Developing Self-Reliance

New Models of Global Mobility for Indigenous Students

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Why does outbound mobility matter?

- Reports by:
  - Universities Australia “Report into Student Mobility”; April 2016, Rob Lawrence
  - IEAA “Outcomes of Learning Abroad Programs”; May 2016, Dr Davina Potts
  - IEAA “Learning Abroad at Australian Universities”; May 2016, Dr Davina Potts and Leanne Harrison
  - IEAA “International Trends in Learning Abroad” May 2016, Dr Davina Potts and Dr Ly Tran
  - AU IDF “Outgoing International Mobility of Australian University Students 2016 (in 2017)”
Why does outbound mobility matter?

• Benefits are individual, institutional and national
  • Individual includes (inter alia) higher progression and graduation rates (including for at risk students), cognitive and creative development, career outcomes, intercultural skills and global citizenship
  • Institutional includes recruitment benefits (point of difference), development of international links and partnerships (including for research)
  • National includes development of human capital and trade, economic and political relations
How is Australia doing?

- Participation in learning abroad has increased to 44,045 students in 2016 (from 15,058 in 2009) – 15.9% of the cohort (6.1% in 2009)
- Long term programs 20% of total. Most common is 2-4 weeks at 34% of cohort
- Destinations: Asia (40%), followed by Europe and then the Americas (N.B., USA, China and UK are 1, 2 and 3 respectively)
- Benefit to students accrue irrespective of length of program but notional best practice minimum is 6 weeks
- Student participation in learning abroad has become a central strategy within institutional plans both in Australia and overseas
- Growth in Australia supported by both Govt. and institutions: OS HELP, Asia Bound and New Colombo Plan
- **316 Indigenous students in 2016, 1.6% of the cohort**
The Indigenous perspective

• Professor Mark Rose, the Gundjitjmara Nation
THE FOUR INDUSTRIAL REVOLUTIONS

FIRST (1750-1840)
Mechanical production, railroads, and steam power

SECOND (1870-1929)
Mass production, electrical power, and the advent of the assembly line

THIRD (1979-2000)
Automated production, electronics, and computers

FOURTH (2000+)
Artificial intelligence, big data, robotics, and more to come

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Societal Migration

Tribal /Agrarian/Village
City State
Nation State
Global Village
Authentic Global Citizenship
Relationship
Philosophical Nimbleness
Intellectually Challenging
Equity Consideration
Educational Leadership
Case study

• Tracking indigeneity in the Philippines- a study tour
• Dr Trevor Hogan
Dee jae paestro – street artist, poblacion, Makati, metro Manila
Subject themes

• This subject tracks the long term, big picture stories of the indigenous peoples of the Philippines. It shows how they successfully resisted the colonial incursions of the Spanish for 350 years but were then integrated into the American empire at the beginning of the twentieth century and subsequently the independent Republic of the Philippines. It depicts the momentous struggles by the indigenous peoples for autonomous development ever since 1947.

• It connects Indigenous and non-Indigenous students and scholars at La Trobe with their Philippine counterparts to learn about Indigenous place, identity and politics and the Indigenous quests for autonomous and sustainable community development.
Pedagogy

- The learning is dialogical and dialectical: notions of identity and Indigeneity are complex and contested and this example provides a way for Australian students to at once become familiar with SE Asia and to reflect on Australian Indigenous identities, stories and pathways of development. Of particular relevance and critical interest are the indigenous autonomy struggles, democracy movements, and conflict resolution, mediation and restorative justice programs.

- Students develop a research project that reflects their own thematic interests and discipline’s methods while, at the same time, engaging in creative thinking, critical analysis, cross-cultural literacies, and problem-solving in a multi-discipline setting.
Subject calendar

• **01 DECEMBER 10:00am - 1:00pm**
  - WORKSHOP 1: Introduction to subject and field work trip logistics planning
• **14 DECEMBER 10:00am - 1:00pm**
  - WORKSHOP 2: Research Project Plan Preparing your research project plan / 250 word short abstract due
  - AND Final arrangements before trip
• **21 DECEMBER 2016 – upload submission of Research Project Plan of LMS site**
• **27 January –14 February 2017 – STUDY TOUR**
• **March 2017**
  • **1 March 10:00am to 1:00pm**
  • WORKSHOP 3: – Follow up after tour AND Presentation of Final Research Project
The teaching team – La Trobe

• Professor Mark Rose, Director, Indigenous Strategy and education, La Trobe, speaking at the Australian Ambassador’s home and reception for NCP students from 3 Australian universities
The teaching team – La Trobe

• Dr Minerva Chaloping-March, research associate, PASC, La Trobe and Indigenous anthropologist from Lepanto, Benguet Province, expert on Indigenous mining and ecological knowledges, our key ambassador and interlocutor in the region.
Teaching team – La Trobe

- Dr Julie Rudner,
- Community development and urban and regional planner
The students
The students

• NCP funding – 15 scholarships of 3k each.
• 2 students self-paid. 17 all up.
• 3 Indigenous students; and a cast of many ethnic and linguistic backgrounds including Argentinian, Vietnamese, Afghan, Samoan, British, Mediterranean, Baltic, Central European family origins.
• 13 below age of 30 with 4 mature aged students; 12 females, 5 males. 4 from regional Victorian campuses.
• Majors: Indigenous studies, creative arts, history, anthropology, international development, archaeology, sociology, health sciences, social work, education.
**Learning objectives (SLOs)**

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<tr>
<th>Objective</th>
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<td>Critically review contemporary and comparative indigeneity through cross-cultural experience, example and reflection.</td>
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<td>Identify the role and significance of history, culture, place and social agency in the politics of engagement with development, environmental management and economic change.</td>
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<td>Work individually and as a member of a small team to explore different disciplinary approaches to the study of indigenous issues in Northern Philippines.</td>
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<td>Develop communication and project design skills in the field, online and in international campus settings.</td>
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<td>Assessment Tasks</td>
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<tr>
<td>Research Proposal, 500 words</td>
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<tr>
<td>Oral Presentation (individual)</td>
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<td>Podcast and group presentation</td>
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<tr>
<td>Final Research Project 2,000 words</td>
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