Classroom of Many Cultures: Co-creating support curriculum with international community partners and students

Final report: 2018

Lead institution: Macquarie University

Partner institutions: Arbitration Council Foundation (Cambodia), Bahay Tuluyan (Philippines), Deaf Development Program (Cambodia), Legal Aid Cambodia, KOTO (Vietnam), PACOS Trust (Malaysia), Peru’s Challenge, Pravah (India), Restless Development (India), WSD Handa Centre (Cambodia) and University South Pacific (Fiji)

Project leaders: Professor Greg Downey and Associate Professor Kate Lloyd

Project manager: Dr Rebecca Bilous

Team members (Macquarie University): Dr Laura Hammersley, Dr Felicity Rawlings-Sanaei, Dr Maria Amigo, Samantha Gilchrist, Dr Michaela Baker and Eryn Coffey

http://classroomofmanycultures.net
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:
Office for Learning and Teaching
Department of Education
GPO Box 9880,
Location code N255EL10
Sydney NSW 2001
<learningandteaching@education.gov.au>

2018
ISBN 978-1-76051-410-5 [PDF]
Acknowledgements

We thank the generosity of the following people who represented their organisations throughout the project:

Karthik Anandaraj (Restless Development, India)
Johanna Beasley (University South Pacific, Fiji)
Borany Bon (Arbitration Council Foundation, Cambodia)
Karen Bordtvedt (Deaf Development Program, Cambodia)
Raksa Chan (Arbitration Council Foundation, Cambodia)
Narith Chum (Deaf Development Program, Cambodia)
Lily Flordelis (Bahay Tuluyan, Philippines)
Jane Gavel (Peru’s Challenge, Peru)
Akshay Gupta (Restless Development, India)
Kate Harden (KOTO, Vietnam)
Hanh Hoang (KOTO, Vietnam)
Melanie Hyde (WSD Handa Centre, Cambodia)
Atama Katama (PACOS Trust, Malaysia)
Sulab Kumar (Pravah, India)
Yoggie Lasimbang (PACOS Trust, Malaysia)
Rojieka Mahin (PACOS Trust, Malaysia)
Neeru Malhotra (Pravah, India)
Sylvia Priyanthi (Restless Development, India)
Saray Run (Legal Aid, Cambodia)
Meghamala Sengupta (Pravah, India)
Catherine Scerri (Bahay Tuluyan, Philippines)
Sokha Sok (Legal Aid, Cambodia)
Leangchhoung Taing (Arbitration Council Foundation, Cambodia)
Lina Tay (WSD Handa Centre, Cambodia)

Particularly important was the ongoing role of the project’s external evaluator, Dr Garry Allan from RMIT, who provided guidance on all stages of the project from the initial project management plan to the dissemination of findings.

Student participants: Kristofer Gilmour, Madeline Storey, Liz Smith, Suhad Hussain, Sudatta Banerjee, Urvi Pradipkumar Savania, Natalie De Vera, Rachel Lin, Salome Ratnarajah, Anna Colucci, Chris Patfield, Elizabeth King, Reshma Zachariah, Todd McHenry, Tamana Mirzada, Rihannon Homer and the numerous students who trialled the activities in their PACE units and provided valuable feedback.

Academic Reference Group: Tamerlaine Beasley (Intercultural), Lindie Clark (Macquarie University); Ian Cunningham (Engineers without Borders); Tonia Gray (Western Sydney University); Tim Hall (Western Sydney University); Kate Harden, Hilary Kahn (Indiana University); Lina Khoun (AVI Cambodia); Catherine Peck (RMIT Vietnam); John Saltmarsh (University of Massachusetts); Arjun Shekhar (Community Youth Collective, India); Rachel Tomas-Morgan (University of Notre Dame); Lynda Worthaisong (DFAT: New Columbo...
Plan) and Sherman Young (Macquarie University)

Graphic Designer: Aaron Hill

Video Editors: Kristofer Gilmour, Madeline Storey, Lindsey Veasey, Greg Downey and Laura Hammersley

Photography: Laura Hammersley, Michaela Baker and Leangchhoung Taing

We also thank the PACE team for their support and enthusiasm in trialling activities.
List of acronyms used

BT: Bahay Tuluyan (NGO in the Philippines)
CBSL: Community-Based Service Learning
CoMC: Classroom of Many Cultures
DDP: Deaf Development Program (NGO in Cambodia)
HDR: Higher Degree Research
KOTO: Know One Teach One (NGO in Vietnam)
OER: Open Education Resources
OLT: Office for Learning and Teaching
PACE: Professional and Community Engagement Program (Macquarie University)
USP: University of the South Pacific
WIL: Work-Integrated Learning
Executive summary

Project context

The recent proliferation of international work-integrated learning (WIL) opportunities, community-based service learning (CBSL) placements and other community-embedded positions in the tertiary education sector has diversified the ways in which university students in Australia gain intercultural experiences. Many Australian students sojourning overseas are doing so in internships or work placements that take them into direct contact with their hosts in the workplace, rather than just on overseas university campuses. In addition, the destinations of students travelling today include more Asian countries and other places where cultural differences between their home countries and their hosts are significant. The Office for Learning and Teaching has identified university internationalisation as a necessary strategic response to strong trends of globalisation and increased diversity, including in home countries.

In some international WIL, however, the divide between home and host is maintained: hosts provide support and a place to gain experience, but the curriculum, reflection and pedagogical tasks are designed and set by academics from the students’ home institutions. The implicit message may be that, although one can learn while overseas, one’s teachers are disproportionately from home; the insights and teaching capacity of the hosts can be under-utilised or even ignored. The Classroom of Many Cultures (CoMC) project team felt that this home–host division led to gaps in student preparation and also biased some of the ways that basic topics such as intercultural communication were being taught in pre-departure orientation sessions.

The CoMC project was of special relevance at Macquarie University. Macquarie has a significant commitment to international WIL as part of the larger Professional and Community Engagement (PACE) program, a required part of every undergraduate degree. Creating a rich store of shared resources would enable instructors and PACE support staff to work more confidently with students bound for diverse partners in a variety of countries. Sharing those resources outside of Macquarie can allow the understanding developed by PACE to be more widely deployed, not only in the tertiary sector but also to third-party and internship providers, international exchange partners and the volunteering industry. The shared resources are also a key support for students wanting to take the lead and to facilitate their own mobility experiences.

Aim of the project

The Classroom of Many Cultures (CoMC) project seeks to produce a more engaging and effective curriculum for globalisation by providing rich support for overseas WIL and CBSL. Unlike many curriculum creation projects, however, CoMC integrates the globalised and multicultural nature of these experiences into the curriculum design process itself by piloting innovative methods for ‘co-creating’ resources with our international partners and students. That is, the CoMC project seeks to extend the commitment to globalisation and intercultural collaboration into the way that the curriculum itself is created.
The CoMC team has co-created curriculum and teaching materials for outbound students undertaking international placements. Through the co-creation process the needs and perspectives of partners, students and academics have been embedded in the learning experience. This curriculum prepares students for departure and reintegration, as well as improving student capacity to make a meaningful contribution to partner objectives while in-country. Through the CoMC project we recognise the important role of partner organisations in the student-learning journey and promote an approach to learning and teaching that is collaborative, international and cross-cultural.

The project team also sought to make available these co-created resources as Open Education Resources (OER), modular elements that could be adapted to a wide variety of programs and that encouraged experimentation and sharing through pedagogical innovation. In summary, the project team sought to create teaching materials that represented partners’ perspectives on their own terms and built on teaching models used in the host organisations.

Project approach

Starting with topics that were suggested by our overseas partners, who witnessed firsthand the points of friction and/or misalignment between students and hosts, the project used an emerging co-creation process—built on cycles of collaboration, action and reflection—to generate the teaching resources that are the primary project output. The method involved a series of steps as outlined below.

Establishing partner priorities: In consultation with our international partners, an initial list of high-priority topics was compiled and team members tasked with developing draft activities in consultation with those partners and their own expertise. These priorities were re-examined throughout the project as ongoing work revealed gaps and unexpected strengths or concerns emerged from the process.

Developing key relationships: Over the course of the project, the necessity of building strong person-to-person relationships, not just institutional agreements, became increasingly evident. Although key personnel sometimes changed, the team found that individual rapport and communication were essential, and that relationship building ‘work’ was as crucial as direct work outputs.

Co-creation workshops: Twice during the project, the CoMC team came together with representatives of the partner organisations, first in Sydney (October 2015) and then in Sabah, Malaysia (February 2016). In a series of workshops and activities, all project participants worked together, facilitating exchange—not just with the CoMC team, but also among the international partner organisations.

Online engagement: Throughout the project, interaction between the team and international partner organisations took place through Skype meetings, a WordPress site, Facebook, phone calls and email. This communication was essential in ensuring alignment between all phases.
Trialling and evaluation: Teaching materials were then trialled in a wide range of classes and workshops, at Macquarie University and partner organisations. Trialling and evaluation led to reformulation and refinements in the pedagogy.

At each stage of the production, the project team and partners engaged in reflection using a wide range of tools, including methods designed to function with multicultural teams.

Project outputs

The primary project outputs include 35 activities divided into six core thematic modules: Developing Reciprocal Relationships, Team Building and Group Reflection, Challenging Perspectives, Children’s Wellbeing and Empowerment, Workplace Cultures, and Creating Videos for Community Advocacy. These 35 activities employ, among other resources, 53 videos that share key ideas, teaching techniques, or insights, including both student and partner perspectives.

All modules are Open Access, available through Creative Commons licensing from a centralised website, to encourage uptake and elaboration by program directors and teachers. The website (https://classroomofmanycultures.net) also offers country-specific resources organised especially for students preparing for international placements.

The CoMC team has presented the research in nine conference papers, including posters, and has published/preparing six publications based on the research.

The CoMC team has elaborated three core principles that characterise successful co-creation: ‘acknowledging individuals’ diverse contexts’; ‘creating space to come together’ (including physically meeting); and ‘bringing everyone along on the “journey” (of co-creation)’. As this report details, these core principles contend with varied challenges, including the inevitably uneven uptake of the co-creation process itself as different participant groups come to their own understandings and are empowered to participate more fully at different rates and in response to divergent forms of support. In summary, one of the primary challenges to co-creation has been that cross-cultural and expertise-based variability, even different language facility, means that shared activities entail quite different challenges for the different participants. Just as the co-creation modules help students negotiate the differences between home and host cultures, the co-creation method itself must be sufficiently robust and multimodal, and repeatedly offer points of entrance to bring together diverse designers, teachers, and experts.

Impact of the project

The CoMC curriculum has been implemented across a wide variety of International PACE units at Macquarie University; uptake has been so successful that some elements, such as parts of the ‘Workplace Cultures’ module, have been adapted for a completely different use, such as the preparation of HDR mentors to multicultural students. Partner organisations have used the modules in their work with many volunteer groups, including non-Australians. Furthermore, uptake across the Australian tertiary sector is still ongoing, especially as other universities look at the International PACE program at Macquarie as a model for internationalising the curriculum through WIL.
Table of Contents

Acknowledgements .................................................................................................................. 3
List of acronyms used .............................................................................................................. 5
Executive summary .................................................................................................................. 6

Project context ......................................................................................................................... 6
Aim of the project ...................................................................................................................... 6
Project approach ...................................................................................................................... 7
  Establishing partner priorities: ............................................................................................ 7
  Developing key relationships: ............................................................................................ 7
  Co-creation workshops: ...................................................................................................... 7
Online engagement: .................................................................................................................. 7
Trialling and evaluation: ......................................................................................................... 8
Project outputs .......................................................................................................................... 8
Impact of the project .................................................................................................................. 8

Table of Contents .................................................................................................................... 9
Tables and Figures ................................................................................................................... 11

Chapter 1: Context and approach ............................................................................................ 12
  Purpose ................................................................................................................................. 12
  Curriculum development ...................................................................................................... 12
  Methodology ........................................................................................................................ 13
    Development of key relationships and communicating project aims ................................ 13
    Workshop development .................................................................................................... 13
    Trialling and evaluating curriculum activities ..................................................................... 16

Chapter 2: Curriculum development ......................................................................................... 17
  Structured learning activities ............................................................................................... 17
  Development of modules and activities .............................................................................. 18
    Establishing partner priorities ......................................................................................... 18
    Developing specific activities ......................................................................................... 20
    Case Study 1: Team building and group reflection ......................................................... 20
    Case Study 2: Children’s wellbeing and empowerment ................................................... 21
    Case Study 3: Workplace cultures ................................................................................... 23

Chapter 3: Co-creation principles and methodology ............................................................... 24
  The role of reflection on our co-creation methodology ....................................................... 25
  Co-creation principles ........................................................................................................ 27
    Acknowledging the individual’s context .......................................................................... 27
    Making space to be together ......................................................................................... 27
    Bringing everyone along on the journey .......................................................................... 27
  Key lessons for implementation .......................................................................................... 28
  Concluding remarks .......................................................................................................... 29

Chapter 4: Outputs, impact and dissemination ....................................................................... 30
  Outputs/deliverables ............................................................................................................ 30
  Impact ................................................................................................................................. 30
Macquarie University .................................................................................................................. 31
International partner organisations .............................................................................................. 32
Australian tertiary sector ......................................................................................................... 32
Community .................................................................................................................................. 33
Dissemination ............................................................................................................................... 34
Academic publications: .............................................................................................................. 36
Reference group .......................................................................................................................... 37
Conclusion .................................................................................................................................... 37
References ..................................................................................................................................... 38
Appendix A: Certification .............................................................................................................. 40
Appendix B: Outline for PACE International’s Pre-Departure Workshop ................................ 41
Appendix C: Curriculum evaluation .............................................................................................. 42
Appendix D: Good Practice Guide ............................................................................................... 43
Appendix E: Case study stories of co-creation .......................................................................... 47
Tables and Figures

Tables

Table 1: Partner experience working with Australian undergraduate students .......... 19
Table 2: Project Impact ................................................................................. 30
Table 3: Website views 2015–2016 .................................................................. 32

Figures

Figure 1: Sydney Workshop, October 2015 .......................................................... 14
Figure 2: Sabah Workshop, March 2016 ............................................................. 15
Figure 3: Curriculum modules developed ........................................................... 17
Figure 4: Working with Australian undergraduates activity .............................. 19
Figure 5: Team Building activity—islands of hope and hopelessness............... 21
Figure 6: Co-creation River .............................................................................. 26
Figure 7: Principles of co-creation ..................................................................... 28
Figure 8: The co-creation river exhibited at Macquarie University's Art Gallery for their 'In the field' exhibition .............................................................. 34
Chapter 1: Context and approach

The Classroom of Many Cultures (CoMC) project seeks to demonstrate an innovative approach to curriculum development through knowledge co-creation. By developing curriculum in collaboration with international partners and students, meaningful social action can be integrated with structured learning opportunities and reflection to both enhance student learning and meet partner and community objectives. The curriculum itself, in its construction and content, demonstrates the kind of sharing and collaborative principles that we seek to teach through international placements.

Purpose

The CoMC project team co-created curriculum and teaching materials to prepare outbound students for international placements in work-integrated learning (WIL) and community-based service learning (CBSL). The project also sought to pilot and document a co-creation method that can be applied by other universities and organisations involved in curriculum development in similar international, work- or service- embedded learning environments.

The project derives, in part, from Macquarie University’s strong commitment to PACE (Professional and Community Engagement) in international contexts, as well as from the Office for Learning and Teaching’s (OLT’s) Strategic Priority to support international education and Australian students’ learning abroad. The key innovation in the project is to work closely with international host organisations, drawing on their skills and insights as teachers and pedagogical theorists to more fully internationalise the Australian classroom. At all times our collaborators were treated as fellow teachers, and this allowed their influence and insights to internationalise our curriculum, even when delivered at home in the sending institution.

Curriculum development

The CoMC curriculum has been developed to meet the call by both universities and international partners to share knowledge to contribute to the development of socially and environmentally conscious students (Markwell 2014; Shalabi 2013). Drawing on partner and the research team’s expertise, as well as students’ own insights, the curriculum:

- breaks down students’ perception of a divide between experts at home and support personnel abroad by ensuring that the perspectives of international partners have been integrated into the whole curriculum, rather than restricted only to students’ time in their international placements
- helps students to develop their cross-cultural competence and collaborative skills
- enables students to develop and consolidate an ethical approach to:
  - global citizenship and global competence.
  - work readiness.
  - cross-cultural collaboration.
  - understanding their region and their place within it
- develops stronger relationships with partner organisations and better meets their objectives.
Throughout the project, the team has treated students as ‘co-producers’ (Kotzé & Du Plessis 2003, p. 186) of the curriculum, rather than passive recipients of pedagogical resources. Students have contributed as apprentice researchers and potential teachers. They have participated in workshops; evaluated modules and activities; and filmed, edited and produced many of the videos.

This project has produced an innovative model curriculum for pre-departure, in-country reflection, and post-sojourn educational consolidation. The curriculum comprises six teaching modules, 35 learning activities, 53 videos and additional thematic and country-specific resources to support student learning. All materials can be accessed via the project website https://classroomofmanycultures.net

Methodology

Development of key relationships and communicating project aims

Building strong relationships with individuals in each of the partner organisations was essential to the success of this project. Each of these partners have different needs and ways of working; therefore, we used a range of means to communicate throughout the project including email, Skype, phone, Facebook, a WordPress blog, site visits (to Cambodia, Malaysia, India and Vietnam) and face-to-face workshops in Sydney (Macquarie University) and Kipouvo, Sabah (PACOS Trust). As we expected, vastly different understandings of how curriculum might be co-created prevailed among participants, even within the Macquarie-based team. Site visits to partner organisations were necessary to bring on board those partners unsure about the co-creation process and to learn best practice strategies for collaboration from others. By the time the project had reached its final stages, strong and enduring relationships had been built with most partner organisations. These partners, like many university offices that support international placements, can be an ever-changing landscape, as key individuals leave their organisations then new person-to-person links must continually be developed, re-established and nurtured.

Workshop development

Early in the project, the Macquarie team consulted with partner organisations to understand the curriculum topics they identified as important. An initial list of topics was drawn up and this provided a guiding framework for module development at the Sydney workshop.
Two representatives from each of the 11 partner organisations attended a two-day co-creation workshop at Macquarie University, following on from a three-day international partner workshop organised by Macquarie’s PACE International team. In addition to the formal workshops, optional excursions were scheduled to the Australian Walkabout Park, Manly Beach and the Blue Mountains. The workshop created many opportunities for partners to get to know each other and the Macquarie team, as well as learning more about Australia. Over the two days they collaborated on each of the identified areas: exploring ideas, reflecting on experience, telling stories, sharing insights and strengthening the bonds necessary for enduring collaborative exchange. Each of the sessions were video- or audio-recorded. In addition, a separate reflection room was set up for participants to reflect on the co-creation process using a range of media, as well as to share thoughts about student preparation for placement in their organisation. This reflection room included a studio space where partners had the opportunity to video-record stories and ideas in response to the various module topics.

While representatives from Pravah opened the workshop with a team-building activity, and Restless Development helped lead a workshop on Community Development, the Macquarie team facilitated most of the sessions. In hindsight, the partners and Macquarie team agreed that partners should have had greater opportunity to lead specific sessions, a lesson that was applied in the second workshop in Sabah. Nevertheless, the workshop format exceeded expectations, in part because of the richness of the interaction among the representatives of the partner organisations, the students and the Macquarie team. The jointly pre-identified topic areas were also advantageous in focusing discussions.

Feedback on the Sydney workshop found all participants affirming its value:

\textit{The workshop gives us opportunities to trigger memories and thoughts—lead down to another pathway that is worth capturing.} (Partner Representative, post-Sydney workshop reflection)
Some really interesting drawings and diagrams emerged ... One of the motivating factors for using the art-based methodology that we used was to allow people a space to express themselves without prioritising words, and without people having to talk if they did not feel comfortable to do so. (Macquarie University Academic, post-Sydney workshop reflection)

We came up with a useful tool that any of the organisations could adopt. I really liked the tree I helped design ... I felt I contributed in the creation process. (Student Participant, post-Sydney workshop reflection)

Made me realise that the program is much more than just giving students an experience with us and to help us a little while on project. We can now design a curriculum that prepares students well before placement so they are learning while in project, but also help us with valuable projects that can also continue. (Partner Representative, post-Sydney workshop reflection)

Post-workshop partner feedback also informed our decision to organise a second workshop:

We needed more time! I know that it was a long week for all but I felt like we were all getting somewhere with ideas and thoughts but needed a few more days to solidify some great ideas. (Partner Representative, post-Sydney workshop reflection)

... more time would have been great. It felt like all the workshops were so rushed as we tried to cover so many topics. Would be great to go deeper with the individual areas. (Partner Representative, post-Sydney workshop reflection)

Responding to partner feedback from the Sydney workshop, which suggested the need for more time to co-create, the Macquarie team organised the second workshop, which was warmly hosted by PACOS Trust in Sabah, Malaysia. One representative from each of the
partner organisations and five members of the Macquarie team spent four days strengthening relationships, developing curriculum activities and reflecting on the co-creation process.

Feedback provided about the structure of the first workshop informed the second workshop.

[The workshop] ... could have provided a big picture of the overall thing. We had the different beads but it would have been good to see the whole picture. The individual sessions were really good but we needed to better understand the links. (Partner Representative, post-Sydney workshop, 2015)

Other participants reiterated this need for continually revisiting the objectives of the project; this framework was put into action at the Sabah workshop where we collaboratively documented the successes and challenges of the co-creation process through our ‘Co-creation River Drawing’ (described in Chapter 3). This drawing documents on paper the people involved in the journey, their insights and feelings, and the emergent themes.

**Trialling and evaluating curriculum activities**

Evaluation of the co-creation process and the curriculum resources has been an integral aspect of the project from the outset. The resources have been piloted in a range of academic units and other settings (e.g. pre-departure sessions and workshops with partner organisation members). They have been evaluated, reflected upon, then revised and tested again by staff, partners and students. Adopting Wadsworth’s model of a ‘cycle of enquiry’ (2010, p. 14) in which the acquisition of knowledge involves a sequence of research cycle questions—observe action, reflect, plan and act (2010, p. 78)—the process has involved pilot-testing and redevelopment through several iterations enabling refinement through a series of approximations (further detail is provided in Chapter 2).
Chapter 2: Curriculum development

Figure 3: Curriculum modules developed

Structured learning activities

The curriculum developed for this project includes 35 activities divided into six thematic modules based on the areas of need identified by international partner organisations (as seen above). It can be accessed via the project website https://classroomofmanycultures.net

While the activities have been written for teaching staff, informal feedback from colleagues in the tertiary sector (collected through conference presentations and conversations with
professional and teaching staff at Macquarie University) and partner organisations (collected at the Sabah workshop) has indicated a desire for students to access many of the materials (particularly video footage) without staff facilitation. In response to this feedback the website now has an additional access point for students, enabling them to access country-specific resources. Going forward, the Macquarie-based team is exploring opportunities to further develop these resources.

Within each of the teaching modules, specific learning activities comprise lesson plans, each following a consistent structure to provide clear guidance to the instructor, as follows:

- time allocation
- resource requirements
- process
- references
- further resources.

It should be noted that while each of the activities sits under a particular module, many can be (and have been) repurposed for different aims and objectives as identified by the curriculum designer. For example, the activity on ‘giving and taking in relationships’ sits within the Team Building and Group Reflection module but has also been used to explore the topic ‘Developing Reciprocal Relationships’.

Additionally, educational videos share key ideas, techniques or insights. These videos include both partner and student perspectives, which can be accessed individually but are also embedded in the learning activities in the curriculum modules. Throughout the co-creation process considerable video footage was recorded. Much of this has been integrated into specific activities, but additional videos that can be used as supplementary material have been made available on the website. These include interviews with international partner organisations around specific themes and with students who offer practical advice. The decision to interview students was made after feedback at a student focus group (testing several different activities), where students argued the benefit of hearing from other students. Access to these will be made available through a student access point in the website.

Development of modules and activities

Establishing partner priorities

Key themes for development were initially established through conversations with each individual partner organisation. They drew both on specific areas of partner interest as well as partner-perceived gaps in student understanding. These themes informed the schedule of the face-to-face partner workshop in Sydney. Other module themes, such as 'Team Building and Group Reflection' emerged from the time spent with partners in the workshop space.

An example of the process through which partner perspectives shaped the modules is described below. In one particular session at the Sydney workshop, representatives from different partner organisations wrote down their experiences of working with Australian
undergraduates. These notes were clustered into positive and negative experiences on large poster-paper at the front of the room.

Figure 4: Working with Australian undergraduates activity

While partner feedback indicated a wide array of views, a number of dominant themes were identified. The predominant positive student characteristics and the common challenges of working with students are summarised in Table 1. These were analysed and identified as curriculum modules areas that should be given priority for development.

Table 1: Partner experience working with Australian undergraduate students

<table>
<thead>
<tr>
<th>Predominant positive student characteristics</th>
<th>Common challenges</th>
<th>Correlation with curriculum module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good skillset</td>
<td>Poor communication</td>
<td>TBGR, DRR</td>
</tr>
<tr>
<td>Professionalism</td>
<td>Unaccustomed to work culture</td>
<td>WPC</td>
</tr>
<tr>
<td>Resourcefulness</td>
<td>Uneasiness in hierarchical organisations</td>
<td>WPC</td>
</tr>
<tr>
<td>Flexibility</td>
<td>Poor social interaction</td>
<td>WPC, TBGR, DRR</td>
</tr>
<tr>
<td>Engaged with community</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Character formation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Respect</td>
<td>Pride</td>
<td>CP</td>
</tr>
<tr>
<td>Enthusiasm</td>
<td>Passivity</td>
<td>TBGR</td>
</tr>
<tr>
<td>Optimism</td>
<td>Naive idealism</td>
<td>CP</td>
</tr>
<tr>
<td>Empathy</td>
<td>Judgmental attitude</td>
<td>CP, TBGR, DRR</td>
</tr>
<tr>
<td>Friendliness</td>
<td>Lack of consideration of others</td>
<td>TBGR, DRR</td>
</tr>
<tr>
<td>Helpfulness</td>
<td>Intrepidity</td>
<td>CP</td>
</tr>
<tr>
<td></td>
<td>Inclination to gossip</td>
<td>WPC, TBGR, DRR</td>
</tr>
<tr>
<td></td>
<td>Immaturity</td>
<td>CP, TBGR, DRR</td>
</tr>
<tr>
<td></td>
<td>Frivolity</td>
<td>CP</td>
</tr>
</tbody>
</table>
### Predominant positive student characteristics

<table>
<thead>
<tr>
<th>Common challenges</th>
<th>Correlation with curriculum module</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attitude to learning</strong></td>
<td></td>
</tr>
<tr>
<td>Open-mindedness</td>
<td>Narrow-mindedness</td>
</tr>
<tr>
<td>Commitment to learning</td>
<td>Lack of focus on learning</td>
</tr>
<tr>
<td>Willingness to share new ideas</td>
<td>Single-minded focus</td>
</tr>
<tr>
<td>Willingness to learn new language</td>
<td>Over-reliance on English translation</td>
</tr>
<tr>
<td><strong>Miscellaneous</strong></td>
<td></td>
</tr>
<tr>
<td>Inappropriate dress</td>
<td></td>
</tr>
<tr>
<td>Proneness to illness</td>
<td></td>
</tr>
<tr>
<td>Easily distracted by social media</td>
<td></td>
</tr>
</tbody>
</table>

Key:

- **TBGR:** Team Building and Group Reflection
- **WPC:** Workplace Cultures
- **CP:** Challenging Perspectives
- **DRR:** Developing Reciprocal Relationships

### Developing specific activities

While each activity within each module was developed slightly differently, they all followed a cycle of development, teaching, evaluation, redevelopment and teaching—before being written up and shared with facilitators outside the team. In some cases, activities had to be piloted multiple times, but others needed only minimal redevelopment. The following case studies share the development of three different modules.

### Case Study 1: Team building and group reflection

Team building was a crucial component in bringing together and building trust and respect between representatives from the different partner organisations. As a methodological principle, the need for team building in preparation for co-creative exchange is explored further in the next chapter. At the initial workshop little space had been provided for ‘team building’, but in a session facilitated by Megha Sengupta and Sulab Kumar from Pravah (a youth-based organisation from Delhi, India), one activity, ‘The Toxic River’, helped generate the openness necessary for the following two days of activities. The exercise is often used by Pravah to build the leadership skills of young people. It focuses on three capacities: 'setting the agenda', 'taking people along' and 'doing it the “right” way'. The CoMC team found that this framework provided a strong foundation for our co-creation methodology and principles.

Inspired by Pravah, other partner organisations facilitated a number of different types of team-building activities at the second workshop in Sabah. They proved crucial in bringing the co-creation team together and all were agreed that these same activities would be equally useful in building rapport between students who would be travelling, living and working together internationally. The team-building module therefore features a wide range of activities that can be used as icebreakers or to facilitate discussion around teamwork. Like the whole co-created curriculum, these activities originate from diverse cultures, engaging
participants, not just in team building, but also in an intercultural activity. Student feedback on these activities was overwhelmingly positive, testament perhaps to the fact that they were all activities that had been successfully used by partner organisations like Pravah and Restless Development in their work with young people. Bringing them together on the CoMC website enables their use by many other organisations. These activities are currently the most frequently viewed of the suite of curriculum resources made available on the website. They can be, and have been, used in quite different ways.

*Learning about the concept of reflection. To think about how I see things, my views and my values. Being able to question my values has helped me better identify my weaknesses moving forward.* (Student Participant, PACE 360, Survey on Team Building and Group Reflection)

*The Single Story [activity] taught me how limiting and barricading judgments/pre-conceived ideas can be. [It] made me think about moments in my life where I did make assumptions.* (Student Participant, PACE 360, Survey on Challenging Perspectives)

![Figure 5: Team Building activity—islands of hope and hopelessness](image)

**Case Study 2: Children’s wellbeing and empowerment**

This theme was included in curriculum development plans from the conception of the project, responding to the opinion expressed by Catherine Scerri, from Bahay Tuluyan (a child rights organisation based in the Philippines). She thought it vital for students to receive child protection training before leaving Australia for international activities, regardless of whether they would work directly with children or not.

The development of this module was led by a small team of academics with experience in child rights and protection, a PACE student exploring this topic as part of a research unit and representatives from two partner organisations that work on child-related issues, Bahay Tuluyan and KOTO (based in Vietnam). The workshop at Macquarie University in October
2015 explored the definition of a ‘child’, which led to critical engagement with the ‘Declaration on the Rights of the Child’ (1959). In this workshop, a number of stories told by partner representatives were recorded and became a core component of the final activity entitled, ‘Deconstructing the Concept of Childhood’.

Teacher reflections have been an important aspect of both the evaluation and ongoing development of activities and this particular activity was trialled in two separate academic units, PACE360 and SSCI301. The experience of teaching modules provided valuable assessment of the effectiveness of individual activities. The use of reflection to raise questions about the student experience and then feedback into the development process was evident.

As we developed the Child Empowerment activities, I was reflecting on the impact on students and their needs. Both build on each other in a parallel way. (Unit Convenor, SSCI 301, Interview 25 August 2016).

The information in the session wasn’t necessarily new information, but to bring our awareness to specific ideas was very important. The most valuable idea was the importance of reflecting on our attitude and intentions in relating to the kids at Bahay Tuluyan. (Student Participant, SSCI 301, Survey on Children’s Wellbeing and Empowerment)

After the successful development of the ‘Deconstructing the Concept of Childhood’ activity, the team still needed to address issues around child protection. This gap was filled by Catherine Scerri from Bahay Tuluyan who regularly runs workshops on child protection to groups in the Philippines and school groups in Australia. The balloon-popping, ‘Protecting Children’ activity—where groups are set up to represent children, child protection agencies, child abusers and the ‘observing public’—was first run at the Sabah workshop with international participants. The activity ended in a very moving discussion, with many participants providing firsthand accounts of their experience of child protection. Since then, it has been further tested in pre-departure workshops with two separate intakes of students (n = 73) and proven very successful, making it a key component of pre-departure training for students going on future international activities (Appendix B).

The ‘Balloon activity’ has taken student engagement with Child Protection to a whole new level. (PACE International Pre-Departure Workshop Facilitator, Interview 25 August 2016)

The child protection activity and ensuring discussion made me learn things I didn’t consider at all. (PACE International student, pre-departure workshop survey data)

I learned to be actively aware about, and the importance of child protection issues and the victims vs perpetrators dynamics. (PACE International student, pre-departure workshop survey data)

The final activity in this module was developed collaboratively between Macquarie University staff, Hanh Hoang from KOTO, and Catherine Scerri from Bahay Tuluyan. It responded to a concern that undergraduate students often approached their international activity with a paternalistic, colonialist, ‘save the world’ attitude to development, particularly regarding children. The activity, ‘Empowering Children’, takes a strength-based approach and uses success stories from both Bahay Tuluyan and KOTO to provide examples.
of resilience in the lives of destitute children, and how, given the right support, they can become the engines for positive change in their own lives. It gives students insight into the role that they can play in supporting children and child rights organisations. This final activity was similarly tested in two academic units (PACE360 and SSCI301) and at a student focus group.

Case Study 3: Workplace cultures

The module on workplace cultures focuses on some of the specific issues identified by both students and partner organisations as impacting the placement activity described in the Table 1. The module presented builds on a number of cross-cultural communication activities such as ‘Unpacking Stereotypes’ and ‘Understanding Culture’ but then integrates activities built around a series of videos in which partners explore the reasons behind behavioural expectations. Key themes include dress, food, time and alcohol. The activities presented on the website are just some of the ways in which the videos have been used successfully with students; we expect that these videos can be adapted to many different contexts, providing direct access to the partner voice. For example, they have been accessed independently by unit convenors to use in discipline-specific lectures, by professional staff for country-specific orientation sessions and by students seeking further country-specific information.

*It was absolutely brilliant being able to bring partners directly into the classroom and have them share their insights and experiences with the students.* (Unit Convenor, GEOP 380, reflection on using video resources)

In PACE International’s pre-departure curriculum, the activities found most useful to students are those about alcohol and dress. The videos enable students to understand these issues from the perspective of the in-country organisations.

*I learnt a lot more today about working in a cross-cultural professional environment and how to ensure you show respect for other’s cultures—especially in a developing country.* (PACE International student, pre-departure workshop survey data)

*We ... discussed why and how some behaviours may be acceptable with one partner organisation but not another; I thought an important point that was raised was that teaching students the context and culture of their host country is important; but teaching them about the context and culture of the partner organisation is equally important.* (Student participant at Sydney workshop)

*The videos were all very informative and made the experience feel more real.* (PACE International student, pre-departure workshop survey data)

These videos have also been disseminated through several presentations within the sector (see Chapter 4 for more details).

This section represents just three case studies of module development; for a broader analysis see Appendix C ‘CoMC Evaluation Data Snapshot’ for an overview of the data collection process across the six teaching modules and the co-creation process itself.
Chapter 3: Co-creation principles and methodology

At the heart of this project is a commitment to ensuring that the expertise, knowledge and skills of PACE International community partners are integral to the model curriculum. This chapter discusses the methodological approach used and the guiding principles of co-creation and reciprocity that underpin it. We discuss the impetus behind this methodology and identify three key principles and lessons learnt that are fundamental to a co-creation approach. We believe that without this approach a curriculum that responds to diverse partner expertise and priorities could not have been developed. The aim of this chapter, therefore, is to highlight the ways in which other projects can employ similar methodologies in different educational contexts.

While there is no universal definition of ‘co-creation’—the term’s meaning differs across geographical contexts and is subject to manifold interpretations by educational researchers and practitioners alike—the process conforms to certain shared characteristics. A consensus holds that a number of contributors are involved; these can include students, academics, community partners, local communities, administrators, government and NGOs (Bringle, Clayton & Price 2009; Wadsworth 2010). Through collaboration in a variety of social spaces and in the pursuit of a common aim—a co-created curriculum that meets both the learning objectives of the university and the development goals of the partner organisation or community—a new synergy is created; one which offers a new understanding of what is possible. The co-creation process occurs within an evolving conceptual framework guided by an emerging vision of partners and community desires.

Integral to the process is reciprocity. This organising principle requires a genuine respect for diverse knowledges and expertise of contributors. As Crabtree points out, ‘we need more than an ethos of reciprocity as a guide; we need to learn the theories, methods, and on-the-ground strategies that are more likely to produce mutuality in process and outcomes’ (2008, p. 26). Advocating co-creation is easier than the practical challenges of doing co-creation. The process requires integrity in relationships and clear lines of communication between partner organisations, academics, students and other contributors. Throughout the project, the CoMC team used an interdisciplinary approach in which contributors ‘engage as different but equal partners (different regarding expertise and experiences; equal regarding rights and obligations), producing outcomes that are scientifically sound, applicable, and respond to the needs and rewards structures of all parties’ (Brundiers et al. 2010, p. 312).

Underpinning these explicit principles of co-creation is the necessity of taking the time to build and sustain interpersonal relationships of trust and respect (Kovach 2005). As relationships and ideas evolve so, too, do the project outcomes and the curriculum resources produced. Engaging in co-creation requires recognising people’s identities and knowledges, as well as a commitment to engage seriously with them. While international community partners possess valuable expertise, knowledge and skills, they may not share it particularly easily in a form that is easy to recognise for an academic from a highly resourced, English-speaking university. As participants, they could engage on their own terms, with their own voice and choice (Mansuri & Rao 2004). Consequently, we found that the degree of participation was not the same for everyone. The participants embraced different concepts of time, ways to communicate, socioeconomic and political histories,
cross-cultural matters and place-based protocols. The greatest contrast in engaging with co-creation in the project came from the project’s Indian and Cambodian partners. The Cambodian partners acknowledged that it took them a long time to understand what co-creation meant.

*It was difficult because it was a very abstract concept, new to Cambodian education. It was difficult to help our staff and management understand what the project was about and how it would benefit our organisation.* (Cambodian Partner Representative)

*I asked questions [about the time frame and number of students] while the CoMC team visited our office, but it seems all of us were together in a blurred space. Later I found out that it is called co-creation! Lol* (Cambodian Partner Representative)

By contrast, the co-creation methodology was second nature to the Indian partners who brought considerable experience and resources to the project.

In practice, different partner organisations took the lead in developing workshops and discussions, often completely changing the direction and ways in which a particular module or activity emerged. At the Sabah workshop, the CoMC project management team learnt to hold in reserve the structured workshop approach favoured by academic conferences and to enable the workshop space to become more fluid, giving time and space for ideas and activities to emerge.

It was important to value informal interaction, such as food sharing, that privileged the personal, emotional, and people-filled reality of collaborative research, central to building and maintaining caring relationships (Powell & Takayoshi 2003). Time was taken to gather food, cook and eat together, to explore new places, and in doing so de-centre academic priorities and put aside a constant focus on concrete outcomes (Hammersley 2015; Weems 2006). Both these formal and informal face-to-face components of the project were essential to establish trust and respectful relationships, which then translated into a dynamic, passionate group of people co-creating curriculum.

**The role of reflection on our co-creation methodology**

This approach to co-creation is the result of a very conscious process of reflection. As teachers (and learners) of reflective practice (Harvey et al. 2016), all project members valued the importance of embedding reflection within the curriculum development, through ‘reflection-in-action’ (Schön 1983; Kemmis et al. 2014), as they undertook multiple cycles of planning, acting, evaluating, and documenting.

Reflection was embedded within the cycle of curriculum development. Setting aside the traditional sequential approach in which curriculum materials are designed, field-tested and evaluated in isolation, all four components of co-creation tend to be carried out in parallel with one another with the aim of systematising the learning gained in the field. Regular feedback and structured opportunities for reflection were built into the curriculum development workshops (Bringle & Hatcher 2002). This enabled partners, who previously did not realise that they had a contribution, to intervene in the process as they saw what other partners had provided. As exemplified in the Sabah workshop, this enabled the dichotomy between theory and practice to be avoided (see Lample 2009; Wadsworth...
This approach to curriculum development ensures better outcomes for students and other contributors because it makes explicit the different ways of seeing, thinking and doing through which transformational learning can occur.

In this project, the scaffolding of reflective practice needed a range of different media to suit different ways of reflecting (Harvey et al. 2016). Therefore, both structured and unstructured reflection were integrated into the formal workshops in Sydney and Sabah and at key informal moments throughout the project. At the Sydney workshop, participants were encouraged to reflect both within the formal workshop and informally in a reflection room that contained drawing materials, plasticine and video-recording facilities. At other times, reflective practice was in the form of Skype conversations, shared Facebook posts or short stories. At the Sabah workshop, a 'graffiti wall' and a film explored the experience of co-creating a meal, with participants reflecting on shared learning. From this process, three key principles emerged (detailed below).

A dedicated afternoon was spent reflecting on the co-creation journey and recording it, acknowledging the challenges and opportunities in the inspiring messiness of co-creation. Participants were asked to record on red and yellow sticky notes their challenges (red) and successes (yellow). These were placed in chronological order on a long piece of paper with participants given the opportunity to comment on each other’s notes. The exercise made clear that, at many times in the project, participants were challenged by the process, yet at other moments, they achieved clarity. The roll of paper was left in the workshop space throughout the day, and participants kept returning to add more detail. By the end of the day, a ‘river’ had been created with waterfalls, forks, rapids and calm reflective pools (see Figure 6).

*Figure 6: Co-creation River*

After the face-to-face workshops, scattered workplaces and personal lives meant other priorities took over and continuing the co-creation process in isolation became difficult. The most successful of a number of virtual media platforms was a Facebook group that allowed participants to share memories of their time in Sydney and Sabah together and provided insights into each other’s worlds. These insights made the more formal process of curriculum development over virtual platforms possible and effective. Within the private Facebook group, participants continued talking about the co-creation process and...
curriculum development. Equally important in the Facebook group was the celebration of religious holidays, children’s birthdays and small moments of frustration or joy. Facebook enabled the development of these relationships to move well beyond the co-creation project in a way that is likely to outlive the project itself. Despite initial ethical reservations about using the Facebook platform, it was simply irreplaceable as partners were already engaged with it in a significant way; collaboration required joining them online.

Co-creation principles

No one way or single formula exists for co-creating as opportunities always depend on a context that is constantly changing. Reflections from this project reveal three key principles as outlined below.

Acknowledging the individual’s context

‘In order to go forward you need to understand where you have been before’ (Yoggie PACOS). Taking the time to understand people’s individual contexts and lived experiences is essential to build the trust and respect necessary for co-creation. Together, we are all simultaneously learners, teachers, and researchers with complex, fluid, diverse and overlapping roles and responsibilities.

Making space to be together

Developing caring relationships means privileging acts of relating and moments of personal connection, not just project outputs or objectives. Often this means engaging in activities that actively promote relationship building: learning to throw a boomerang, play a gong, swimming and dancing together, or sharing the preparation of a meal.

Bringing everyone along on the journey

Important to the project and to sustaining relationships was ensuring that each team member had a shared understanding of the project’s aims and method. This was challenging as the methodology emerged over time, so the team tried a number of strategies. The most successful included setting up the closed Facebook group, team-building activities at face-to-face workshops, reflecting collectively on the method itself when together, and regular meetings both in person and over Skype.
Key lessons for implementation

There are a number of key lessons that fundamentally underpinned this particular approach.

- **Face-to-face whenever possible or practicable**: Face-to-face interaction assists in bringing participants unsure about the co-creation process on board and to share best practice strategies from others for collaboration.

- **Embrace the human element of co-creation**: The building of relationships and trust is at the centrepiece of this approach. Create opportunities for participants to get to know each other both personally and professionally within and outside of the workshop space. This could include: team-building exercises, storytelling, individual and collective reflection activities and informal interaction such as group excursions and sharing food (see Appendix E for co-creation stories). Here, the boundaries between ‘work’ and ‘everyday life’ may become blurred in productive and necessary ways.

- **Connect virtually**: Creating a Facebook (or equivalent social media platform) group to continue building interpersonal relationships beyond and between face-to-face workshops. This is also a useful platform for sharing personal as well as project updates to past and present participants.

- **Embrace unpredictability and spontaneity**: Rather than relying on a linear transition from start to finish, embrace a messy and less-controlled workshop environment/process to enjoy the benefits of active engagement and participation. Valuing the spontaneous, serendipitous and in-the-moment aspects of the
relationship building (i.e. unplanned occurrences, informal interactions, and general level of uncertainty) bring life, learning, and reciprocity to the co-creation process. For example, conversation and the flow of ideas are dynamic and take place simultaneously among people in a context of mutuality and reflexivity.

- **Learn to listen, listen to learn**: Hear with your ears, eyes and body. It is difficult to listen in different ways and it requires openness, not only to what is heard, but also seen and felt. It is also about working beyond the confines of your own ways of seeing, knowing, and doing. Listening is a process that should start well before a workshop.

- **Long-term engagement**: The relationships at the centre of co-creation take time to develop and require and deserve an ongoing and long-term commitment.

- **Embrace diversity and take different knowledge systems seriously**: Embrace different concepts of time, diverse ways of communicating, socioeconomic and political histories, cross-cultural matters and place-based protocols.

- **Partner/participant led sessions**: Make space for participants to lead sections of the workshop to acknowledge and incorporate existing knowledges and expertise.

- **Find common purpose/intent**: Spend time addressing what questions/issues are important to/for everyone.

- **Reciprocity**: Ensure all engagement is reciprocal. Engagement is an ongoing process, part of everyday life and often extends beyond the scope and life of specific projects. All partners ‘engage as different but equal (different regarding expertise and experiences; equal regarding rights and obligations), producing outcomes that are scientifically sound, applicable, and respond to the needs and rewards structures of all parties’ (Brundiers et al. 2010, p. 312).

- **Reflection**: Provide time and space for reflection, encouraging varied and active participation.

**Concluding remarks**

The success of the co-creation method required a nuanced understanding of each of the three principles, where ‘making space to be together’ and ‘acknowledging the individual’s context’ became a part of ‘bringing everyone along on the journey’. Herein lie the transferable lessons. It is hoped that this project inspires and helps enable others to start a co-creation journey of their own, using these principles, key lessons and case studies to guide their efforts.
Chapter 4: Outputs, impact and dissemination

Outputs/deliverables

The CoMC project has achieved the following outputs:

1. **Final report** (including impact statement)
2. **Curriculum** containing 6 modules, 38 activities, 45 purpose-made videos and links to additional readings and resources
3. **Co-creation methodology** comprising 3 key principles
4. **Supported website** documenting the co-creation methodology and hosting the curriculum, including videos and other readings and resources (also includes downloadable e-book)
5. **Project brochure – Good Practice Guide** (see Appendix C)
6. **11 conference presentations**, including papers, workshops, posters, showcases and exhibitions (details below)
7. **Seven publications** written for publication (details below)

Impact

This section documents the difference that the CoMC has made to a range of areas within our sphere of influence: local (Macquarie University), local and regional (Australian tertiary sector) international (international partner organisations), national and international (international volunteering for development industry). Table 2 below indicates the known impact at project completion and the estimated impact 6- and 12- months post-completion.

**Table 2: Project Impact**

<table>
<thead>
<tr>
<th>Locus of change</th>
<th>Project completion</th>
<th>6 months post-completion</th>
<th>12 months post-completion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Macquarie University</strong></td>
<td>• Comprehensive pre-departure preparation for MQ PACE International students</td>
<td>• Adoption &amp; adaption of curriculum resources by wider selection of unit convenors</td>
<td>• Ongoing adoption &amp; adaption of curriculum resources</td>
</tr>
<tr>
<td></td>
<td>• Activities adopted, reflected upon &amp; adapted by unit convenors from Anthropology,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geography, Sociology, International Studies &amp; PACE-specific units in the Arts Faculty</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Cross-cultural workplace</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Locus of change</th>
<th>Project completion</th>
<th>6 months post-completion</th>
<th>12 months post-completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>activities used for HDR mentor workshops</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Strengthened relationships with PACE International partners</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Professional staff in the PACE International team trained to facilitate curriculum activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Methodology trialled with local partners from the Faculty of Business and Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Over 240 students have benefited from the pre-departure and re-entry curriculum in the initial phase.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>International partner organisations</td>
<td>• Recognition of existing knowledge &amp; expertise</td>
<td>• Curriculum resources used to orientate other volunteer groups</td>
<td>• Ongoing use and development of additional curriculum resources</td>
</tr>
<tr>
<td></td>
<td>• Increased interpersonal relationships &amp; knowledge sharing between participating partner organisations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Curriculum resources used to orientate other volunteer groups in Peru, Sabah and Vietnam programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian tertiary sector</td>
<td>• The curriculum &amp; co-creation methodology has been actively disseminated through informal and formal presentations in conferences and workshops in Australia and overseas</td>
<td>• Dissemination continues through invitations to present at workshops and conferences nationally and internationally.</td>
<td>• Adoption &amp; adaption of curriculum resources from website</td>
</tr>
<tr>
<td></td>
<td>• Dissemination continues through invitations to present at workshops and conferences nationally and internationally.</td>
<td></td>
<td>• Release of academic publications</td>
</tr>
<tr>
<td>International volunteering for development industry</td>
<td>• Reference group members in this category identify the curriculum as best practice and urge others in the sector to draw on these for their programs.</td>
<td>• Adoption &amp; adaption of curriculum resources from website</td>
<td>• Adoption &amp; adaption of curriculum resources from website</td>
</tr>
</tbody>
</table>

Macquarie University

The most extensive and measurable impact of the CoMC project to date has been on Macquarie University’s PACE students. Every student going on an international activity is now prepared using the CoMC curriculum (see Appendix B). It also forms the basis of an academic unit, PACE360 (‘Seeing, Thinking and Doing PACE Internationally’). In addition, several unit convenors from Anthropology, Geography and Planning, Sociology and
International Studies use a selection of the activities with students in PACE units and others. The cross-cultural workplace modules have even been used to help prepare HDR mentors to engage cross-culturally with new PhD and Masters of Research students, and the teamwork activities have been used in workshops with the greater PACE staff body.

The co-creation methodology has also been received with considerable interest, resulting in at least one other successful grant-funded project. A team in the Faculty of Business and Economics are building on the principles to co-create a curriculum for a new PACE unit with international business organisations based locally in Australia.

Face-to-face workshops have developed stronger relationships between Macquarie University representatives and international partners and have brought about a greater understanding of their organisational aims and objectives. In doing so, the university’s commitment to reciprocity has moved beyond student-related projects and relationships.

International partner organisations

Our international partner organisations have referred the curriculum to some of the other tertiary institutions with which they work on a regular basis, both inside Australia and internationally. In several cases, partner organisations are also using the resources in their own staff training, particularly the team-building activities.

The development of strong relationships between Macquarie staff and representatives from partner organisations, and relationships among partner organisations, has resulted in several additional outcomes. For example, in November 2016 a PACOS Trust staff member undertook a professional development internship with Macquarie University to further a broader MOU and collaboration. Different international partner organisations have also come together to work collaboratively on additional projects.

Australian tertiary sector

The curriculum has been actively disseminated through informal and formal presentations in conferences and workshops in Australia and overseas (detailed below). A book chapter entitled ‘Co-creating Support Curriculum with PACE International Community Partners’ in Learning Through Community Engagement (edited by Judyth Sachs and Lindie Clark) was published by Springer in early 2016. This publication outlines the team’s preliminary observations of the co-creation process and its projected impact. Several other papers are under preparation. The website sees a regular flow of visitors, but at this stage there is only anecdotal evidence of the curriculum’s uptake in different areas.

Website analytics for the period of May to November 2017 demonstrate a number of visitors to the website from an increasingly diverse range of countries, in addition to those of our international partners, including: Spain, United States, Argentina, Kenya, Thailand, New Zealand, Finland, Canada, United Kingdom, Israel, Austria, Czech Republic and Slovenia (see Table 3).

Table 3: Website views 2015–2016
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>4518</td>
</tr>
<tr>
<td>Cambodia</td>
<td>609</td>
</tr>
<tr>
<td>Canada</td>
<td>165</td>
</tr>
<tr>
<td>India</td>
<td>129</td>
</tr>
<tr>
<td>Vietnam</td>
<td>122</td>
</tr>
<tr>
<td>Malaysia</td>
<td>115</td>
</tr>
<tr>
<td>United States</td>
<td>83</td>
</tr>
<tr>
<td>Fiji</td>
<td>42</td>
</tr>
<tr>
<td>Philippines</td>
<td>33</td>
</tr>
<tr>
<td>New Zealand</td>
<td>33</td>
</tr>
<tr>
<td>Spain</td>
<td>16</td>
</tr>
<tr>
<td>Argentina</td>
<td>13</td>
</tr>
<tr>
<td>Thailand</td>
<td>12</td>
</tr>
<tr>
<td>Indonesia</td>
<td>12</td>
</tr>
</tbody>
</table>

Community

In October 2016, an exhibition at the Macquarie University Art Gallery, titled ‘In the field’, featured the CoMC Co-creation River Drawing produced at the workshop in Sabah. The exhibition celebrated the intellectual and aesthetic genesis of creation, discovering what lies behind the creative process (see Figure 8).
Dissemination

Dissemination of the curriculum has been through a dedicated website—http://classroomofmanycultures.net

The co-creation strategy has been disseminated to both Australian and international tertiary institutions through a series of conference and workshop presentations.

- HERDSA Annual Conference, Melbourne, 6–9 July 2015. ‘Classroom of Many Cultures: Co-creating support curriculum with international community partners.’ This presentation provided an overview of the co-creation framework and outlined planned curriculum modules.

- WACE 19th World Conference, Kyoto, Japan, 19–21 August 2015. ‘Packing for PACE: Co-creating curriculum with community-based learning partners.’ This paper discussed the need for a co-creation method to generate teaching materials that prepare outbound students for international placements and identified an approach that adopts an ethics of reciprocity, values co-creation, and breaks down the divide between experts at home and subjects abroad. It also outlined the planned co-creation of curriculum resources with international partners and students.

- Learning and Teaching Week, Macquarie University, 14–17 September 2015. ‘Co-creating Curriculum: Developing a framework with PACE International partners, students and unit convenors.’ This paper set out the key principles underpinning a co-creation approach to curriculum development; provided an overview of best practice in co-creation; and outlined the co-creation framework for the project’s ongoing work.

- Workshop presented to RMIT Vietnam academics, Ho Chi Minh City, Vietnam, November 2015. ‘Preparing students for international mobility experiences.’ This workshop discussed co-creation principles in the context of the project and outlined planned curriculum modules.
• Office for Learning and Teaching Conference 2016: Learning and Teaching, Melbourne, 28 April 2016. ‘Classroom of Many Cultures: Co-creating support curriculum with international community partners and students’. This poster presentation outlined the project’s aims and projected outputs.

• Developing Global Perspectives Symposium, Pullman Quay Grand, Sydney, 9–10 June 2016. ‘OLT Project Workshop: Classroom of Many Cultures’. This workshop outlined the project’s co-creation framework and module development.

• Institute of Australian Geographers Conference, Adelaide July 2016. ‘Making it personal: Building and maintaining caring relationships within short-term funding agreements.’ This paper outlined the development of relationships within the context of the project and explored the way in which institutional-based relationships provide a framework for developing and maintaining caring relationships.

• ACEN Conference—WIL 2020: Pushing the Boundaries, Macquarie University, 28–30 September 2016. ‘Classroom of Many Cultures as a model for cross-cultural co-creation of curriculum.’ This presentation discussed key insights into the challenges and opportunities of international, cross-cultural co-creation, especially the necessity of building strong relationships and the pragmatics of collaboration.

• PACE Staff Meeting, Macquarie University, 13 October 2016. ‘Co-Creating Curriculum with International community partners and students.’ This presentation provided an overview of the Project and showcased the CoMC website.

• An exhibition: Co-creating ‘In the Field’, Macquarie University Art Gallery, October 2016. ‘Co-creation River Drawing.’ This exhibit mapped the partners’ personal and collective experience of the co-creation process.

• DevNet (Aotearoa New Zealand International Development Studies Network), Wellington, 5–7 December 2016. ‘Teaching an “Ethics of Reciprocity”: Preparing undergraduate students for international community-based service learning—workshop.’ Drawing on the project, this presentation explored new ways in which an ‘ethics of reciprocity’ (where there is benefit to both students and partners) can be better communicated to students.

• University-Industry Engagement Conference, Adelaide, 15-17 February 2017. ‘Co-creation? What in the world does that mean…?’ Developing methodological principles for co-creation between university and international partners. This was a poster presentation.

• Global Internships Conference, Santiago, 13–16 June 2017. ‘Volunteering for empowerment: a co-created framework to support university students’ placements with community development organisations working with children in the developing world.’ This poster session was presented in both Spanish and English.

• HERDSA Annual Conference, Sydney, 27-30 June 2017. ‘Classroom of many cultures: co-creating open access curriculum with community-based service learning partners
and students.’ This presentation shared the methodology and resources, focusing particularly on the resources developed in partnership with Pravah (youth-centred partner organisation based in Delhi).

- HERDSA Annual Conference, Sydney, 27-30 June 2017. ‘Co-creating curriculum with student, industry partner and staff engagement.’ This presentation shared the ways in which the CoMC methodology might be applied on a smaller scale.

- HERDSA Annual Conference, Sydney, 27-30 June 2017. ‘The Rise and Rise of Interdisciplinarity: Rhetoric or reality for curriculum transformation?’ At this roundtable discussion, members of the team discussed the interdisciplinary nature of the CoMC project.

The team will continue to promote the curriculum to stakeholders over the next 12 months.

**Academic publications:**

**Published book chapter:**


**The following have been accepted for publication:**


**The following paper has been submitted for publication:**


**The following papers are being drafted for publication:**

- Volunteering for children: A co-creation initiative to change the way volunteers think
about children in the developing world.
- Making it personal: Building and maintaining caring relationships within short-term funding agreements.

The following theme will be explored for publications over the next three months:
- The rise of interdisciplinarity in higher education

Reference group
The reference group members are located in the UK, US, Vietnam, India, Cambodia and Australia. While all members were given early access to a WordPress site, where curriculum resources were continually being updated and discussed, it was not possible to bring all members together face-to-face or online. Those based in Australia, of course, were able to attend a celebratory event at the end of the Sydney-based workshop, reviewing the curriculum created; as well as the ‘Developing Global Perspectives’ symposium much later in the project. Key people were contacted at different times and asked to selectively review parts of the methodology and/or curriculum. For example, Arjun Shekhar from the Community Youth Collective in India reviewed curriculum relating to group reflection and team building, and Catherine Peck reviewed the work cultures and child wellbeing modules in Vietnam. In the final dissemination phase of the project the reference group will play an important role in sharing the curriculum resources to relevant audiences.

Conclusion
In summary, the co-creation of this innovative curriculum and methodology makes a significant contribution to the increased focus on internationalisation and student ‘mobility for social change’. By sharing the curriculum resources outside of Macquarie University, the lessons gained from the CoMC project (and PACE International more broadly) will be more widely deployed, not only in the tertiary sector but also to third-party and internship providers, international exchange partners, the volunteering industry as well as the schooling sector as it increasingly engages in student exchange programs.

The diverse knowledges and insights into different ways of seeing, thinking and doing can help to harness students’ passion for learning and, through participation in structured curricular activities that respond to partner and community objectives, not only internationalise the classroom but also enable the preparation to be better tailored to the priorities of partners. In turn, this will enable a more meaningful and productive student contribution in the field of social action. In this way, students become social actors whose energies are directed towards social transformation and ultimately, the creation of a more just global society.
References


Appendix A: Certification

Certification by Deputy Vice-Chancellor (or equivalent)

I certify that all parts of the final report for this OLT grant provide an accurate representation of the implementation, impact and findings of the project, and that the report is of publishable quality.

Name: Sherman Young

Date: 4/1/17

Pro Vice-Chancellor, Learning and Teaching
Professor Sherman Young
Macquarie University
Appendix B: Outline for PACE International’s Pre-Departure Workshop

PACE International
PRE-DEPARTURE WORKSHOPS FOR COMMUNITY DEVELOPMENT STREAM

These two workshops are compulsory for those students who
- Are part of the community development stream (pre-arranged activities organised by PACE International)
- Have an activity with a community development organisation (student-nominated)
- Are part of a professional engagement activity organised by PACE International and are going to an ICP country
- Other students where deemed appropriate on a case-by-case basis

DAY SESSION

This session will be held over a Saturday or Sunday and will cover the following areas,

- Team Building
  - Activities to help students get to know each other better
- Community Development and Voluntourism
  - Introduces students to different conceptions of development, encouraging critical engagement
  - Allows students to consider and question their own perceptions and definitions of poverty
  - Gives students the opportunity to consider how their PACE activity might fit within a development context and how this differs from ‘voluntourism’
- Reciprocity and PACE
  - Encourages students to think about the different experiences that are integral to their PACE activity
  - Helps manage student expectations and make visible the diverse roles students might play (eg. learner, listener, project collaborator)
- Cross-cultural Workplaces
  - Introduces students to culture and cross-cultural communication
  - Encourages students to identify their own culture and to consider the impact of stereotypes
  - Encourages students to think about the impact of culture in different workplace environments
- Child Protection
  - Initiates student discussion on child protection issues and the role of students while on PACE placements
- Social Media
  - Encourages students to think about the impact their comments on social media might have on partner organisations and the communities they serve
- Wellbeing
  - Emphasises the importance of students looking after their mental health and encourages identification of strategies for doing this both as individuals and as members of a team
  - Provides opportunity for students to consider the different needs of their colleagues
  - Introduces the services that have been made available to support students while they are away

EVENING

This shorter session will provide students with specific information on,

- Their partner organisation
- Introduction of ICP or Team Leader
- Their project activity
- Insurance
- Staying healthy (this session is delivered by TMVC)
- Staying safe (this session is delivered by International SOS)
- Macquarie University’s Code of Conduct
Appendix C: Curriculum evaluation

‘CoMC Evaluation Data Snapshot’ documents the collection of data across the six teaching modules and the co-creation process itself. Research participants (students, partner organisations, the Macquarie team, other Macquarie University staff, Unit Convenors and external colleagues) have provided feedback through surveys, reflection activities, focus groups and informal feedback. An inventory of staff, partner and student evaluation tools (utilising surveys, reflection activities and focus groups) has been employed. Facebook has been used as a mechanism of informal reflection and feedback. Unit Convenors have also used peer review as an additional tool of evaluation.

An ongoing opportunity for teachers, students and the general public to provide feedback on the teaching modules is available through the feedback section of the CoMC website.

![Image of a diagram with different sections and criteria for evaluation]
Appendix D: Good Practice Guide

CO-CREATING SUPPORT CURRICULUM WITH INTERNATIONAL COMMUNITY PARTNERS AND STUDENTS

The Classroom of Many Cultures (CoMC) Project takes curriculum development to a new frontier: in developing curriculum in collaboration with international partners and students, it integrates meaningful social action with structured learning opportunities and reflection to both enhance student learning and meet partner and community objectives.

BACKGROUND

Like many Australian universities, Macquarie University has embarked on an ambitious plan of international work-integrated and community-based service-learning placements through its Professional and Community Engagement (PACE) program. The CoMC project was inspired by conversations with the international partners who host Macquarie students. They felt that they could contribute directly to the educational program, not merely as hosts for overseas work-integrated learning, but also as co-teachers.

• Students encounter community partners’ views, expertise and insight when they go overseas — Classroom of Many Cultures integrates that engagement from Day One of the course until the final assignments.
• We ‘walk the walk’, not just talking about sharing and working together globally, but genuinely co-creating our curriculum with our international partner organisations.
• We share the results, producing a truly open and adaptable set of curriculum resources that any school, university, program or other provider can adopt — but we also share our method and the lessons we’ve learned about co-creation. https://classroomofmanycultures.net/

WHO

The project is led by a team at Macquarie University in collaboration with 10 international community-based organisations from 7 different countries.
CO-CREATION METHODOLOGY

At the heart of this project is our commitment to ensuring that the expertise, knowledge and skills of International community partners are an integral part of a model curriculum. Co-creation however, is a complex and messy process. Embracing the unpredictable, emotional and personal reality of bringing together diverse ideas, perspectives and people, opens up possibilities for more creative ways of communicating and listening to what is seen, heard and felt.

There is no one-way or single formula for co-creating, as opportunities to co-create are always dependent on a context that is constantly changing. We have learnt from our experience, that building and sustaining interpersonal relationships is at the centre of a co-creation approach.

Building and sustaining interpersonal relationships means taking time to build trust and respect by simultaneously:

- Acknowledging the individual's context
- Bringing everyone along on the journey
- Making space to be together

Ultimately, co-creation is about the synergies, the bringing together of people and ideas, to create something new. It is exciting and inspiring because its process and outcomes are unpredictable. As relationships and ideas evolve so do the project outcomes and the curriculum resources produced.

MAKING SPACE TO BE TOGETHER

Developing caring relationships is about privileging acts of relating and moments of personal connection. Often this means making space to engage in activities that promote relationship building; learning to drum, swimming and dancing together or sharing the preparation of a meal.

ACKNOWLEDGING THE INDIVIDUAL’S CONTEXT

"In order to go forward, you need to understand where you have been before." (Yoggle, PACOS)

Taking the time to understand people’s individual contexts and lived experiences is essential to building the trust and respect necessary for enacting a co-creation methodology. It is an acknowledgment that together we are all learners, teachers, and researchers with complex, fluid, diverse and overlapping roles and responsibilities.

BRINGING EVERYONE ALONG ON THE JOURNEY

Important to the project and to sustaining relationships is ensuring that each team member has a shared understanding of the project’s aims and methodology. This has been challenging; as the methodology emerged over time, a number of strategies were attempted. The most successful included the setting up of a closed Facebook group, team building activities at face-to-face workshops and regular meetings both in person and over Skype.

"I see interpersonal relationships and peoples’ lives as interwoven within the co-creation process where partners become friends or family, and where the boundaries between work and everyday life become blurred."

Laura Hammersley, Macquarie University

"Co-Creation? What in the world does that mean...? How can that be boiled down to one universal product? Turns out, it can’t. And, that was the purpose of the co-creation process. NGO partners are focused on the day-to-day needs of the population we serve – and that is what made the exchange so fruitful. Bringing us all together allowed us, as experts on our own lives, through the great facilitation provided by the Macquarie staff and other NGOs, to draw-out the joys and challenges of what we do.... We are excited to start receiving students oriented with these new materials!"

Karen Bortvedt, Deaf Development Program, Cambodia

Classroom of Many Cultures 44
Through the Classroom of Many Cultures project we have co-created learning modules based on priority thematic areas identified by partners, students and staff. The curriculum resources developed are available to the public at https://classroomofmanycultures.net/ and have been designed to meet the needs of the Macquarie University PACE program, international partner programs, other universities and volunteer sending agencies.

The curriculum development process has taken place over eighteen months through both online and face-to-face consultations. Of particular importance to the co-creation of this curriculum were the two face-to-face workshops, one at Macquarie University in October 2015 and one in Sabah, Malaysia in March 2016. The latter, hosted by CoMC partner PACOS Trust and held over four days, allowed collaborators to further strengthen partner relationships, deliver new curriculum activities and reflect on the co-creation process. The result is a curriculum that provides a rich diversity of perspectives.

The curriculum resources include lesson plans, instructor notes, video lectures, readings and other materials.
Support for this project was provided by the Australian Government Office for Learning and Teaching. The views expressed in this publication do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

MACQUARIE UNIVERSITY PROJECT TEAM MEMBERS
Greg Downey, Kate Lloyd, Rebecca Bilous, Laura Hammersley, Eryn Coffey, Maria Amigo, Michaela Baker, Felicity Rawlings-Sanas and Samantha Gilchrist

PARTNER ORGANISATIONS
Arbitration Council Foundation (Cambodia); WSD Handa Centre (Cambodia); Bahay Tuluayan (Philippines); Deaf Development Program (Cambodia); Legal Aid Cambodia (Cambodia); KOTO (Vietnam); PACOS Trust (Sabah, Malaysia); Peru’s Challenge (Peru); Pravah (India); Restless Development (India); University South Pacific (Fiji)

PROJECT EVALUATOR
Dr Garry Allan

STUDENT PARTICIPANTS
Kristopher Gilmour, Madeline Storey, Liz Smith, Suhad Hussain, Sudatta Banerjee, Uni Pradipkumar Savania, Natalie De Vera, Rachel Lin, Salome Ratnarajah, and the numerous students who trialled the modules in their PACE units and provided valuable feedback

PHOTO CREDITS
Michaela Baker and Laura Hammersley

DOCUMENT DESIGN
Aaron Hill

For further information on the project contact the project manager Dr Rebecca Bilous (PACE) or project leaders Associate Professor Kate Lloyd (PACE) and Professor Greg Downey (Dept of Anthropology), Macquarie University, Sydney 2109.

E-MAIL
Rebecca.Bilous@mq.edu.au

OR VISIT
https://classroomofmanycultures.net/
Appendix E: Case study stories of co-creation

Story: Co-creating lunch

By Kate Lloyd (Project Leader, Macquarie University)

Workshop participants came up with the idea to co-create the final lunch together at the Sabah workshop because our favourite dishes represent who we are, with all the spices, flavour, and colour of our own culture. On the morning of the lunch, we went to the PACOS gardens to collect the necessary herbs. Kartik (from Restless Development) had already gathered lemongrass from our walk the previous morning. Hilda, our homestay host, provided the rest of the food.

The kitchen was later abuzz with activity, chopping, mixing, laughing and the smell of co-creation. The buzz embodied the very principles of our curriculum co-creation. We shared the stories behind the recipes, when dishes were eaten, and how they were served. We marvelled at food preparation techniques and pairings of food we hadn’t considered. For example, Hanh (from KOTO) had never seen chili being smashed before, having always chopped it for Vietnamese dishes. Rojieka (from PACOS) was amazed as she saw raw tofu (which she ate regularly) being fried to make a Vietnamese dish. Leungchhoung (from ACF), who confessed he never cooks at home in Cambodia, sat and smashed peanuts for a Vietnamese dish, just happy to be helpful. Amazing smells emerged from the kitchen as Indian chicken curry cooked in the pot and mixed with the aroma of Cambodian sour fish soup, fried tofu and pineapple. This mixture of smells, methods, sharing and learning illustrated the synergies and collaboration that drove our work together. We then sat down together to the most amazing array of dishes, surrounded by new friends, colleagues and a shared understanding of what we could create together.
Story: Co-Creation? What in the world does that mean?

By Karen Bortvedt (Deaf Development Programme, Cambodia)

Co-Creation? What in the world does that mean in the context of our many different NGOs with many different focus areas, diverse cultures, and unique challenges? How can that be boiled down to one universal product?

Turns out, it can’t. And, that was the purpose of the co-creation process. NGO partners are very focused on the day-to-day needs of the population we each serve – and that is what made the exchange so fruitful. Bringing us all together allowed us, as experts on our own lives, through the great facilitation provided by the Macquarie staff and other NGOs, to draw-out the joys and challenges of what we do.

Whether looking at the interconnectedness of social justice issues or sharing stories of workplace culture clashes, we were able to feed off each other and share solutions (or just commiserate). As participants came from varied backgrounds, they definitely had diverse ways of looking at the same issue and were able to articulate those experiences to help create allies across NGOs, and hopefully with our future PACE students.

As a supervisor of PACE volunteers, one thing that is very evident is that the success of a participant has far more to do with the student’s attitude and openness to different perspectives, work styles, cultures, and challenges; the co-creation process highlighted these and led to teaching materials that can be shared to better prepare the students to succeed in their NGO placements. We are excited to start receiving students oriented with these new materials!