



PACE360

Seeing, Thinking and Doing PACE Internationally

WV Day 2018

University

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General Information

Unit convenor and teaching staff

Rebecca Bilous

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Credit points

3

Prerequisites

(39cp at 100 level or above) and permission PVE Learning Teaching and Diversity

Corequisites

Co-badged status

Unit description

This unit offers students new ways of seeing, thinking and doing PACE in an international context by providing an opportunity for students to engage with an international professional or community partner and learn through participation in a variety of activities. Examples include group community development projects run through PACE International or independently sourced international activities. The unit prepares students to experience cross-cultural contexts and gain a greater awareness of issues of power, wealth, ethical practice, multiple perspectives that operate within a complex set of economic, political, environmental and cultural dynamics shaping how we see, think and do. Through a range of modules on reflective and ethical practice, development and poverty, students are challenged to think more deeply about their own assumptions and perspectives and to recognise different ways of knowing, seeing, doing and being. It also equips students with a range of practical skills through the development of graduate capabilities and professional skills, and knowledge of risk, health and safety in an international context. Using these modules and the experiences of our international PACE partners, this unit prepares and challenges students to make the most of their experience and reflect on their role in contributing to partner objectives and their own learning.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Identify, articulate and reflect on their Graduate Capabilities as well as their overall

experience in the unit.

Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.

Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.

Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.

Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.

Design, produce and effectively communicate key reflections relating to the core concepts taught in the unit and the PACE activity.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Learning objections and reflec</u>	10%	Yes	7/6/18
<u>Participation</u>	30%	No	various
<u>Supervisor Report</u>	10%	No	NA
<u>Activity Report</u>	40%	No	23/8/18
<u>Final Reflection</u>	10%	No	30/8/18

Learning objections and reflec

Due: **7/6/18**

Weighting: **10%**

This is a hurdle assessment task (see assessment policy for more information on hurdle assessment tasks)

In this first assessment you need to identify the skills, awareness, confidence or knowledge that you want to develop by the end of your international placement. You will need to include,

- Three learning objectives
- A rationale (or explanation) of why you have chosen these particular learning objectives
- The strategies and resources you might use to achieve these particular goals
- The reflection techniques you might use to measure / record your progress towards the development of these goals

- How will you be able to demonstrate your achievement of these goals

On successful completion you will be able to:

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Design, produce and effectively communicate key reflections relating to the core concepts taught in the unit and the PACE activity.

Participation

Due: **various**

Weighting: **30%**

- Attend all workshops (unless alternative arrangements are discussed with your unit convenor and approved prior to the workshop)
- Contribute articles, books or videos to online discussion posts (minimum of two resources) that are relevant to the country you're going to, your partner organisation or the themes of the unit. Each contribution should include a brief reflective paragraph that indicates the relevance of the resource to your own learning.
- Read and respond to discussion related to the materials contributed by your peers (a minimum of three brief paragraph responses).
- Contribute to the iLearn discussion forums (or equivalent social media platform) before, during and after your PACE activity. Your contribution should include,
 - A post that includes your first impressions
 - A post that addresses a critical incident (see the article by McAllister, available in iLearn)
 - A third on a topic of your choosing
 - Meaningful and engaging responses to the contributions of others

On successful completion you will be able to:

- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.

- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.
- Design, produce and effectively communicate key reflections relating to the core concepts taught in the unit and the PACE activity.

Supervisor Report

Due: **NA**

Weighting: **10%**

This is a report completed by partner organisations on the completion of your PACE activity.

On successful completion you will be able to:

- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.

Activity Report

Due: **23/8/18**

Weighting: **40%**

Throughout PACE360 we have challenged you to think, see and do PACE in an international context. The various activities within each module of PACE360 (reflective practice, ethics, global citizenship, single stories, community development) were co-created by academics, international PACE partners and students. For your final assignment we want you to use your experience to further contribute to these modules in preparing future PACE students.

We would like you to:

1. Select a particular topic (framed by the unit's theme of seeing, thinking and doing differently) related to your own learning and experience working with an international partner. For example you might like to provide an example of a single story specific to your own experience or one that might relate to the specific context of your international partner, or to explore the ways in which you've used or questioned ethical practice throughout your activity.
1. Think about how you might best communicate what you have learnt. This could take the form of a letter, board game, scrapbook, musical composition, artwork, poem, sculpture, website, blog, film, You will be exposed to a number of different formats throughout PACE360.
1. You need to make sure that you have,

- Drawn on your own international PACE activity
- Considered the specific context of your partner organisation
- Reflected on the lessons you have learnt as a result of the activity (changes to the way you see, think, do or will be)
- Drawn on and made explicit links to the materials covered throughout the unit and resources from your partner organisation (eg. Interviews with people, observations of partner activities, in-country preparation etc.)
- Explained why this particular topic is important for students to know / understand
- Referenced both academic and community resources* in a bibliography

Depending on your choice of medium you may also need to write a short explanatory piece (1500 words) to accompany your 'lesson' (game / website / film etc.) to ensure that your message is clearly communicated and that you have responded to each of the above criteria. While this shouldn't be necessary if you have written a blog, it will be essential if dance or sculpture is your chosen medium.

1. Present your assignment to the class at the final workshop in a 'mini conference' on 23rd August in which other students and PACE staff will be given the opportunity to view your poster / play your game / watch your dance / read your poem etc. and ask questions. It is anticipated that this presentation will provide you both with an experience of 'peer' review and an opportunity to consider the learning of other students.

A marking rubric will be made available on iLearn.

*community resources might include publically accessible reports, documents written by the partner or community, discussions with partners, community members, in country preparation materials or presentations.

On successful completion you will be able to:

- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.
- Design, produce and effectively communicate key reflections relating to the core

concepts taught in the unit and the PACE activity.

Final Reflection

Due: **30/8/18**

Weighting: **10%**

Reflect on how your experience has contributed to the development of the skills and capabilities that you identified in your learning objectives. You may also want to reflect on unexpected learning or areas that you thought you were proficient in but found you developed in these areas too. It's ok if you find that you 'failed' in a certain area too, this is all part of the learning process; just reflect on what you learnt from this process. Consider also, what you have learnt from your colleagues' final presentations?

On successful completion you will be able to:

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.
- Design, produce and effectively communicate key reflections relating to the core concepts taught in the unit and the PACE activity.

Delivery and Resources

Classes:

The unit involves on-line learning (through iLearn), six compulsory workshops and a participation activity. Students should note that the required activities for PACE360 will vary from week to week depending on the mode of the delivery (in-class workshop, online or a combination of the two) and the timing of the participation activity. In-class workshops are scheduled as follows:

- Thursday 10 May, 3 – 5pm
- Thursday 17 May, 3 – 5pm
- Thursday 24 May, 3 – 5pm
- Thursday 31 May, 3 – 5pm
- Thursday 16 August, 3 – 6pm
- Thursday 23 August, 3 – 6pm

It is expected that students attend **all** workshops, unless a compelling reason (e.g. illness) prevents them from doing so. If you cannot attend a workshop, please contact the convenor.

PACE360 Online (Technology required)

PACE360 makes extensive use of web-based teaching support using iLearn with the intention of facilitating flexible delivery, independent learning, peer-to-peer communication, and cooperation. The iLearn site provides access to items such as on-line learning resources especially designed for PACE units, an announcement board for important notices (i.e. class cancellation), the Unit Guide, Discussion Forums, assignment submission portal and student grades.

Access to the Internet and regular access to the unit's iLearn pages is essential. Students can log in to the iLearn pages by going to the "Students" homepage of Macquarie's website (<http://students.mq.edu.au/home/>) and selecting "Online units" from the top right hand side of the page.

Unit Schedule

- Thursday 10 May (3 – 5pm): Ways of Seeing
- Thursday 17 May (3 – 5pm): Ways of Thinking
- Thursday 24 May (3 – 5pm): Ways of Doing
- Thursday 31 May (3 – 5pm): Ways of Being
- Thursday 16 August (3 – 6pm): Re-entry Workshop
- Thursday 23 August (3 – 6pm): Presentations

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit [ask.mq.edu.au](#).

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.
- Design, produce and effectively communicate key reflections relating to the core concepts taught in the unit and the PACE activity.

Assessment tasks

- Learning objections and reflection
- Participation
- Supervisor Report
- Activity Report
- Final Reflection

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.

- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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- Activity Report
- Final Reflection

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.

- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
- Recognise how their engagement with the international community or professional organisation has facilitated mutually beneficial opportunities for the generation and the sharing of knowledge.
- Have an enhanced sense of ways in which they have more broadly contributed to a socially inclusive and sustainable society through PACE360.
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Assessment tasks

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- Participation
- Supervisor Report
- Activity Report
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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Identify, articulate and reflect on their Graduate Capabilities as well as their overall experience in the unit.
- Apply an understanding of core concepts such as reflective practice, ethics, community development, inter-cultural communication.
- Evaluate and reflect on their own reactions to challenges related to ethics, community development, inter-cultural communication and how this has contributed to the development of their identified graduate capabilities.
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