



**UNSW**  
SYDNEY

Australia's  
Global  
University



# ARTS3758

Global Change Internship

Term Two // 2019

## Course Overview

### Staff Contact Details

#### Convenors

Name	Email	Availability	Location	Phone
Susanne Schmeidl	s.schmeidl@unsw.edu.au	Per appointment	Room 138 Morven Brown Building	+61 (2) 9385 2405

### School Contact Information

School of Social Sciences

Room 159

Morven Brown C20

email: [soss@unsw.edu.au](mailto:soss@unsw.edu.au)

phone: 02 9385 1807

## Course Details

### Credit Points 6

### Summary of the Course

Subject Area: *Development Studies*

This course provides you with the unique opportunity to gain international exposure and deeper understanding of the political, social and cultural context of a development context. Aligned with UNSW's emphasis on work-integrated learning, this course is a structured and supported work placement designed to give you practical experience in tackling development challenges through working with a non-governmental organisation in a specified country setting. This will be a one-of-a-kind experience to help you understand how participatory and context-sensitive development works in practice.

### Course Learning Outcomes

1. Work as an individual, self-motivated, learner in a professional practice context, attentive to the dynamics of the institution or organisation.
2. Reflect on and evaluate workplace practice, professional development, and learning.
3. Communicate effectively about development in theory and practice both orally and in a range of written forms.

### Teaching Strategies

The central component of this course is a field placement with a development organisation and provides students a unique opportunity at intensive work-integrated learning.

This course uses Problem-Based Learning (PBL) which puts the student at the centre of the learning journey, requiring them to play an active role in the learning process.

There are several reasons for using PBL in this course:

**It revolves around the student:** In a PBL environment students are personally responsible for what they learn. They take part in discussions, share knowledge and, together with their host organization formulate your own learning objectives.

**Learning dynamically:** By approaching development questions in practise, students can apply theoretical learning and reflect on the learned while gaining new skills. They can also identify gaps in their knowledge that they can fill upon returning. The opportunity to reflect on the field experience enhances students ability to become an observant change-practitioner.

**Acquiring skills for life:** An intensive work-experience can provide students with the first taste of what it means to be a development professional and gain skills they are unlikely to acquire in a class-room setting. A field internship in a culturally diverse environment making the discussions especially lively and being part of a team in a development organization presents student with the opportunity to work with people from highly divergent disciplinary backgrounds. Students learn essential skills, such as listening to others, presenting their viewpoint, debating, writing reports and working collaboratively.



## Assessment

Exact dates and additional assessment information (incl. marking rubrics) will be shared on Moodle.

### Assessment Tasks

Assessment task	Weight	Due Date	Student Learning Outcomes Assessed
Placement Organisation Assessment	40%	Not Applicable	1,3
Reflective Journal	60%	Not Applicable	2

### Assessment Details

#### Assessment 1: Placement Organisation Assessment

**Start date:** Not Applicable

**Length:** 2,000 words

**Details:** Students submit a 2,000 report that includes two parts: 1) A critical assessment of the host organization and its role in the community and 2) the role of the student during their work placement. Written feedback and a numerical grade will be provided within ten working days of submission. Students will be assessed based on a rubric made available to them at the start of the course so they can work towards specified standards.

**Additional details:**

Deadlines for this assessment are flexible pending the actual field placement dates.

**Submission notes:** To be submitted not later than at the end of the second week of the field placement.

**Turnitin setting:** This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

#### Assessment 2: Reflective Journal

**Start date:** Not Applicable

**Length:** 2,500-3,000 words

**Details:** Reflective Journal Entries are to be written weekly over the course of the internship (500 words per entry). The full portfolio is submitted at the conclusion of the placement. Written Feedback is provided within ten days of submission. A numerical grade is based on a rubric made available to students at the start of the course so that they can work towards specified standards.

**Additional details:**

Deadlines for this assessment are flexible pending the actual field placement dates.

**Submission notes:** To be submitted no later than one week after returning from the overseas placement.

**Turnitin setting:** This assignment is submitted through Turnitin and students do not see Turnitin similarity reports.

## Attendance Requirements

This course is an internship placement with host organisations. Students will attend the field placement on the regular working times as agreed with the host organisation.

## Course Schedule

[View class timetable](#)

### Timetable

Date	Type	Content
Week 1: 3 June - 7 June	Intensive	Prep Week - see other course
Week 2: 10 June - 14 June	Intensive	Preparation for departure.

## Resources

### Prescribed Resources

There are no required resources other than those recommended.

This resource will be very useful for your reflective blogs/learning journal.

Moon, J.A. *Learning Journals: A handbook for reflective practice and professional development*, 2nd edition. London and New York: Routledge. [There is an online version]

### Recommended Resources

Please see suggested readings provided on Moodle.

### Overall Guidance Documents

Laws, S., Harper, C., Jones, N. and Marcus, R. 2013. *Research for Development: A Practical Guide*, London: SAGE publications.

World Bank (2015) *World Development Report 2015: Human decision making and development policy /Mind/Society/Behaviour*; [http://elibrary.worldbank.org/doi/abs/10.1596/978-1-4648-0342-0\\_ov](http://elibrary.worldbank.org/doi/abs/10.1596/978-1-4648-0342-0_ov)

Thomet, Nieves and Alice Vozza. 2010. *Project Design Manual A Step-by-Step Tool to Support the Development of Cooperatives and Other Forms of Self-Help Organization*; Geneva:

ILO/ICT;

<http://www.ilo.org/public/english/employment/ent/coop/africa/download/coopafriaprojectdesignmanual.pdf>

Whaites, A., E. Gonzalez, S. Fyson and G. Teskey (eds). 2015. *A Governance Practitioner's Notebook: Alternative Ideas and Approaches*, Paris: OECD; <http://www.oecd.org/dac/accountable-effective-institutions/Governance%20Notebook.pdf>

CDA Collaborative Learning Projects. *Do No Harm Workshop Participant's Manual*. Cambridge, MA: CDA, 2016. <http://cdacollaborative.org/wordpress/wp-content/uploads/2017/02/Do-No-Harm-DNH-Participant-Manual-2016.pdf>

Currion, Paul. 2014. *Humanitarian Needs Assessment: The Good Enough Guide*. Warwickshire: Practical Action Publishing Ltd / Oslo: The Norwegian Refugee Council. <http://reliefweb.int/sites/reliefweb.int/files/resources/h-humanitarian-needs-assessment-the-good-enough-guide.pdf>

Ramalingam, B. 2006. *Tools for Knowledge and Learning: A Guide for Development and Humanitarian Organisations*; London:

RAPID/ODI: <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/188.pdf>

### 1. Preparation/Expectations

*Human Development Report 2016: Human Development for Everyone*. UNDP;



[http://hdr.undp.org/sites/default/files/2016\\_human\\_development\\_report.pdf](http://hdr.undp.org/sites/default/files/2016_human_development_report.pdf)

Björkdahl, A., O. Richmond and S. Kappler (2015) 'The Field in the Age of Intervention: Power, Legitimacy, Authority vs the "Local"', *Millennium: Journal of International Studies*, 44(1): 23-44.

Doiron, R and M. Asselin. "Ethical Dilemmas for Researchers Working in International Contexts"; *School Libraries Worldwide* Volume 21, Number 2, July 2015; [http://www.iasl-online.org/resources/Documents/slw/v21/vol21\\_n2\\_toc/dorionasselin1-10.pdf](http://www.iasl-online.org/resources/Documents/slw/v21/vol21_n2_toc/dorionasselin1-10.pdf)

Fechter, A. (2012). 'Living Well' while 'Doing Good'? (Missing) debates on altruism and professionalism in aid work'. *Third World Quarterly*, 33(8): 1475-1491.

Gilbert, J. (2005). 'Self-knowledge is the prerequisite of humanity': personal development and self-awareness for aid workers'. *Development in Practice*, 15(1): 64-69.

Roth, S. (2012). 'Professionalisation Trends and Inequality: experiences and practices in aid relationships'. *Third World Quarterly*, 33(8):1459-1474

Hudson, D & Marquette, H. (2015) Mind the gaps: What's missing in political economy analysis and why it matters, In A. Whaites, E. Gonzalez, S. Fyson and G. Teskey (eds). 2015. *A Governance Practitioner's Notebook: Alternative Ideas and Approaches*, Paris: OECD;

Groundwater, Ben. 2017. Travel bloggers and social influencers: Is the travel community "too white?"; <http://www.traveller.com.au/travel-bloggers-and-social-influencers-is-the-travel-community-too-white-gzk931#ixzz4yeelusXd>

Carr, S.C. and I McWha-Hermann. 2016. "Mind the Gap in local and international aid worker salaries." *The Conversation*; <https://theconversation.com/mind-the-gap-in-local-and-international-aid-workers-salaries-47273>

Elliot, M.C. (2015). 'Critical Ethnographic Analysis of "Doing Good" on Short-Term International Immersion Experiences'. *Occupational Therapy International*, 22(3): 121-130.

Sen, A. 2006. "The Man Without a Plan." *Foreign Affairs*, March/April 2006.

Mosse, D. (2005) 'The Goddess and the PRA: Local Knowledge and Planning' in *Cultivating Development: And Ethnography of Aid Policy and Practice*. London: Pluto Press, 75-102.

Roth, S. (2015). *The paradoxes of aid work: passionate professionals*. Abingdon: Routledge.

Palacois, C.M. (2010). 'Volunteer tourism, development and education in a postcolonial world: conceiving global connections beyond aid'. *Journal of Sustainable Tourism*, 18(7): 861-878.

Redfield, P. (2008). 'Sacrifice, triage and global humanitarianism', in T Weiss & M Barnett (eds), *Humanitarianism in Question: Politics, Power, Ethics*, 2008. Ithaca: Cornell University Press, pp. 196-215.

## **Positionality**

England, K. (1994) 'Getting Personal: Reflexivity, positioning and Feminist Research' *the Professional Geographer*, 46(1): 80-89.

England, K. (1994) Getting Personal: Reflexivity, Positionality, and Feminist Research, *The Professional Geographer*, 46:1, 80-89, DOI: 10.1111/j.0033-0124.1994.00080.x.

Fisher, T. (2015) Positionality, subjectivity, and race in transnational and transcultural geographical research, *Gender, Place & Culture*, 22:4, 456-473, DOI: 10.1080/0966369X.2013.879097.

Fletcher, T. (2014) 'Does he look like a Paki?' an exploration of 'whiteness', positionality, and reflexivity in inter-racial sports research', *Qualitative Research in Sport, Exercise and Health*, 6(2): 244-260.

Kaspar, K. & S. Landolt (2016) Flirting in the field: shifting positionalities and power relations in innocuous sexualisations of research encounters, *Gender, Place & Culture*, 23:1, 107-119, DOI: 10.1080/0966369X.2014.991704.

Kohl, E. & P. McCutcheon (2015) Kitchen table reflexivity: negotiating positionality through everyday talk, *Gender, Place & Culture*, 22:6, 747-763, DOI: 10.1080/0966369X.2014.958063.

Kusek, W.A. & S. L. Smiley (2014) Navigating the city: gender and positionality in cultural geography research, *Journal of Cultural Geography*, 31:2, 152-165, DOI: 10.1080/08873631.2014.906852.

Milner, H.R. (2007). 'Race, Culture, and Researcher Positionality: Working Through Dangers Seen, Unseen, and Unforeseen'; *Educational Researcher*, 36(7): 388-400; DOI: 10.3102/0013189X07309471; [http://www.uwo.edu/education/\\_files/documents/diversity-articles/milner\\_2007.pdf](http://www.uwo.edu/education/_files/documents/diversity-articles/milner_2007.pdf)

Merriam, S.B, J. Johnson-Bailey, L. Ming-Yeh, Y. Kee, G. Ntseane & M. Muhamad (2001) Power and positionality: negotiating insider/outsider status within and across cultures, *International Journal of Lifelong Education*, 20:5, 405-416.

Sen, A. (2006) 'The man without a plan', *Foreign Affairs* 85/2; This is a review article of William Easterly's (2006) *White Man's Burden*, New York: Penguin [what are you? A Seeker? A Planner? A Dreamer?]

Takas, D. (2003) 'How does your Positionality bias your Epistemology?' *The NEA Higher Education Journal* 04: 27-30; [http://www.nea.org/assets/img/PubThoughtAndAction/TAA\\_03\\_04.pdf](http://www.nea.org/assets/img/PubThoughtAndAction/TAA_03_04.pdf)

### **Understanding context - understanding culture - dealing w/ privilege**

Goudge, P. (2003). *The whiteness of power: racism in third world development and aid*. London: Lawrence and Wishart.

Rocha Menocal, A. (2014). *Getting real about politics: From thinking politically to working differently*. London: Overseas Development Institute; <http://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8887.pdf>

Ware, Anthony. 2011. Context-Sensitive Development: How International NGOs operate in Myanmar, PH Dissertation, Melbourne: Deakin University; <http://dro.deakin.edu.au/eserv/DU:30048419/ware-contextsensitive-2012A.pdf>

UNESCO (2009). UNESCO World Report Investing in Cultural Diversity and Intercultural Dialogue. Paris: UNESCO Publishing. Available at: [http://www.un.org/en/events/culturaldiversityday/pdf/Investing\\_in\\_cultural\\_diversity.pdf](http://www.un.org/en/events/culturaldiversityday/pdf/Investing_in_cultural_diversity.pdf) (Chapter 2 & 7)

Nunes, I.A., Felix, B. and Prates, L.A. 2017. Cultural intelligence, cross-cultural adaptation and expatriate performance: a study with expatriates living in Brazil. *Revista de Administração*, 52: 219–232.

Bourdieu, P. (1986). "The forms of capital", in I. Szeman and T. Kaposy (eds), *Cultural theory: An anthology*, 2011. Singapore: Wiley-Blackwell, pp. 81-93.

## Self-care

Ditzler, T.F., Hastings, P.R. and Hoeh, A.D. (2015). 'Human Security Workers Deployed in Austere Environments: A Brief Guide to Self-Care, Sustainment, and Productivity'. *Journal of Human Security*, 11(1): 19–25

Gritti, A. (2015). 'Building aid workers' resilience: why a gendered approach is needed'. *Gender and Development*, 23(3): 449-462.

The Guardian's Secret Aid Worker Blog: <https://www.theguardian.com/global-development-professionals-network/series/secret-aid-worker>

"When your dream job ends in depression", 2016; Secret aid worker blog, The Guardian; <https://www.theguardian.com/global-development-professionals-network/2016/jul/19/secret-aid-worker-when-your-dream-job-ends-in-depression>

"What I wish I could say to the people back home"; 2017, Secret aid worker blog, The Guardian; <https://www.theguardian.com/global-development-professionals-network/2017/apr/11/secret-aid-worker-humanitarians-flawed-individuals>

## Development Ethics; Assessing and Managing Risks

CDA Collaborative Learning Projects. Do No Harm Workshop Participant's Manual. Cambridge, MA: CDA, 2016. <http://cdacollaborative.org/wordpress/wp-content/uploads/2017/02/Do-No-Harm-DNH-Participant-Manual-2016.pdf>

Astroulakis, N. (2011) 'The development ethics approach to international development', *International Journal of Development*; 10(3): 214-232

Eade, D. (2007) 'Capacity building: who builds whose capacity?' *Development in Practice* 17 (4-5): 630-639

Kothari, U. (2005) 'Authority and Expertise: The Professionalisation of International Development and the Ordering of Dissent', *Antipode*, 37 (3): 425-446.

Gasper, D. (2012) 'Development ethics – Why? What? How? A formulation of the field', *Journal of Global Ethics*, 8(1): 117-135, DOI: 10.1080/17449626.2012.672450

Jayawickrama, J. (2013) 'If they can't do any good, they shouldn't come': northern evaluators in southern realities, *Journal of Peacebuilding & Development*, 8:2, 26-41, DOI:10.1080/15423166.2013.817743

Crocker, D. A. (2014) 'Development and global ethics: five foci for the future', *Journal of Global Ethics*, 10(3): 245-253, DOI: 10.1080/17449626.2014.969441

Tangen, R. (2014) Balancing Ethics and Quality in Educational Research—the Ethical Matrix Method. *Scandinavian Journal of Educational Research*, 58:6, 678-694, DOI: 10.1080/00313831.2013.821089

Anderson, M. (1999) *Do no harm: How aid can support peace-or war*. Boulder, Colorado: Lynne Rienner.

Menocal, A.R. (2015) *It's a risky business: Aid and new approaches to political risk management*, ODI; <https://www.odi.org/sites/odi.org.uk/files/odi-assets/publications-opinion-files/8466.pdf>

OECD (2014) *Development Assistance and Approaches to Risk in Fragile and Conflict Affected States*; <https://www.oecd.org/dac/governance-peace/publications/2014-10-30%20Approaches%20to%20Risk%20FINAL.pdf>

Reidun Tangen (2014) Balancing Ethics and Quality in Educational Research—the Ethical Matrix Method, *Scandinavian Journal of Educational Research*, 58:6, 678-694, DOI: 10.1080/00313831.2013.821089

### **Participation in Development, Inclusion/Exclusion**

Anderson, M. B.; D. Brown and I. Jean (2012) *'Hearing People on the Receiving End of International Aid*, Cambridge, MA: CDA Collaborative Learning Projects; <http://www.cdacollaborative.org/media/60478/Time-to-Listen-Book.pdf>

Kamat, S. (2003) 'NGOs and the New Democracy: The False Saviors of International Development' *Harvard International Review*, 25(1): 65-69

Kyamusugulwa, P. M. (2013) 'Participatory Development and Reconstruction: a literature review', *Third World Quarterly*, 34(7): 1265-1278, DOI: 10.1080/01436597.2013.824653

Andersson, E., Warburton, D. and Wilson, R. (2005) The true costs of public participation. Research Report. *Involve*, available at: <[http://www.sharedpractice.org.uk/Downloads/TC\\_Report.pdf](http://www.sharedpractice.org.uk/Downloads/TC_Report.pdf)>.

Eade, D. (2007) 'Capacity building: who builds whose capacity?' *Development in Practice* 17 (4-5): 630-639

Booth, D. & Unsworth, S. (2014). *Politically smart, locally led development*. Discussion Paper. London: Overseas Development Institute. <http://www.odi.org/publications/8800-politically-smart-locally-led>

Kyamusugulwa, P. M. (2013) 'Participatory Development and Reconstruction: a literature review', *Third World Quarterly*, 34(7): 1265-1278, DOI: 10.1080/01436597.2013.824653

Rigon, A. (2014), Building Local Governance: Participation and Elite Capture in Slum-upgrading in Kenya, *Development and Change*, 45: 257–283.

Cornwall, A. (2006) 'Historical perspectives on participation in development', *Commonwealth & Comparative Politics*, 44:1, 62-83, DOI: 10.1080/14662040600624460

Williams, G. (2004) 'Evaluating participatory development: tyranny, power and (re)politicisation', *Third World Quarterly*, 25:3, 557-578, DOI: 10.1080/0143659042000191438

White, S. C. (1996) 'Depoliticising development: The uses and abuses of participation', *Development in Practice*, 6(1): 6-15, DOI: 10.1080/0961452961000157564

Green, M. (2010) 'Making Development Agents: Participation as Boundary Object in International Development', *The Journal of Development Studies*, 46:7, 1240-1263, DOI: 10.1080/00220388.2010.487099

Jethro, P. (2012). 'Empowerment and Participation: bridging the gap between understanding and practice', paper prepared for the UNDESA Expert Group Meeting on 'Promoting people's empowerment in achieving poverty eradication, social integration and productive and decent work for all', Sussex: Institute of Development Studies: <http://www.un.org/esa/socdev/egms/docs/2012/JethroPettit.pdf>

Mohan, G. And K. Stokke (2000) 'Participatory development and empowerment: The dangers of localism', *Third World Quarterly*, 21(2): 247-268, DOI: 10.1080/01436590050004346 [22 pages]

Jethro, P. (2012). 'Empowerment and Participation: bridging the gap between understanding and practice', paper prepared for the UNDESA Expert Group Meeting on 'Promoting people's empowerment in achieving poverty eradication, social integration and productive and decent work for all', Sussex: Institute of Development Studies; <http://www.un.org/esa/socdev/egms/docs/2012/JethroPettit.pdf>

Bhattacharyya, J. (2004) 'Theorizing Community Development', *Journal of the Community Development Society*, 34(2): 5-34, DOI: 10.1080/15575330409490110

Kothari, U. (2001) Power, knowledge and social control in participatory development. In U.Kothari. & B. Cooke (eds.) *Participation: The New Tyranny*. London; New York, NY: Zed Books, 139-152.

Rajão, R. (2013) 'Representations and discourses: the role of local accounts and remote sensing in the formulation of Amazonia's environmental policy', *Environmental Science & Policy*, 3060-71.

## Women

Hickel, J. (2014) 'The 'girl effect': liberalism, empowerment and the contradictions of development', *Third World Quarterly*, 35(8): 1355-1373, DOI: 10.1080/01436597.2014.946250

Ray, K. (2003) 'Constituting 'Asian women': Political representation, identity politics and local discourses of participation', *Ethnic and Racial Studies*, 26:5, 854-878, DOI: 10.1080/0141987032000109069

Karim, L (2008). "Demystifying Micro-Credit: The Grameen Bank, NGOs, and Neoliberalism in Bangladesh." *Cultural Dynamics* 20(1): 5-29

## Gender Toolkits

Special Issue: Beyond Gender Mainstreaming, *Gender & Development*, vol. 20, no. 3. (2012). [http://www.tandfonline.com/toc/cgde20/20/3#Uv4nc2J\\_vuw](http://www.tandfonline.com/toc/cgde20/20/3#Uv4nc2J_vuw)

Basic Gender Analysis Tools: <http://www.tools4dev.org/resources/doing-basic-gender-analysis-for-your-project/>

OXFAM Canada. The power of gender-just organizations TOOLKIT for transformative organizational capacity building, Oxfam: <https://www.oxfam.ca/our-work/publications/power-of-gender-just-organizations> [Resources useful when conducting Placement Reflection]

ADB, Australian Aid. (2013). Tool Kit on Gender Equality Results and Indicators, ADB: <https://www.adb.org/documents/tool-kit-gender-equality-results-and-indicators> [Addresses need,

description and analysis]

UN, International Strategy for Disaster Reduction (ISDR). (2007) Gender Perspective: Working Together for Disaster Risk Reduction, ISDR: <https://www.unisdr.org/we/inform/publications/547> [Useful examples from development projects]

## Youth

Bell, S. & R. Payne (2009) 'Young People as Agents in Development Processes: reconsidering perspectives for development geography', *Third World Quarterly*, 30:5, 1027-1044, DOI: 10.1080/01436590902959297

Skelton, T. (2007) 'Children, Young People, UNICEF and Participation', *Children's Geographies*, 5:1-2, 165-181, DOI: 10.1080/14733280601108338

McCarry, M. (2012) Who benefits? A critical reflection of children and young people's participation in sensitive research, *International Journal of Social Research Methodology*, 15:1, 55-68, DOI: 10.1080/13645579.2011.568196

Mortari, L. & Deborah Harcourt (2012) 'Living' ethical dilemmas for researchers when researching with children, *International Journal of Early Years Education*, 20:3, 234-243, DOI: 10.1080/09669760.2012.715409

**Tools:** <http://www.tools4dev.org/category/skills/participation/>

## Proposal writing; Working w/ logframes

Prinsen, G. & S. Nijhof (2015) 'Between logframes and theory of change: reviewing debates and a practical experience', *Development in Practice*, 25:2, 234-246, DOI: 10.1080/09614524.2015.1003532

Gasper, D. (2000) Evaluating the 'Logical Framework Approach' Towards Learning-Oriented Development Evaluation, *Public Administration and Development*, 20: 17-28.

Hummelbrunner, R., 'Beyond Logframe: Critique, Variations and Alternatives'. In N. Fujita, (ed) 2010. *Beyond the Logframe: Using Systems Concepts in Evaluation*, Foundation for Advanced Studies on International Development, Japan.

Confessions of a humanitarian: 'This proposal was written by committee. So it doesn't make a lot of sense'; <https://www.theguardian.com/global-development-professionals-network/2015/jun/23/confession-s-of-a-humanitarian-this-proposal-was-written-by-committee-so-it-doesnt-make-a-lot-of-sense>

## Proposal Templates/Logframe Templates:

- <http://www.tools4dev.org/resources/proposal-template/>
- <http://www.tools4dev.org/resources/logical-framework-logframe-template/>
- [https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/253881/using-revised-logical-framework-external.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/253881/using-revised-logical-framework-external.pdf)
- <https://www.gdrc.org/ngo/logical-fa.pdf>
- <https://www.theguardian.com/global-development-professionals-network/2015/aug/17/how-to-write-a-logframe-a-beginners-guide>

## Reflective Practice

Hartog, M. (2002). 'Becoming a reflective practitioner: a continuing professional development strategy through humanistic action research'. *Business Ethics: A European Review*, 11(3): 233-243.

Moon, J.A. *Learning Journals: A handbook for reflective practice and professional development*, 2nd edition. London and New York: Routledge.

Ellen Kohl & Priscilla McCutcheon (2015) Kitchen table reflexivity: negotiating positionality through everyday talk, *Gender, Place & Culture*, 22:6, 747-763, DOI: 10.1080/0966369X.2014.958063

Langdon, J. (2013) 'Decolonising development studies: reflections on critical pedagogies in action', *Canadian Journal of Development Studies / Revue canadienne d'études du développement*, 34 (3): 384-399.

Moon, J. A. 2006. *A Handbook for reflective practice and professional development*; London/New York: Routledge; <http://ebook.umaha.ac.id/E-BOOKS%20ON%20HIGHER%20EDUCATION/STANDARD,%20QUALIFICATION,%20%20GUIDE%20LINE%20IN%20HIGHER%20EDUC/LEARNING%20JOURNALS,%20A%20HANDBOOK%20FOR%20%5BJennifer%20Moon%5D.pdf>

Gibbs, G. (1988). *Learning by Doing: A guide to teaching and learning methods*. Oxford: Oxford Polytechnic. à <https://www.brookes.ac.uk/students/upgrade/study-skills/reflective-writing-gibbs/>

## Learning from Change/Evaluation [incl. Reporting]

STARTTS (2012). *Community Development Evaluation Manual: A guide to planning and evaluating community development work with refugee communities*, NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS). Available at: <http://www.startts.org.au/media/Services-Community-Development-Evaluation-Manual.pdf> [evaluation, ethics, and case studies]

Cornwall, A. (2014) *Using Participatory Process Evaluation to Understand the Dynamics of Change in a Nutrition Education Programme*. IDS Working Paper 437, 1-22.

Jayawickrama, J. (2013) 'If they can't do any good, they shouldn't come': northern evaluators in southern realities, *Journal of Peacebuilding & Development*, 8:2, 26-41, DOI:10.1080/15423166.2013.817743

Batliwala, S. and Pittman, A. (2010), 'Capturing Change in Women's Realities: A Critical Overview of Current Monitoring and Evaluation Frameworks', Association for Women's Rights in Development (AWID), Toronto, Mexico City and Capetown.

Valters, C.; C. Cummings & H. Nixon (2016) *Putting learning at the centre: Adaptive development programming in practice*; London: Overseas Development Institute; <https://www.odi.org/sites/odi.org.uk/files/resource-documents/10401.pdf>

Ika, L. A. and D. Hodgson (2014), 'Learning from international development projects: Blending Critical Project Studies and Critical Development Studies', *International Journal of Project Management*, 32(2):1182-1196.

Rijke, J., S. Van Herk, Ch. Zevenbergen, R. Ashley, M. Hertogh, and E. Ten Heuvelhof (2014), 'Adaptive programme management through a balanced performance/strategy oriented focus', *International Journal*

of *Project Management*, 32 (2): 1197-1209.

Jabeen, S. (2016) 'Do we really care about unintended outcomes? An analysis of evaluation theory and practice', *Evaluation and Program Planning* 55 (2016) 144–154

Bornstein, L. (2006) 'Systems of Accountability, Webs of Deceit? Monitoring and Evaluation in South African NGOs', *Development*, 49 (2): 52-61.

Dyson, A. & Todd, L. (2010) 'Dealing with complexity: theory of change evaluation and the full service extended schools initiative', *International Journal of Research & Method in Education*, 33(2), - now re-read this – as you might look at it different when you first read it.

Miller, C., & Haylock, L. (2014) Capturing changes in women's lives: the experiences of Oxfam Canada in applying feminist evaluation principles to monitoring and evaluation practice. *Gender & Development*, 22(2): 291-310.

Batliwala, S. (2006) 'Measuring Social Change', *Alliance*, 11 (1): 12-14.

Parkinson, S. (2009) 'Power and perceptions in participatory monitoring and evaluation', *Evaluation and Program Planning*, 32: 229-237.

Gready, P. (2009) 'Reasons to Be Cautious about Evidence and Evaluation: Rights-based Approaches to Development and the Emerging Culture of Evaluation', *Journal of Human Rights Practice*, 1 (3): 380-401.

### **Resources:**

Austrian Development Agency (2009), *Guidelines for Project and Programme Evaluations*; Vienna: Austrian Development Agency, Evaluation Unit;  
<https://www.oecd.org/development/evaluation/dcdndep/47069197.pdf>

Leeuw, F. Vaessen, J. 2009. Impact Evaluations and Development: Nonie Guidance on Impact Evaluation; [http://siteresources.worldbank.org/EXTOED/Resources/nonie\\_guidance.pdf](http://siteresources.worldbank.org/EXTOED/Resources/nonie_guidance.pdf)

*Understanding Your Project: A Guide to Self Evaluation*;  
<http://www.ahrc.ac.uk/documents/guides/understanding-your-project-a-guide-to-self-evaluation/>

### **Tools:**

<http://www.tools4dev.org/category/skills/monitoring-evaluation/>

<http://betterevaluation.org/en/evaluation-options/logframe>

[https://www.bond.org.uk/data/files/Effectiveness\\_Programme/Briefing\\_on\\_practices\\_and\\_debates\\_in\\_evaluation.pdf](https://www.bond.org.uk/data/files/Effectiveness_Programme/Briefing_on_practices_and_debates_in_evaluation.pdf) [pp.8-9]

### **Online resources and examples**

- Evaluation Toolbox: <http://evaluationtoolbox.net.au/>
- Governance and Social Development Resource Centre: <http://www.gsdcrc.org/category/monitoring-and-evaluation/>



## **Resources on writing well:**

Leftwich, Adrian. 2004. Writing Essays: Some Guidance. <http://www.york.ac.uk/media/politics/documents/resourcesyork/teaching/resources/Essay%20Writing%202009.pdf>

Carroll, David L. 2000. A Manual of Writer's Tricks. Da Capo Press; 2nd edition

Provost, Gary. 1980. Make Every Word Count: A Guide to Writing That Works--For Fiction and Nonfiction. Writer's Digest Books; 1st edition.

UNSW's Learning Centre (<http://www.lc.unsw.edu.au/olib.html>) – use them, they have great resources! This is for everybody as you can have them help you make it to the next level.

## **Course Evaluation and Development**

Student feedback is extremely important to improve our Global Change Internship. Students are able to provide feedback through their reflective blogs and in interactive sessions before departure and especially after return. You are also encouraged to share feedback through UNSW's My Experience.

Feedback is used to improve how the course is delivered and structured.

## **Submission of Assessment Tasks**

## **Submission of Assessment Tasks**

### **Turnitin Submission**

If you encounter a problem when attempting to submit your assignment through Turnitin, please telephone External Support on 9385 3331 or email them on [externalteltsupport@unsw.edu.au](mailto:externalteltsupport@unsw.edu.au) . Support hours are 8:00am – 10:00pm on weekdays and 9:00am – 5:00pm on weekends (365 days a year). If you are unable to submit your assignment due to a fault with Turnitin you may apply for an extension, but you must retain your ticket number from External Support (along with any other relevant documents) to include as evidence to support your extension application. If you email External Support you will automatically receive a ticket number, but if you telephone you will need to specifically ask for one. Turnitin also provides updates on their system status on Twitter.

Generally, assessment tasks must be submitted electronically via either Turnitin or a Moodle assignment. In instances where this is not possible, it will be stated on your course's Moodle site with alternative submission details.

For information on how to submit assignments online via Moodle: <https://student.unsw.edu.au/how-submit-assignment-moodle>

## Academic Honesty and Plagiarism

Plagiarism is using the words or ideas of others and presenting them as your own. It can take many forms, from deliberate cheating to accidentally copying from a source without acknowledgement.

UNSW groups plagiarism into the following categories:

**Copying:** using the same or very similar words to the original text or idea without acknowledging the source or using quotation marks. This also applies to images, art and design projects, as well as presentations where someone presents another's ideas or words without credit.

**Inappropriate paraphrasing:** Changing a few words and phrases while mostly retaining the original structure and/or progression of ideas of the original, and information without acknowledgement. This also applies in presentations where someone paraphrases another's ideas or words without credit and to piecing together quotes and paraphrases into a new whole, without appropriate referencing.

**Collusion:** working with others but passing off the work as a person's individual work. Collusion also includes providing your work to another student before the due date, or for the purpose of them plagiarising at any time, paying another person to perform an academic task, stealing or acquiring another person's academic work and copying it, offering to complete another person's work or seeking payment for completing academic work.

**Inappropriate citation:** Citing sources which have not been read, without acknowledging the "secondary" source from which knowledge of them has been obtained.

**Duplication ("self-plagiarism"):** submitting your own work, in whole or in part, where it has previously been prepared or submitted for another assessment or course at UNSW or another university.

Correct referencing practices:

- Paraphrasing, summarising, essay writing and time management
- Appropriate use of and attribution for a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre (<http://www.lc.unsw.edu.au/>). Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting and proper referencing of sources in preparing all assessment items.

UNSW Library also has the ELISE tool available to assist you with your study at UNSW. ELISE is designed to introduce new students to studying at UNSW but it can also be a great refresher during your study.

Completing the ELISE tutorial and quiz will enable you to:

- analyse topics, plan responses and organise research for academic writing and other assessment tasks
- effectively and efficiently find appropriate information sources and evaluate relevance to your needs
- use and manage information effectively to accomplish a specific purpose
- better manage your time

- understand your rights and responsibilities as a student at UNSW
- be aware of plagiarism, copyright, UNSW Student Code of Conduct and Acceptable Use of UNSW ICT Resources Policy
- be aware of the standards of behaviour expected of everyone in the UNSW community
- locate services and information about UNSW and UNSW Library

Some of these areas will be familiar to you, others will be new. Gaining a solid understanding of all the related aspects of ELISE will help you make the most of your studies at UNSW.

<http://subjectguides.library.unsw.edu.au/elise/aboutelise>

## **Academic Information**

For essential student information relating to:

- requests for extension;
- late submissions guidelines;
- review of marks;
- UNSW Health and Safety policies;
- examination procedures;
- special consideration in the event of illness or misadventure;
- student equity and disability;
- and other essential academic information, see

<https://www.arts.unsw.edu.au/current-students/academic-information/protocols-guidelines/>

## **Image Credit**

Synergies in Sound 2016

## **CRICOS**

CRICOS Provider Code: 00098G