their expertise in their own academic discipline or disciplines and (b) their accumulated and often substantial experience in particular social justice contexts, structures and themes. For example the current project helped the project partners to leverage their expertise in areas such as: Australian immigration and refugee law, human rights in West Papua, Indonesia; non-legal approaches to human rights advocacy; the rights and challenges experienced by vision-impaired persons in Australia; the legal, social and political context of the Australian Government's 'Northern Territory Emergency Response'; violence against

women and Indigenous women's rights in Australia; the functioning of the United Nations Security Council; international humanitarian intervention; and litigation approaches to promoting social justice.

While the immediate project partners were largely based at Australian universities, they possess a large range of expertise, contacts and networks beyond the university context. What's more the reference group, whose advice has been sought throughout the project, also included a range of expertise and contacts within NGOs and government in addition to universities. Dissemination for the project included a range of activities with employers including government, local NGOs, international NGOs and educational institutions. Dissemination activities are outlined in Section 4.1 and in the External Evaluation Report in Appendix B.

Use of information and communication technologies

A number of project partners reported that the leveraging of computer-assisted learning (CAL) technologies appeared critical in allowing students to participate in the Simulations across different modes of learning such as online or by-distance versus face-to-face, large classes versus small classes, and large lecture versus small tutorial formats. The Simulation run at Curtin University was run in both *In-class* and *online* modes. For Curtin University's Online Simulation, each student completed a 75 minute online Role Play practicum using the software *gotomeeting*. Each session had approximately eight students. If students wished they could use a webcam, and were visible on-screen, if not they could use the microphone on their computer, or dial in by telephone. Further details on this Online Simulation are included in the *Women's rights in Australia: a United Nations' treaty body simulation* Case Study in the Social Justice Case Studies pack. Another Case Study, *Is justice blind? Vision-impaired voting in South Australia*, run at the University of Adelaide, integrated real-time audience response technology to help ensure students remained engaged while Simulation material was delivered in a very large lecture involving 389 students. This response technology created a word cloud which was then used to generate whole-class discussion of key actors and develop a tactical map reflecting input from all students in the class. Also see below in Section 3.5 for more on how the project addressed challenges faced in delivering the Simulation and teaching to large class sizes and online.

3.3 Project contribution to previous OLT grants work

According to the OLT web site project database (<http://www.olt.gov.au/list-projects>) a total of 27 OLT grant projects funded up to 2013 focused on learning simulations. The outputs of the current project contribute to curriculum design in key areas that have received relatively little attention in these previous OLT learning simulation projects:

- The current project was focused on a wide range of disciplines in the humanities (academic programmes in law, social science, and liberal arts). It appears that no other previous OLT-funded simulation project has focused on the humanities, the most common area addressed by OLT-funded simulation projects being fields of health science (such as medicine, nursing, veterinary science, and pharmacy).

- As noted above in Section 3.2, the current project outputs are also explicitly focused on a multi-disciplinary approach, a focus which appears to be shared by only one previously funded OLT simulation project (see Muir-Cochrane et al., 2013), which is focused on mental health education in Australia.
- The overwhelming majority of previous OLT-funded simulation projects are focused on online or other CAL technology. The present project appears to be unique in that it tested, refined, and produced a curriculum which includes a Case Study that has incorporated both an in-class Simulation *and* an Online Simulation and is orientated towards both on-campus and distance students.

3.4 Project extension to new educational contexts

Social Justice Simulations lend themselves to application in a range of educational contexts. In addition to both undergraduate and postgraduate university courses, these other educational contexts where practical and vocationally-oriented skills training may be a priority could include TAFE colleges, NGOs, government, social justice activists and practitioners, and community associations. The potential for applying the Simulation module to these various institutional settings is facilitated by four main dimensions of flexibility in the approach:

Class size

Project partners ran Simulation activities in classes ranging from eight (at Curtin University) to 389 students (at The University of Adelaide). As noted, The University of Adelaide integrated real-time audience response technology into the Simulation to help ensure students remained engaged in this very large class-format. For the Simulation Role Play activity, larger classes taught by the project partners were broken up into tutorial groups that could be run by course tutors with only small amounts of additional preparation. This high degree of flexibility in terms of class-size is one key indicator that the Simulation can be applied in a range of different educational contexts and institutions.

Time required

The Simulations run by the project partners' at their various institutions also demonstrate a large degree of flexibility in terms of how much time can be allotted to deliver a Simulation and related exercises within a given course. As noted in Table 1, the time set aside for the Simulation varied from two full days to only three hours. This flexibility allows for the Simulation module to be run as a stand-alone course – where students might focus on practical skills and bringing together different advocacy approaches – or as part of a larger core disciplinary class where the Simulation is used to introduce students to collaborative and creative activities.

Modes of delivery

While most of the project partners relied on in-class presence to carry out their Simulations, Curtin University incorporated online teaching into their Simulation. This demonstrates that the project outputs can be used with both on-campus and distance students. The Simulation module can also be implemented through a conventional weekly lecture-tutorial format, or in a more intensive mode involving day-long sessions taught over a shorter amount of time, as was the case with the Case Study delivered at the University of Technology, Sydney, which delivered the Simulation over the course of a weekend.

Student level

The students who attended the Simulations developed by project partners ranged from first year undergraduate students, up to master's level postgraduate students. This indicates that the Simulation module has broad accessibility to students of varying ages, experience-levels, qualifications and knowledge bases. A number of project partners were also optimistic about the prospect of the Simulation being run with high schools students if teaching incorporated a greater level of instruction about the human rights actors and their various roles, and included more guidance on the operation of the relevant legal and social justice principles addressed in the Simulation.

3.5 Key challenges addressed in the project

Preparation time

The significant time it takes to plan, update, coordinate and teach a Simulation class was perhaps the most common challenge faced by the project partners while delivering the Simulations at their various institutions. This issue of time was particularly important in the current project which focused on curriculum development, not merely curriculum implementation.

In the current project this significant amount of time required to develop and then deliver the Simulation was offset by funding for teaching relief and research assistants for every project partner provided through the project funding. While this special funding will typically not be available for future adopters of the Simulation module, as noted above in Section 3.2, the project outputs themselves represent a successful investment in the planning and preparation 'fixed costs' for educators who wish to run their own Simulations through new Case Studies. Thus it is anticipated that this critical issue of time will be less problematic when other educators seek to adapt the now complete Social Justice Simulations deliverables to their own teaching.

Expanding the project to undergraduate classes

Originally, the project was only intended to be offered to postgraduate students. However it soon became clear that project partners had an interest in expanding the Simulations to the undergraduate level. While some of the teaching contexts between these two cohorts can be different – class sizes, depth of teaching material, length of assessments – the pedagogical principles that underlie the project’s approach are the same for both. Thus, after consulting with the OLT to confirm that the expansion was permitted, five partners developed and ran their Simulations in undergraduate classes. The main challenges associated with this change centred around teaching larger classes and fitting the Simulation material into courses that had little room for new content, both discussed below.

Teaching Simulations to large classes

Two project partners taught their Simulations to large classes with 103 and 389 students, respectively. A range of exercises were employed to promote student engagement during a standard lecture, such as dividing the large lecture into smaller groups, responding to short answer questions through mobile phone and CAL technology, and utilising tutorial sessions to encourage small group work.

Technology and logistics of Online Simulations

As noted in Section 3.2, the project partners at Curtin University implemented the Simulation with distance students via online teaching tools. The key challenges to running the Online Simulations were (i) technological: finding the most appropriate software, understanding and addressing the barriers that students may face in accessing high speed internet and understanding the technology, and (ii) logistical: finding suitable time slots for a diverse student group in various international time zones and with work and family commitments.

These challenges were addressed by using the software *gotomeeting* to have each student participate in one of four different sessions run at different times and days. If students wished they could use a webcam, and were visible on-screen, if not they could use the microphone on their computer, or dial in by telephone. Short handouts on the use of the technology were also useful, as was having someone available in the online sessions to provide technological support for audio or connection issues.

Integrating Simulation exercises into existing classes that involve core content

In the current project some of the partners integrated the Simulation into their core ‘doctrinal’ law classes. Particularly at the undergraduate level, most classes have strict guidelines about what content must be included over the course of a semester. Therefore it can be difficult to add content into a course that is already quite full.

Partners' experience from the project suggests this can be addressed in two ways. One method is to reduce non-essential course content as much as possible, to accommodate time needed – in class and in student preparation time – for the Simulation. At the same time, individual exercises within the Simulation can be condensed, run together or omitted. The Case Studies presented in the Social Justice Case Studies pack demonstrate a range of approaches and exercises that Simulations can employ to accommodate other content required in the same course.

Another option to address this issue is to offer the Simulation within a more skills-based – rather than doctrinal – course. For law students for example this could involve courses focused on subjects such as 'Law Reform' or 'Social Justice Advocacy', which do not contain as much core doctrinal content and thus allow more scope to focus on the Simulation and related social justice advocacy exercises.

4 Project dissemination and evaluation

4.1 Dissemination

Dissemination was carried out throughout the project and intensified towards the end of the project to a range of local, national and international study audiences and potential adopters. This approach was designed in accordance with the utilisation-focused dissemination approach (Patton, 2008), in compliance with the *ALTC Dissemination Framework* (2008). A range of dissemination activities carried out for the project is set out in the External Evaluation Report in Appendix B. A Potential Adopter and Study Audience Record was developed by the project manager, which all members of the project team contributed to expanding. This record was a key tool for the *information provision* dissemination of the final project deliverables to study audiences and potential adopters. A range of formal *engaged dissemination* activities were also employed at industry and academic events that project team members took part in, outlined in the External Evaluation Report in Appendix B. In addition, informal *engaged dissemination* was also carried out through discussions and consultations on the Simulation and potential expanded applications with academics and social-justice oriented organisations. The Potential Adopter and Study Audience Record was also used to follow-up on these *engaged dissemination* activities.

4.2 Evaluation

The Evaluation processes were both formative (to hone the project planning and implementation) and summative (to assess project performance) (Elliott, d'Estrée, & Kaufman, 2003; Rothman, 1997). The approach was based on the 10-part approach outlined in the *ALTC Project Evaluation Resource* (2011) and involved analysis of: project clarification; evaluation purpose and scope; project stakeholders and study audiences; key evaluation questions; data collection methods; criteria for judgements; required resources and skills; dissemination of findings; an evaluation timeline; and review of the evaluation plan.

Several types of evaluation were conducted, including student feedback forms and debriefs following each Simulation, peer review of each Simulation by at least one project partner, evaluations of both the introductory workshop and evaluation workshop by the project partners, and a Long Term Evaluation. In addition to these evaluation activities the two-day evaluation workshop was run by the project leader and the project manager at The University of Sydney after all the Simulations at the partner institutions were completed. At this workshop the project team debriefed the implementation of the Case Studies trialled by the project partners, analysed student feedback, and planned for updating the draft Simulation resources to form the final Social Justice Exercise Manual and Social Justice Case Studies pack. Interested faculty, reference group members and other industry stakeholders, study audiences and potential adopters were also invited to a dedicated session at The University of Sydney to begin disseminating the project outcomes to these audiences. The

Long Term Evaluation was sent out to the students of each Simulation one year after each class of students participated in the Simulation. More details of the project evaluation, including evaluation purpose and scope, and a detailed review of the evaluation findings is presented in the External Evaluation Report, in Appendix B.

5 Conclusion and lessons learned

The project evaluation indicates that the Filling the Social Justice Gap Simulation project was very positively received by students, who found it engaging, inclusive, pedagogically sound, and relevant to their career and personal development goals. What's more, students clearly expressed the view that participation in the Simulations helped them to bridge the common gap in social justice education between theory and practice (a process we have called here the "filling the social justice gap"). The evaluation results are outlined in further detail in the External Evaluation Report found in Appendix B. A further academic publication based on analysis of student feedback is also being prepared by the project team. The project has generated useful materials which will allow for project adoption and adaptation at other institutions, as noted in Section 3.4. In addition to addressing important challenges noted above in Section 3.5, the project has also produced a range of significant lessons learned, both at the pedagogical level, and the project management level. These lessons learned are relevant for Simulation teaching activities as well as broader projects and teaching that attempt to address the link between practical and theoretical learning in a multi-disciplinary context.

5.1 Project management lessons learned

Existing experience in the project team

The project benefitted greatly from the project leader's experience in having run the Pilot Simulation four times at The University of Sydney before the commencement of this inter-institutional project. Thus for projects of this nature a gradual scaling-up appears to be important.

Interdisciplinary leadership

The project leader's leadership and networking abilities enabled the formation of an interdisciplinary team that extended beyond the project leader's own disciplinary specialities. This suggests that interdisciplinary leadership ability, in addition to disciplinary expertise, is important for the success of interdisciplinary projects of this nature.

Flexible approach

A flexible approach, grounded in the project outcomes, project deliverables deadlines, and key dependencies – rather than being restricted to initial estimations and predictions made during project planning – helped to produce optimum outputs, taking into consideration the dynamic interdisciplinary environments associated with the current project. Thus, flexibility of approach is important in projects of this nature.

Building communication and working relationships within the project team

Facilitating consistent communication among team members encouraged a habit of consultation and feedback, which was particularly important given the range of s in which the project was undertaken. Relationship-building within the team reinforces sustained commitment to the project and to the development of final outputs.

5.2 Pedagogical lessons learned

Real-life versus invented Case Studies

Teachers and curriculum planners may wish to adapt the project outputs through creating their own Case Studies. One question that will arise early on in the development of a new Case Study is whether it will be based on a fictional or a real-life situation. The current project included some Simulations based on real-life situations and some Simulations based on fictional situations or characters. Experience indicates that creating a fictional Case Study often requires more work initially, but is less work over the longer term as it doesn't need to be updated every time it is run in response to new developments in the real world. On the other hand, Simulations based on real events may offer students the opportunity to engage more deeply in current social justice issues. Further, Case Studies based on real-life and real-time events introduce a degree of fluidity into a Simulation, as students react to often unpredictable events in the real world and try to understand the meaning of fresh multi-faceted developments.

Providing time for students to absorb information

The experience of the project partners indicates that it is important to set aside special time to allow students to absorb and process information during the Simulation experience, including through a post-Simulation debrief. One important task to help students "take in" the Simulation and understand the approach is to allow ample time to fully brief students in advance on the aims and intended learning outcomes of the Simulation. Setting aside time to prepare and deliver clear instructions on each particular task is also important in this regard, particularly when students are exposed to new academic disciplines or approaches. Finally, it is essential to leave time aside at the conclusion of a Simulation for students to debrief; both to step out of role, and to reflect about the learning process and substantive issues they have encountered.

The utility of Simulations

Running a Simulation takes time and effort, both for teachers and students. However, doing so can help students to delve deeper into social justice issues and gain a broader understanding of the legal and non-legal issues that influence the formation and implementation of social justice policies, laws, norms, and behaviours. Role play activities also present an opportunity for students to integrate the current curriculum material with their other personal capacities, whether that be a talent for public speaking, skills in analysis

and planning, personal interests in particular social justice issues, or experience in particular sectors such as the media. Simulations give students an insight into the real challenges faced in social justice work and help them to understand that they can make a difference by using their academic and non-academic skills and capacities in a range of ways such as preparing submissions to a Senate Committee, writing opinion pieces, interviewing the victims of human rights abuse and documenting their experiences, and making strategic alliances with other like-minded stakeholders and community groups.

References

- Australian Learning and Teaching Council (ALTC). (2008). *ALTC Dissemination Framework*. Retrieved from <http://www.olt.gov.au/resource-dissemination-framework-altc-2008>
- Australian Learning and Teaching Council (ALTC). (2011). *ALTC Project Evaluation Resource*. Retrieved from <http://www.olt.gov.au/resource-evaluating-projects-murdoch-2007>
- Banki, S., Valiente-Riedl, E., & Duffill, P. (2013). Teaching Human Rights at the Tertiary Level: Addressing the 'Knowing-Doing Gap' through a role-based simulation approach. *Journal of Human Rights Practice*, 5(2), 318-336.
- Buccieri, K., McDermid, C., & Mannette, J. (2011). Not only the sorcerer's apprentice: Re-conjuring the Ph.D. *Journal of Teaching and Learning*, 7(2), 11-23.
- Cook, V. (2001). *Second Language Learning and Language Teaching (3rd ed.)*. Arnold.
- Deck, S. L. (2010). Transforming High School Students into Peacebuilders: A rationale for the Youth Peace Initiative model of peace education. *Centre for Peace and Conflict Studies Working Paper* (Vol. 12/1). Centre for Peace and Conflict Studies.
- Dorn, D. S. (1989). Simulation games: One more tool on the pedagogical shelf. *Teaching Sociology*, 17(1), 1-18.
- Elliott, M., d'Estrée, T. P., & Kaufman, S. (2003). Evaluation as a tool for reflection. In G. Burgess & H. Burgess (Eds.), *Beyond Intractability*. Conflict Information Consortium, University of Colorado.
- Harkavy, I. (2006). The role of universities in advancing citizenship and social justice in the 21st century. *Education, citizenship and social justice*, 1(1), 5-37.
- Harmer, J. (1991). *The Practice of English Language Teaching (new ed.)*. Longman.
- Kaufman, S., & Duncan, G. T. (1992). A formal framework for mediator mechanisms and motivations. *Journal of Conflict Resolution*, 36(4), 688.
- Kolb, A. Y., & Kolb, D. A. (2005). Learning styles and learning spaces: Enhancing experiential learning in higher education. *Academy of Management Learning & Education*, 4(2), 193-212.
- Kunselman, J. C., & Johnson, K. A. (2004). Using the case method to facilitate learning. *College Teaching*, 52(3), 87-92.
- Lederach, J. P. (1995). *Preparing for peace: Conflict transformation across cultures*. Syracuse University Press.

Lederman, L. C. (1992). Debriefing: Toward a systematic assessment of theory and practice. *Simulation & Gaming*, 23(2), 145.

McElwee, T. A., Hall, B. W., Liechty, J., & Garber, J. (Eds.). (2009). *Peace, justice, and security studies: A curriculum guide (7th ed.)*. Lynne Rienner.

McKenzie, K. B., Christman, D. E., Hernandez, F., Fierro, E., Capper, C. A., Dantley, M., & Scheurich, J. J. (2008). From the field: A proposal for educating leaders for social justice. *Educational Administration Quarterly*, 44(1), 111-138.

Muir-Cochrane E, Levett-Jones, T. Rudd, C., Barkway, P., Edmondson, W., McAllister, M., . . . Wright, V. (2013). *Reshaping curricula: Integrating culturally diverse/mental health online content to prepare work ready health professionals*. Retrieved from <http://www.olt.gov.au/project-reshaping-curricula-integrating-culturally-diversemental-health-online-content-prepare-work>

Office for Learning and Teaching (OLT). (2013). *2013 Innovation and Development Grants: Program information and application instructions (Version 1.1)*. Retrieved from <http://www.olt.gov.au/grants-and-projects/innovation-and-development>

Office for Learning and Teaching (OLT). (n.d.). *List Projects*. Retrieved from <http://www.olt.gov.au/list-projects>

Patton, M. Q. (2008). *Utilization Focused Evaluation (4th ed.)*. Sage.

Pollinate. (2012). *Summary of findings on student choice and expectations: Market research on postgraduate coursework 2011-12 (unpublished work)*. Pollinate Marketing Group.

Rivers, W. (1981). *Teaching foreign language skills*. Chicago University Press.

Rothman, J. (1997). Action evaluation and conflict resolution training: Theory, Method and Case Study. *International Negotiation*, 2(3), 451-470.

Sikkink, K. (2005). Patterns of Dynamic Multilevel Governance and the Insider-Outsider Coalition. In D. della Porta & S. Tarrow (Eds.), *Transnational Protest and Global Activism* (pp. 151-173). Rowman & Littlefield.

Sinclair, M. (2003). Three futures for university provision: the social justice market, state capitalism and private for-profit universities. *Journal of Higher Education Policy and Management*, 25(2), 161-171.

The University of Sydney. (2010). *The University of Sydney White Paper 2011-2015*. Retrieved from <http://sydney.edu.au/about-us/vision-and-values/strategy.html>

Watkins, M. D. (2007). Teaching students to shape the game: Negotiation architecture and the design of manageably dynamic simulations. *Negotiation Journal*, 23(3), 333-342.

Winter, A., Wiseman, J., & Muirhead, B. (2006). University-community engagement in Australia. *Education, citizenship and social justice*, 1(3), 211-230.

Appendices

- Appendix A: Certification by Deputy Vice-Chancellor (or equivalent)
- Appendix B: External Evaluation Report
- Appendix C: Student Feedback Form
- Appendix D: Long Term Evaluation Form

Appendix A: Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant/fellowship (remove as appropriate) provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name:



Professor Pip Pattison
Deputy Vice-Chancellor (Education)

Date: 23/11/2015

Appendix B: External Evaluation Report

OLT Innovation and Development Grants 2013 – Filling the Social Justice Gap

External Evaluation Report

By Dr Martin Grabert

Montroix Pty Ltd

The Project

Filling the Social Justice Gap – Rationale for the project

Teaching students an understanding of good citizenship, civic engagement practices, community life in critical circumstances is an ambition universities all over the nation are striving for. Lacking the opportunity at the university level to explore how theoretical learning and critical analysis skills are applied in the implementation of programmes on the ground, this project pursued a new approach. While postgraduate study can offer an excellent introduction to the 'why' of social justice, courses may be less effective in answering the practical 'how.' One of the motivations to develop this project was to close this gap between theoretical learning and practical experience. This project addressed that need by developing, sharing, testing, and disseminating a Social Justice Simulation module.

This project aims to develop curricula for Australian university courses that teach social justice (including human rights, law, development, public health, and peace and conflict). Teaching university students social justice principles and practice is important in encouraging civic engagement and participation in community life, and building social capital. University students -including those studying social-justice-related-courses- often undertake study with practical or vocational goals. However there is often criticism that a gap exists between theoretical learning and practical experience in university courses teaching social justice. In other words, there is concern that university studies do not provide the opportunity to explore how theoretical learning and critical analysis skills are applied, in the implementation of social justice programmes and campaigns on the ground. The aim of this project is to close this gap between theoretical learning and practical experience when teaching social justice principles and practice. This will be done by:

- Working with faculty members from seven universities across Australia to develop social justice-related curricula using simulations
- Developing pedagogical tools to teach students social justice-related skills such as lobbying, working with the media, and collaborating with partners
- Applying these tools to a range of social justice scenarios
- Holding simulations at each university
- Publishing and disseminating both written and video material to a range of educators, students, practitioners, and community stakeholders

The Team

Project Leader and Lead Institution: Dr Susan Banki, The University of Sydney

Project Manager: Mr Paul Duffill, The University of Sydney

Partners and Partner Institutions:

- Professor Simon Rice, The Australian National University
- Associate Professor Matthew Stubbs, The University of Adelaide
- Dr Lisa Hartley, Curtin University
- Ms Fiona McGaughey, Curtin University
- Dr Phil Orchard, The University of Queensland
- Dr Laurie Berg, University of Technology, Sydney
- Ms Paghona Peggy Kerdo, La Trobe University

Reference Group:

- Dr Annie Pettitt, Community Engagement and Human Rights Education, Australian Human Rights Commission
- Dr Graham Thom, National Refugee Coordinator, Amnesty International
- Prof Danielle Celermajer, founder of the Human Rights programme at the University of Sydney
- Dr John Tobin, Associate Professor in the Melbourne Law School; Director of the Human Rights Tertiary Teachers' Network; and Coordinator of the Melbourne Law School Human Rights Alumni Network
- Ms Penelope Davie, Assistant Director, Access and Participation Branch, Ministry for the Arts, Australian Commonwealth Government, Ms Elena Rosenman, Assistant Director, Human Rights Policy Branch, Attorney-General's Department, Australian Commonwealth Government

Date project officially commenced: June 2013

Due date for Final Report: 30th September 2015

The implementation of the Simulation Module by the Partners:

Partner and Institution	Course	Topic	Number of students	Class time spent on Simulation	Date of Simulation
Dr Susan Banki, University of Sydney	Postgraduate Human Rights (coursework)	Human rights violations in West Papua	30	Two 3-hour classes plus one full day.	Semester 1, 2014
Professor Simon Rice OAM, The Australian National University	Undergraduate elective Law, Human Rights	Northern Territory Emergency Response (NTER), Australia	30	60-90 minutes activity a week for eight weeks	Semester 1, 2014
Associate Professor Matthew Stubbs, The University of Adelaide	Undergraduate compulsory first year Law, Public Law	Disability rights, anonymous voting for the blind	389	One 2-hour lecture plus one 1-hour tutorial	Semester 2, 2014

Dr Lisa Hartley Ms Fiona McGaughey, Curtin University	Postgraduate Human Rights (coursework)	Review of Australia by the United Nations Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) – violence against women and Indigenous women's rights	9 in-class 26 online	Two types of simulations: 3. In-class: 1-hour simulation exercises run in-class over several weeks. One 3-hour sessions. 4. Online: Each student does one 75 minute session. Each session had approximately eight students. Four sessions were run.	Semester 2, 2014
Dr Phil Orchard, The University of Queensland	Undergraduate elective Political Science, International Relations and Peace and Conflict Studies	Human security and the Responsibility to Protect, mass atrocities	103	Three 1-hour tutorials	Semester 2, 2014
Dr Laurie Berg, University of Technology, Sydney	Undergraduate elective Law, Refugee Law	Gaining asylum status in Australia	22	Two full days	Semester 2, 2014
Ms Paghona Peggy Kerdo, La Trobe University,	Undergraduate elective Law, Clinical Legal Education	Abolition of complementary protection for Asylum seekers	A total of 35 over two separate classes	90 minutes per week for 12 weeks plus two 4-hour sessions.	Simulation was run twice: in Semester 1, 2014 and Semester 2, 2014

Evaluation Purpose and Scope

The purpose of the external evaluation is to: 1) gauge student learning outcomes; 2) analyse the project partners' experiences teaching the simulations; 3) ascertain how the simulation can be improved; and 4) measure effects on students' longer term vocational goals and achievements. Evaluation of various aspects was carried out at multiple stages of the project.

Key evaluation questions

The key evaluation questions are:

- 1) What are the students' learning goals and are these being met through the delivery of the Module?
- 2) What are the operational processes among project partners and are these creating meaningful collaboration?
- 3) Are there any unanticipated negative outcomes from the partnerships and/or Module?
- 4) What steps is the project team putting in place to ensure widespread promotion and adoption of the Module and use of the materials in the future?

Therefore the Evaluation Report looks at the five core evaluation elements provided:

1. Partners' evaluation of the Introductory Workshop and Evaluation Workshop
2. Short Term student Evaluation (STE): of the particular simulation they attended at their university
3. Evaluation Workshop: feedback from partners as well as ensuring all their student STE evaluation data has been provided to project manager
4. The available Long Term student Evaluation (LTE): one year following each simulation students will provide an assessment of the impact of the simulation on their professional and personal development
5. Evaluation of project dissemination activities carried out before the final deliverables are completed

Data collection methods

The key sources of evaluation data were:

- 1) feedback from project partners from the Introductory Workshop and follow-up check-ins by the project leader and project manager,
- 2) class debriefs, student evaluation questionnaires and peer evaluation at each Simulation,
- 3) feedback and review during the Evaluation workshop, including the opportunity to review the filmed portions of the Modules; and
- 4) Long Term Evaluation survey, which will be carried out 12 months after the Module at each university.

Evaluation Criteria

The key evaluation criterion is the improvement in participating students' social justice practice skills and teachers' enhanced pedagogical practice. The above four data collection methods generated the following indicators for whether these criteria were met:

- 1) student feedback on the learning outcomes from participation in the Module;
- 2) project partners' assessment of students' learning outcomes from the Module; and
- 3) project partners' assessment of how the different elements of the Module facilitated their own pedagogical practice in supporting students to attain these learning outcomes.

External Evaluation

An External Evaluator was contracted by the project. He advised the team during the development of the questionnaires and the evaluation processes.

The team has collected the responses to the Modules (using both paper evaluations and e-surveys), having invested a lot of time and effort to develop the respective surveys in support of the final evaluation. The External Evaluator was consulted to ensure that the project planning and design took into consideration the need to undertake a robust evaluation. The outcomes from that are represented here.

Partners' Feedback

Two workshops were held 1) to introduce partners to the module and 2) to review their respective experiences. The feedback from the partners is summarised here.

Introductory Workshop 21-22 January, 2014

The two day workshop to introduce the partners to the concept of the simulation in general and the module in particular was greatly appreciated by the partners. It was perceived as the right mix to enable the partners to collaborate efficiently and build trustful working relationships. Described as well balanced in terms of factual information and networking, it enabled the leaders to establish the necessary common understanding. Some comments from the evaluation sheets read:

The days were packed! It was extremely organized with a logical flow. The work shopping of individual practicums was terrific. The binder and prepared materials are excellent. Templates will be very helpful. The presenters created a friendly and supportive environment.

This workshop laid the foundation for successful collaboration in terms of content and facilitation including the audio-visual material produced by University of Sydney AV services. Setting the right tone amongst partners was a good start for the simulation exercises.

Evaluation Workshop, 22-23 January, 2015

After the whole programme was completed, an evaluation workshop collected the experiences and impressions of the partners. Again, a very well elaborated questionnaire articulated the feedback from the partners after a very inclusive meeting. Some comments read:

The sessions were organized logically and usefully. We work well as a group. This workshop was perfectly timed.

Two days allowed us to learn about each other's experiences, reflect on common themes. Best group I have ever worked with. I felt that this time the group facilitated itself far more than last year, which is a real testament to how we've consolidated as a team over the course of this project.

The script development was made easy by all of Susan's work preparing the script and our input was well received.

This has been a wonderful project and I am delighted to have had the opportunity to be a part of it.

I think we have produced some great teaching techniques that make a real difference to students.

The entire project was driven by the enthusiasm of the leadership team. This was a common observation by all partners. The post-workshop documentation might have benefitted from an updated one page summary of the planned various simulations, including qualitative comments and data, prior to the workshop. This approach might have saved time for a more intense discussion of the follow-up. The involvement of the reference group in terms of informing the ‘action’ and in acting as catalysts was appreciated. It appears that, collectively, the partners have moved out of their comfort zone in teaching and surpassed previous expectations about learning outcomes and classroom dynamics.

Student Feedback

Two student surveys were conducted to assess the impact of the Simulation Module. One directly after the simulations was completed (Short Term Evaluation, STE) and one 12 months later (Long Term Evaluation, LTE). This approach offered the opportunity to assess long term impacts for the students of this particular role play exercise.

Short Term Evaluation

All partners requested their students to share their impressions and perceptions directly after the Simulation Module was completed. This STE used either an online tool or paper questionnaires. The paper questionnaires were transcribed to a large extent to make the data more accessible. Note that the La Trobe simulation was run twice, once in Semester 1 and once in Semester 2. The Short Term Evaluation forms were distributed to students:

Partner	tool	reminder	date	respondents
The University of Sydney	paper	-	3 May 2014	29
La Trobe University	paper	-	S1: 19 May 2014 S2: 13 October 2014	15 16
The Australian National University	paper	-	27 May 2014	22
University of Technology, Sydney	paper	-	30 October 2014	22
The University of Queensland	online	yes	15 October 2014	39
The University of Adelaide	online	yes	22 October 2014	82
Curtin University	Online and paper	yes	3 November	18

In total 252 students completed the anonymous short term evaluation questionnaire out of the total of 636 participants. 142 responded electronically and 110 filled in the paper forms. This gives an astonishing 40 per cent return rate and demonstrates the strong engagement of the partners in delivering the simulations.

172 students were female (68 per cent), 74 male and 6 didn’t answer the question. There are significant differences between the partner’s universities and the degree level of the students. Whereas students at the University of Sydney and Curtin University were all post-graduates, at the University of Adelaide, the University of Technology, Sydney, Curtin University and the Australian National University were undergraduates. It seems that despite the difference in professional perspectives the simulations are attractive to all levels.

The questions and average answers on a one to five scale (1 [strongly disagree] to 5 [strongly agree]):

- 1a *I have a better understanding of the complex nature of the legal, institutional, social and cultural dimensions of rights violations. (4.22)*
- 1b *The ability to understand these complexities is important to me. (4.45)*
- 2a *I have a greater awareness of the multi-spatial nature of rights violations (that is, that rights violations can be considered at local, national and international levels). (4.23)*
- 2b *Awareness of the multi-spatial nature of rights violations is important to me. (4.31)*
- 3a *I am better able to analyse and productively respond to the different interests and motivations of various actors associated with rights violations. (4.17)*
- 3b *Analysis of the different interests and motivations of various actors is an important skill to me. (4.38)*
- 4a *I have a greater awareness of the sorts of evidence and practical data that are necessary to make a convincing case that a particular rights violation requires action. (4.05)*
- 4b *Awareness of the sorts of evidence and practical data necessary to make a convincing case for action is important to me. (4.35)*
 - 4.1 *I found participation in the Simulation to be personally satisfying. (4.07)*
 - 4.2 *I expect that the skills I was exposed to through participation in the Simulation will be helpful to my future professional and career development. (4.12)*
 - 4.3 *Participation in the Simulation helped me to think about my personal values and goals. (3.84)*
 - 4.4 *Participation in the Simulation stimulated my thinking about my professional goals and future career options. (3.9)*
 - 4.5 *I am more confident that I can find a personally and professionally fulfilling career having participated in the Simulation. (3.52)*
- 5a *I am better able to understand the role public awareness raising plays in responding to rights violations. (4.14)*
- 5b *Understanding this role of public awareness raising is important to me. (4.30)*
- 6a *I have improved my ability to effectively communicate about human rights/social justice issues. (4.02)*
- 6b *Effective communication about human rights/social justice issues is important to me. (4.53)*
- 7a *I am more aware of the skills that will help me address the complex real-world problems associated with rights violations. (4.20)*
- 7b *Being aware of skills that help me address the complex real-world problems associated with rights violations is important to me. (4.43)*

- 8a *Being involved in a practical Simulation helped me to gain skills relating to human rights and other social justice issues that I could not gain in a conventional academic classroom. (4.15)*
- 8b *Gaining skills beyond those offered in the conventional academic classroom relating to human rights/social justice issues is important to me. (4.36)*
- 9a *The group work component of the Simulation helped me to develop skills of collaboration. (3.80)*
- 9b *Collaborative skills associated with group work are important to me. (4.20)*

These answers and average values allow some generalising conclusions to be drawn:

This survey shows overwhelmingly positive feedback from the students with an exceptional return rate. The range of reactions to the simulations was rather wide, as is to be expected given the diverse backgrounds, degree levels and different status of the simulation in the respective teaching environments. In general, most of the students considered the simulations to be a useful tool to better understand the complexities of the issue and the simulations helped them to learn/improve their ability to argue the case. The reality of the simulations and the high relevance of the chosen scenarios was compelling for the vast majority of participating students. The reaction to the role play feature displayed gender specific differences. Female students rated this aspect significantly more positive compared to the male students. It seems to have been an ‘empowering’ experience for many female students.

The introduction to the Tactical Mapping tool was repeatedly mentioned as a useful aspect during the preparation phase. Roughly 14 per cent of the students found the participation in the simulation not satisfying, whereas 86 per cent did. One third of the students found the simulation very satisfying. This reflects the spectrum of participating students and their sometimes different expectations.

The answers to Q9 (see below) and a number of qualitative answers seems to indicate a slight trend against team work. ‘*Hard completing group work in an external context different students with different time zones and work/study hours and patterns*’. This trend might be exacerbated by the attempt to cover both, online students and face-to-face student groups, in an integrated manner. This aspect might be worthwhile to be assessed in the broader context, since in terms of employability the ability to work constructively in ad-hoc teams is considered an increasingly important factor.

Some answers to qualitative questions:

Q9 What aspects of the Simulation did you find most useful to your learning?:

Most comments were positive along the lines of the following:

The guide explaining the role and nature of each actor (dossier) provided a good deal of understanding about how an actor should have behaved. While the majority of the group did participate properly, some people veered away from their character which while fun was seen as erratic and frankly juvenile.

A few comments to this question did not reflect a strong involvement of the student. These disengaged participants were statistically irrelevant (<1 per cent), but they are mentioned here, for completeness:

Nothing. I did not find the simulation useful, if I did not attend the lecture I do not think it would affect my grades.

Q11 Please comment on your personal experience of the group work and on the utility of the group work component of the Simulation.

Most comments were positive to very positive along the lines of the following examples:

My group got along very well and had similar values and opinions so I believe our result was successful however I believe that a topic like this may be difficult for group work due to the extent of morals and values involved in the topic.

I had a really good group so it was easy to create a good presentation.

The group work component was one of the best parts, having second opinions on how to approach the situation made it easier and made it more fun. I had a really good group that was able to effectively work together by not only contacting each other outside of class but getting to know each other. It also made it easier, because the different members of the group could talk to more people at the same time. This meant time was used more effectively, because we could all come together at the end and discuss what others had negotiated.

Some issues were mentioned, which will require consideration for sequel activities:

As an online student I found the group work component difficult due to differing expectations among members. Members of my group wanted a higher level of collaboration than I was able to manage. I would have been more comfortable with assigning tasks and then everyone doing their part. I found it difficult when the facilitator assigned the chair position outside of what would have happened in the role play. This confused the issue.

The most telling feedback was to be expected from Q13.

Q13 If a friend asked you to sum up your impressions of participating in the Simulation, what would you tell them?

As to be expected, a wide range of answers were received, including:

Boring and useless

I have told them that it was enlightening, nerve-wracking, and a fantastic insight into the machinations and tonality of a Committee meeting. This is not something we would have had from a lecture setting, so I definitely feel it was a valuable experience.

I would tell them that it was really fun and challenging, I haven't done anything like that in Uni before getting to play a role, being in a team and getting to use things we learnt from the course and use our negotiation skills in a hypothetical situation that reflects real-life conflict. I really liked the simulation, because it was a new way to learn and most importantly gain a greater understanding of how complex and challenging it is to negotiate a peaceful resolution and work with different groups in international and domestic communities.

The vast majority of students feel better prepared for the real world challenges after the simulations. And they enjoyed the unconventional approach to an important topic. In addition, many female students gained self-consciousness through the role play:

Female, 22: *I learnt SO MUCH from the other group members, [the] team work gives me confidence in projecting my ideas.*

Female, 21: *I feel more confident in having developed skills for professional development.*

The feedback on the structure and organisation of the Modules is very positive – even though minor differences can be observed between the partner universities. As mentioned before, the reasons for this can easily be identified.

Long Term Evaluation

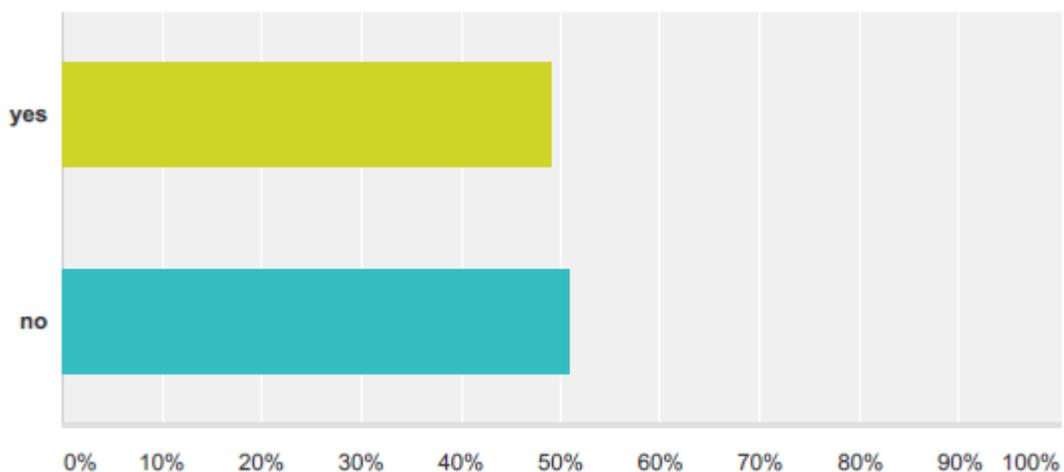
This OLT funded project provides for the unique feature of a follow-up study one year after the simulations were completed to gain better insight in the long term effects of this course. The timing of the simulations being run in either Semester 1 or Semester 2 in 2014 allowed for a complete overview by the end of 2015. This approach was discussed and approved by the external evaluator. At the time of writing the report, 50 replies by students from the University Sydney, La Trobe University and the Australian National University were available. One response was received that did not specify the university. In the case of the University of Sydney 19 students replied anonymously to the LTE out of 30 in the STE (= 63.3 per cent). In the case of the La Trobe simulation run in Semester 1, 12 replies out of 17 (= 70.1 per cent) and with 19 replies from the 21 participating students (= 90.4 per cent) at the Australian National University the return rates after a year are impressive.

82.4 per cent of the replies were received by female students, and 10 per cent of the respondents are international students.

Of the replies 38.5 per cent were undergraduates at the time of the simulation; 61.5 per cent were postgraduates.

Interestingly, slightly more than 50 per cent of the respondents changed their target degree within the 12 months after the simulation:

Q8 Are you still studying in the same degree?



At the time of the simulation 75 per cent of the students were not employed/working. The present work situation gives an interesting insight, considering the previous answers. 34.5 per cent of the students are active in a field related to the Module they participated in.

Students' Work situation:

Q9 Which describes your current working situation?

Answer Choices	Responses	
Not working and I am not seeking employment	5.88%	3
Not working and I am seeking employment	9.80%	5
Working in a field related to the Simulation	11.76%	6
Working in a field unrelated to the Simulation	41.18%	21
Volunteering / interning in a field related to the Simulation	23.53%	12
Volunteering / interning in a field unrelated to the Simulation	7.84%	4
Total		51

The question of whether the participation in the simulation contributed to students' professional development and career readiness received an overwhelmingly positive response. More than 78 per cent of the respondents confirm that the Module had a positive impact on their job readiness/career prospects.

Q18 1a. Participation in the Simulation contributed to my professional development and career readiness.

	1 strongly disagree	2 disagree	neither agree nor disagree	2agree	3strongly agree	Total	Weighted Average
(no label)	0.00%	2.17%	19.57%	56.52%	21.74%		
	0	1	9	26	10	46	3.98

Value oriented aspects of the Module were an important aspect of the Module and its development. The respondents seem to have benefitted from the efforts by the teaching team to develop a coherence between the simulations.

Q24 Please indicate if you gained / improved any of the following skills as a result of the Simulation (please check all that apply).

Answer Choices	Responses	
Understanding the complex nature of rights / social justice violations.	89.13%	41
Awareness of rights/social justice violations' multi-spatial nature (rights can be considered at local, national and international levels).	86.96%	40
Analysing the interests and motivations of various actors involved and how they work together.	93.48%	43
Awareness of how to use evidence and practical data to respond to rights/social justice violations.	67.39%	31
Understanding the role of public awareness in responding to rights/social justice violations.	82.61%	38
Gaining effective communication skills to respond to rights/social justice violations.	82.61%	38
None	0.00%	0
Other [Please list as many as you wish]:	2.17%	1
Total Respondents: 46		

Comments like the following are representative for the group of LTE respondents:

The simulation gave me an idea of the kind of career I wanted and helped me manage my expectations in a realistic manner.

Participating in the simulation – while slightly terrifying at the time – has had a positive impact on my work. In particular, it improved my time-management skills, my ability to problem solve and liaise with others to meet mutually agreeable outcomes.

I have been doing a lot of outreach engagement with campaigns and the tactics taught through the simulation have been highly useful!

Project Dissemination Activities

This report will assess the dissemination activities up to the end of July 2015. Since the final materials are due on the date when the evaluation report is due, this can only be a preliminary assessment. A partial list of dissemination activities by the partners has been compiled. The project manager inquired for the external evaluator with the partners for an update. The responses give an interesting insight how the partners have already launched a series of dissemination activities that publicise the project. The feed-back constitutes an impressive list of activities.

Date	Activity type (seminar, journal article etc.)	Activity name	Audience/venue/publisher	Approx. no of attendees
The Whole Project Team				
Jan 2014	Meeting	Human rights and social justice academics, educators and practitioners based in Sydney met the project team and were introduced to the project	Human rights and social justice academics, educators and practitioners	30
Feb 2014	Panel presentation	The project team spoke at the Human Rights Tertiary Teachers' Workshop 2014	Human rights academics and practitioners	60
Jan 2015	Meeting	Human rights and social justice academics, educators and practitioners based in Sydney introduced to project outcomes	Human rights and social justice academics, educators and practitioners	30
Feb 2015	Panel presentation	Project team presented at the Human Rights Tertiary Teachers' Workshop 2015	Human rights academics and practitioners	60
The University of Sydney				
Feb 2014	Workshop	Spoke at University's Principles and Practice session and showed parts of videos and explained teaching pedagogy	Teachers and academics	60
May 2014	Radio interview	2ser radio, about the West Papua simulation	2ser listeners	n.a.
Nov 2014	Workshop	University of Sydney, Sydney Social Justice Research Network conference, spoke on social justice principles and the simulation	Academics and practitioners	20
Nov 2014	Meeting	Simulation refugee advocacy community at the UNHCR Canberra consultations	Australian government	40
June 2015	Meeting	Meeting with Asia-Pacific Refugee Rights Network (consortium of academics and practitioners all over Asia)	Human rights academics and practitioners	30
June 2015	Workshop	Workshop with Australian Refugee Rights Alliance about fishbowl social justice	Human rights academics and practitioners	25

		strategies		
June 2015	Meeting	Graduate Institute of International and Development Studies information exchange	Human rights academics and practitioners	10
University of Technology, Sydney				
Oct 2014	Seminar	Learning and Teaching Seminar: Simulations	UTS Law Faculty	25
March 2015	Featured story in university report	<i>UTS Social Justice Report 2014: Annual Equity Report to Council</i> , an annual equity report to Council highlights the numerous staff and student activities, research and university initiative and events that demonstrate UTS's broader commitment to social justice	UTS	Publicly available
The University of Queensland				
Nov 2014	Teaching Citation	Received a UQ 2014 Citations for Outstanding Contribution to Student Learning based on his use of experiential teaching techniques including simulations.	University of Queensland	100
Nov 2014	POLIS Academic Teaching Retreat	Briefly discussed his simulation experience and the goals of the broader project.	Academic	40
Ongoing	Staff website	Lists the project on his website: http://www.polsis.uq.edu.au/orchard	General	
Feb 2015	Simulation Summary	Given its direct linkage to teaching mass atrocity issues, preparing a report on the simulation for the Asia-Pacific Centre for the Responsibility to Protect, which will be circulated to the Department of Foreign Affairs and Trade	Government	
The Australian National University				
July 2015	Workshop	Bridging The Social Justice Gap: Using Large-Scale Simulations To Bring Theory And Practice Together When Teaching Social Justice Principles And Practice	Law teachers, law students and practitioners at the Global Alliance for Justice Education, 8th Conference, Eskisehir, Turkey	40
The University of Adelaide				
Dec 2014 onwards	Promotional video	Putting Human Rights into Practice	https://www.adelaide.edu.au/learning/teaching/development/TL-videos.html and https://www.youtube.com/watch?v=m_IPx8xchh4	several hundred views
The following future dissemination activities are planned but have yet to be executed:				
TBC 2015	Email	Email regarding project to potentially interested parties	Staff of University of Adelaide, University of South Australia and Flinders Law Schools, SA Law Reform Institute, Andrew Byrnes, Ben Saul, Ron McCallum AO, Law Council of Australia National Human Rights Committee, Law Society of South Australia Human Rights Committee	
TBC 2015	Seminar	Seminar on the Social Justice Simulation	Invitations extended to staff of University of Adelaide, University of South Australia and Flinders Law Schools, and Faculty of the Professions at the University of Adelaide	TBC

Curtin University				
Nov 2014	Teaching award	Centre for Human Rights Education (CHRE) Team was selected as a recipient of the Faculty of Humanities Teaching Award for 2014 in the Teaching Team Award category Teaching award. Lisa and Fiona's work on the simulation was drawn upon in our application under the following criteria:		20
<ul style="list-style-type: none"> Approaches to support learning and teaching that influence, motivate and inspire students to learn. Development of curricula, resources and services that reflect a command of the field. 				
La Trobe University				
Since Dr Berg is parental leave, dissemination activities will start following her return				
Project Manager				
April 2014	Q and A session	Office for Learning and Teaching Project Management Workshop	Recipients of Office for Learning and Teaching grants and Office for Learning and Teaching staff	60

The Video resource produced from the project, *Social Justice Simulations* has been disseminated online via the project's web page and Youtube, with other video resources from the earlier Pilot Simulation: http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml

Conclusions

In summary, evidence suggests this project was engaging, diligently executed, inclusive, pedagogically sound, and appreciated by the students. The academic team ventured to discover the benefits of a new approach to enhance career options for their students and aimed to further hone the approach through collaboration and peer support of partners running the simulation. The objectives of the project were achieved. The project report is detailed and indicates both the successes and limitations of the simulation approach.

This evaluation report concludes that:

1. the anticipated student learning outcomes were achieved and their long term usefulness documented in the Long Term Evaluation feedback;
2. the project partners' successfully developed the simulations in a constructive team spirit;
3. the improvement point which can be suggested here is a better adaptation of the preparatory material and specific guidance for on-line students;
4. from the available feedback in the Long Term Evaluation at this stage, the positive impact of the simulation on student's career opportunities and employability is evident;
5. the dissemination activities by the partners have been utilising several types of media and internal processes effectively.

The OLT objectives are achieved and similar projects using this apparently very successful approach are strongly recommended to be considered for funding.

To summarize the experience I'd like to conclude with some comments by students:

- *Had an amazing time. This was a brilliant learning curve. I am still in touch with people who I shared the experience with, and we discuss it energetically and fondly all the time. Thank you for the experience.*
- *I'm extremely grateful for the Simulation experience. My current work requires me to write position papers, survey reports, case studies, design advocacy campaigns, participate in press conferences, etc, and I find myself referring to the Simulation experience often.*

- *Just more more more! There are not enough practical skills taught in any of the other courses! This was so useful.*
- *I really enjoyed it. It was the hardest, most valuable and most enjoyable thing I have done at uni.*

A remark found in a large number of responses included special thanks to Dr Banki and the team who invested so much time and effort to make this happen.

23 September 2015

Appendix C: Student Feedback Form

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: STUDENT FEEDBACK FROM

Please take a few minutes to provide feedback on the human rights/social justice Simulation that you have undertaken in your class. Your feedback is valuable to us and will contribute to improvement in the design, teaching and materials used for the Simulation in which you participated and others around Australia.

I. Student Information

Age: _____

Gender:

male

female

University:

Adelaide

ANU

Curtin

La Trobe

Sydney

UQ

UTS

Are you an undergraduate or postgraduate student?

undergraduate

postgraduate

What is your degree? _____

What is your discipline area / major (if applicable)? _____

Are you an international or domestic student?

international

domestic

II.

Ski
lls for
Respondi
ng to
Rights
Violation
s

Thinking about the Simulation and the activities that you undertook, please indicate (by circling your preferred choice) the extent to which you agree or disagree with the following statements

.

	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree	6 not applicable
1a.	I have a better understanding of the complex nature of the legal, institutional, social and cultural dimensions of rights violations.					
	1	2	3	4	5	6
1b.	The ability to understand these complexities is important to me.					
	1	2	3	4	5	6
2a.	I have a greater awareness of the multi-spatial nature of rights violations (that is, that rights violations can be considered at local, national and international levels).					
	1	2	3	4	5	6
2b.	Awareness of the multi-spatial nature of rights violations is important to me.					
	1	2	3	4	5	6
3a.	I am better able to analyse and productively respond to the different interests and motivations of various actors associated with rights violations.					
	1	2	3	4	5	6
3b.	Analysis of the different interests and motivations of various actors is an important skill to me.					
	1	2	3	4	5	6
4a.	I have a greater awareness of the sorts of evidence and practical data that are necessary to make a convincing case that a particular rights violation requires action.					
	1	2	3	4	5	6
4b.	Awareness of the sorts of evidence and practical data necessary to make a convincing case for action is important to me.					
	1	2	3	4	5	6
5a.	I am better able to understand the role public awareness raising plays in responding to rights violations.					
	1	2	3	4	5	6
5b.	Understanding this role of public awareness raising is important to me.					
	1	2	3	4	5	6
6a.	I have improved my ability to effectively communicate about human rights/social justice issues.					
	1	2	3	4	5	6
6b.	Effective communication about human rights/social justice issues is important to me.					
	1	2	3	4	5	6
7a.	I am more aware of the skills that will help me address the complex real-world problems associated with rights violations.					
	1	2	3	4	5	6
7b.	Being aware of skills that help me address the complex real-world problems associated with rights violations is important to me.					
	1	2	3	4	5	6
8a.	Being involved in a practical Simulation helped me to gain skills relating to human rights and other					

	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree	6 not applicable
	social justice issues that I could not gain in a conventional academic classroom.					
	1	2	3	4	5	6
8b.	Gaining skills beyond those offered in the conventional academic classroom relating to human rights/social justice issues is important to me.					
	1	2	3	4	5	6
9a.	The group work component of the Simulation helped me to develop skills of collaboration.					
	1	2	3	4	5	6
9b.	Collaborative skills associated with group work are important to me.					
	1	2	3	4	5	6

III. Experience of the Simulation

Please provide feedback on the following questions.

1. What aspects of the Simulation did you find most useful to your learning?

2. What exercises were particularly useful or not useful to building your skills?

3. Please comment on your personal experience of the group work and on the utility of the group work component of the Simulation.

--

4. In what ways would you suggest the Simulation could be improved?

--

5. If a friend asked you to sum up your impressions of participating in the Simulation, what would you tell them?

--

IV. Personal and Professional Development

Thinking about the Simulation and the activities that you undertook, please indicate the extent to which you agree or disagree with the following statements.

	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree	6 not applicable
1.	I found participation in the Simulation to be personally satisfying.					
	1	2	3	4	5	6
2.	I expect that the skills I was exposed to through participation in the Simulation will be helpful to my future professional and career development.					
	1	2	3	4	5	6
3.	Participation in the Simulation helped me to think about my personal values and goals.					
	1	2	3	4	5	6
4.	Participation in the Simulation stimulated my thinking about my professional goals and future career options.					
	1	2	3	4	5	6

	1 strongly disagree	2 disagree	3 neither agree nor disagree	4 agree	5 strongly agree	6 not applicable
5.	I am more confident that I can find a personally and professionally fulfilling career having participated in the Simulation.					
	1	2	3	4	5	6

V. Experience of Personal and Professional Development

Please provide feedback on how participation in the Simulation contributed to your personal and professional development.

VI. Closing Comments

Finally, do you have any other comments about the Simulation?

Thank you for your feedback!

Appendix D: Long Term Evaluation Form

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

Introduction: Participant Information Statement

You have been asked to fill out this feedback form because during your university studies last year you took part in a human rights / social justice simulation, taught at either:

- Australian National University, taught by Professor Simon Rice OAM,
- University of Adelaide, taught by Associate Professor Matthew Stubbs
- University of Sydney, taught by Dr Susan Banki
- University of Queensland, taught by Dr Phil Orchard
- University of Technology, Sydney, taught by Dr Laurie Berg
- at Curtin University, taught by Ms Fiona McGaughey and Dr Lisa Hartley
- or, La Trobe University, taught by Ms Peggy Kerdo

Please take a few minutes to provide feedback on the Simulation that you undertook in your class. Your feedback is valuable to us and will contribute to improvement in the design, teaching and materials used for the Simulation in which you participated and others around Australia.

This research is part of the Filling the Social Justice Gap research project. You can re-read the Participant Information Statement for this project at the link below.

If you re-read the Participant Information Statement please return to this page to complete the feedback form. The Participant Information Statement can be viewed [here](#).

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

I(a) Student Information

Age:

Gender:

What is / was your University when you participated in the Simulation?

Are / were you an undergraduate or postgraduate student when you participated in the Simulation?

What is / was your degree when you participated in the Simulation?

What was your discipline area / major (if applicable) when you participated in the Simulation?

Are / were you an international or domestic student when you participated in the Simulation?

Are you still studying in the same degree?

Which describes your current working situation? (please select one. If more than one applies please select the one most connected to the Simulation.)

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

I(b) Working in a Field Related to the Simulation

What is your job position and what is the organisation / company? (If more than one job, please indicate each one.)

Were you working in this position when you participated in the Simulation?

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

I(b) Working in a Field Unrelated to the Simulation

What is your position and what is the organisation / company? (If more than one job, please indicate each one.)

Were you working in this position when you participated in the Simulation?

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

I(b) Volunteering / Interning in a Field Related to the Simulation

What is your volunteer / internship position and what is the organisation / company? (If more than one position, please indicate each one.)

Were you volunteering / interning in this position when you participated in the Simulation?

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

I(b) Volunteering / Interning in a Field Unrelated to the Simulation

What is your volunteer / internship position and what is the organisation / company? (If more than one position, please indicate each one.)

Were you volunteering / interning in this position when you participated in the Simulation?

HUMAN RIGHTS/SOCIAL JUSTICE SIMULATION: LONG TERM STUDENT FEEDBACK FROM

II. Professional and Personal Development

1a. Participation in the Simulation contributed to my professional development and career readiness.

1 strongly disagree 2 disagree neither agree nor disagree 2 agree 3 strongly agree

1b. Please provide examples where you can.

2a. Participation in the Simulation contributed to my personal development and wellbeing.

1 strongly disagree 2 disagree neither agree nor disagree 2 agree 3 strongly agree

2b. Please provide examples where you can.

3a. Participation in the Simulation helped me to identify career / work opportunities that are in line with my personal values.

1 strongly disagree 2 disagree neither agree nor disagree 2 agree 3 strongly agree

3b. Please provide examples where you can.

III. Skills for Personal and Professional Development

Please indicate if you gained / improved any of the following skills as a result of the Simulation (please check all that apply).

- Understanding the complex nature of rights / social justice violations.
- Awareness of rights/social justice violations' multi-spatial nature (rights can be considered at local, national and international levels).
- Analysing the interests and motivations of various actors involved and how they work together.
- Awareness of how to use evidence and practical data to respond to rights/social justice violations.
- Understanding the role of public awareness in responding to rights/social justice violations.
- Gaining effective communication skills to respond to rights/social justice violations.
- None
- Other [Please list as many as you wish]:

IV. Experience of the Simulation

1. If you have applied for a job / promotion / internship since the Simulation have you referred to your Simulation experience on your CV, in a job interview, or in any other way? If so how?

2. What were the negative aspects, if any, of the Simulation?

3. Is there anything you would like to add about your participation in the Simulation?

Thank you for your feedback!