

**SERVICE LEARNING SOCIAL
IMPACT PROJECT**

DIGITAL INCLUSIVITY

**INNOVATIVE SOLUTION DESIGN
SPRINT SERIES TRIMESTER 2, 2020**

Griffith Mental Wellbeing Support Line

Ph: 1300785442

Griffith Uni Student Guild Wellness Workshops

gugcstudentguild.com.au/wellness

24/7 crisis services

Lifeline: 13 11 14

Suicide Call Back Service: 1300 659 467

beyondblue: 1300 22 46 36

MensLine Australia: 1300 78 99 78

Kids Helpline: 1800 55 1800

Womensline: 1800 811 811

Mensline: 1800 600 636

Sexual Assault Helpline: 1800 010 120

Black Dog Institute:

blackdoginstitute.org.au/resources-support

Copies of this report are available in paper form by contacting Griffith University Service Learning.

Contact us

Social Impact Project enquiries:

ci-course@griffith.edu.au

Local Internship enquires:

ci-course@griffith.edu.au

Global Internship enquires:

ci-global@griffith.edu.au

Partnership enquires:

ci-partner@griffith.edu.au

Events and communication enquires:

sl-communications@griffith.edu.au

All enquires: +61 7 3382 1049

Griffith University is committed to providing accessible services to people from all culturally and linguistically diverse backgrounds. If you require assistance to understand this report, you can contact the Office of Marketing and Communications on +61 7 3735 6741 to arrange an interpreter to effectively communicate the report to you.

The intent of the Student Mental Health and Wellbeing strategy is to produce outputs and outcomes which can do the most to support and improve the mental health and wellbeing of all (or at least a fair portion of) students at the University. The Social Impact Projects were developed to address Action 3.5.

Action 3.5 reads:

Increase student participation in service learning activities and peer-based programs that include completion of mental health literacy programs and related programs, that develop and implement mental health promotion campaigns and awareness-raising activities, and that develop activities to encourage engagement and participation by other students.

CONTENTS

Welcome	02
Student Intern Team Digital Inclusion for All Australians Project Report	05
Vision, Mission and Project Goals	06
Project Overview	06
Interview With Dr Scott Hollier	07
Social Media Campaign	08
Policy and Research	10
Day 1 Exploring Diverse Perspectives	11
Day 2 Working With Complexity, Embracing Diversity	11
Day 3 Co Design in Action	12
Day 4 Co Design in Action	12
Day 5 Ready for impact	13
Project Outcomes	14
Industry and University Project Partners	15
Intern Team	16
Director's Report	21
Internship Framework	22
Internship Experience Feedback	24
Mental Health and Wellbeing	26
Connecting, Creating and Innovating	28
About the Sprint Team	30
Partners	31

Welcome

The experience has shaped your thinking and empowered you with the skills to make a difference.



Carolyn Evans Vice-Chancellor, President

My name is Carolyn Evans, Vice-Chancellor and President at Griffith University. I had the great pleasure of welcoming over 500 students and our community partners into our inaugural virtual social impact internship sprint series earlier this year. I am pleased to be able to present now the project reports detailing the Social Impact Projects and their outcomes.

I would like to thank our Community Partners for your support of these projects. The fact our industry partners managed to find time to participate in such a busy year speaks volumes for their commitment to the community and indeed to education. We really thank you for it.

To our students, congratulations on taking up the opportunity to be part of the Griffith University Social Impact Projects. I'm really excited to see the innovative solutions you have come up with during your project design sprints. You have fully engaged with the opportunity that these projects have given you. I can see these projects making a difference to our community and that is a great thing to be able to do as part of your degree.

When I spoke to the students as they commenced these projects, I told them options were limitless and to be brave. I am impressed with your energy and vision and commitment to your teams and your social impact project outcomes. I am certain the experience has shaped your thinking and empowered you with the skills to make a difference when you graduate. The work you have done as part of these projects define you as Griffith Graduates of the Future.



Carol Evans Pro Vice-Chancellor

To create positive and lasting solutions, we must encourage innovation through projects that cultivate creativity and disrupt current ways of thinking and doing. The COVID-19 context in higher education, while extremely challenging, has provided opportunities for our students and community partners to collaborate and co-design solutions to key social justice areas that affect our community. With an overarching focus on Mental Health and Wellbeing, these five projects have significant social impact value for all stakeholders.

I would like to congratulate and thank our students and our community partners on the highly successful virtual Social Impact Project Innovation Sprint Series that has facilitated the translation of creative ideas into actionable solutions in line with our Griffith values. I would also like to take time to thank Senior Lecturer Faith Valencia-Forrester, Griffith's Director of Service Learning and her team for their innovative practices, resilience, and collegiality in visioning these projects and seeing them through to successful completion; this has been a significant and rewarding undertaking for all concerned.



Uncle John Graham Griffith Council of Elders

Baugull Nyanga Jimbelunga (Good Day Friends)

My name is John Graham and I am a proud Kombumerri man, a saltwater person of the Gold Coast region. Our people are part of the wider Yugambah Language group whose lands stretch from the Logan River to the North, to the Tweed River in the South, West to the other side of the Great Dividing Range and bordered by the beautiful Pacific Ocean in the East.

I pay my respects to our Elders, past, present and emerging. Because as I say at all Welcomes, our old people fought the good fight in dark and desperate times so that people of my generation can work towards a better-reconciled nation in order to pass the legacy on to our young people. Because they are the bearers of the flame, the keepers of the knowledge and keep our culture strong into the future.

Digital Inclusion for Education and Employment, has been identified as one of the key social justice challenges facing policy makers, and communities worldwide. Digital Inclusion is not just about 'computers', 'internet' and 'technology', it is about social inclusion! Digital disadvantage, together with social and economic disadvantage puts our marginalised community members at greater risk of not being able to improve their digital literacy, connect to services and knowledge that drive education and employment opportunities. Student interns have been working with a suite of experts to help navigate through this conversation. This is an opportunity to enter in meaningful dialogue around the complexities and challenges of addressing digital inclusion, and in particular, it impacts on education and employment, with a diversity of people. I encourage you to reflect, take part in the dialogue and enhance your understanding of digital inclusion.

I pay my respects to other Aboriginal and Torres Strait Islander peoples and their language groups. I also pay my respects to the Spirit of this Land and all of its people who include all of you here today.

Nya Nyah-gu (See you again)





DIGITAL INCLUSION FOR ALL AUSTRALIANS

**STUDENT INTERN TEAM PROJECT
REPORT**

Vision, Mission and Project Goals

Cassidy Winter

Vision and Mission

Create awareness about the digital divide in Australia by promoting the need for accessibility, usability and affordability of technology for vulnerable communities including; people with disabilities, Indigenous Australians, remote communities, and people from a low socio-economic background

Awareness Campaign

A series of interviews with thought leaders, representatives from these communities, and other key stakeholders, we will share these key insights to social media pages in order to raise awareness about the digital divide.

Create awareness about the digital divide in Australia.

Project Overview

Brittany Mann

We aim to create awareness about the digital divide in Australia by promoting the need for accessibility, usability and affordability of technology for vulnerable communities including people with disabilities, Indigenous Australians, remote communities and people from a low socio-economic background.

Our campaign has been created through a series of interviews with thought leaders and representatives from these communities, and other key stakeholders, we will share these key insights to social media pages in order to raise awareness about the digital divide.

We have created multidisciplinary teams to work collaboratively to address this important social issue.

Marketing

- Use social media platforms such as Facebook, YouTube and Twitter to promote existing content.
- Create content from interviews and our research share and promote key messages.
- Monitor and engage with comments from the public.
- Connect with relevant organisations to integrate key messaging and content sharing.

Content Creation and Design

- Works closely with the Marketing team to create content that fits the purpose of the Marketing team's aim.
- Works closely with the Research and Statistic team to create accurate contents.
- Make sure that all content posted has a similar design.
- Employ a team of volunteer content creators who will be able to edit videos, images and texts.

Communication

- Identify and reach out to key stakeholders.
- Ensure a diverse range of voices is heard.
- Keep the key messages consistent throughout the project.

Interviews

- Oversees the implementation of prompts and questions for interviewees.
- Appointed an interviewer – Cyndi Missen.
- Co-ordinated team to develop questions and live information transmission.
- Established protocols for the interview.

Interview with Dr Scott Hollier

Dr Scott Hollier is the CEO of Centre for Accessibility Australia and specialises in the field of digital accessibility. He is the author of the book, *Outrunning the Night: a life journey of disability, determination and joy* and holds a PhD in internet studies and has senior management experience across the not-for-profit corporate and government sectors.

He shared his insights into the importance of accessibility on a professional and personal level, around his lived experience of disability and speaks first hand about the impact on education and technology.

“You cannot underestimate the importance of support and an education as one of the big challenges that people with disability often face is trying to get out the front door.”

“I have hard days and sometimes I think, you know, “Ah, do I really need to go out today? Is that something that I really need to do?” And when I do have days like that, I am reminded that if we can focus on trying to overcome little things and that can really lead to achieving everyday things.”

“When you do have that support of the people around you, it really does make a huge difference.”

Dr Hollier indicated the unemployment rate for vision impaired and blind Australians was 57%.

“Interestingly, when it comes to people with disability in the workplace, people, statistics and shown various people with disability, a more dedicated, hardworking value their job and are less prone to excellence.”

Dr Hollier says people with disability need to have the right technology on the device of their choice called system technologies and websites and apps need to be built to comply with accessibility standards.

He was interviewed by the students about his goals to bridge the digital divide.

Q. What are some of the challenges you face in accessing technologies and online services for people with a range of disabilities.

A. There are two contributing factors. People with disabilities need to have the right formats to choose laptops or devices. They need to know the tools and how to format them.

Q. How does the Centre of Accessibility help people bridge the digital divide?

A. The Accessibility Centre is portrayed as an industry collaboration,



not for profit, and its goal is to raise awareness to help organisations make technologies more accessible and provide a range of resources to be used. It has a site that helps organisations understand what accessibility is and what content they can incorporate to increase accessibility. The Centre helps build knowledge and profiles that refer to the Accessibility Centre to produce resources that directly help disabled people. Individuals can use tools and formats on their devices and provide training and other services to support organisations that want to access their content.

Q. How effective are the solutions?

A. Some accessibility workarounds don't work for other disabled people. Workarounds with specific setbacks like colour contrasts or captures are hard to execute. These setbacks tend to end individuals' experiences as they cause problems, and disabled people cannot easily access them. Accessibility ends experiences and causes frustration with general content, resulting in a 'yes or no' scenario reiterating frustration.

Q. If there was one change to address the digital divide, what would this be?

A. I have a vision of people with disabilities gaining access to technologies that work for them, which should be free without additional costs. Also ensuring content is made in a way that works with device tools and features. We need industry organisations to raise awareness about aspects that need accessibility and find ways to make it happen.

Q. How can the government assist?

A. The Federal Government had a national transition strategy to try to bring all their websites to the standard, which occurred in 26 per cent of websites. Governments have good policies with accessibility guidelines, but practical implementation is difficult. A policy consisting of penalties, transitions may not be made or instructed so that if people want to complain, they don't have to argue about an access issue. But the government needs to improve accessibility.

Social Media Campaign

Kara Scaysbrook

We aimed to create awareness about the digital divide in Australia by promoting the need for accessibility, usability and affordability of technology for vulnerable communities including people with disabilities, Indigenous Australians, remote communities, and people from low socio-economic backgrounds.

We created a social media awareness campaign using a series of interviews with thought leaders and representatives from these communities, and other key stakeholders in order to raise awareness about the digital divide.

We posted our little snippets twice a day from our content on Facebook and Twitter and the full videos on YouTube to market our project. We closely monitored the interaction ensuring questions & comments were appreciated and responded to in a timely matter.

We wanted to grow our audience, and implemented a Facebook Promotion for 30 days, reaching between 1,300 and 3,800 people nationally daily.

We targeted 18 plus in the Eastern States of Australia reaching university students and other adults via our page showcasing the broad array of issues covered about the digital divide.

Our page insights show from the launch date, 15 August we have reached 12,900 people on Facebook and 1,269 posted engagements. We have almost 400 likes and hope to get this to 1000 likes by the end of our promotion. We have had over 600 page views and multiple visits to our website.

We subtitled all of our social media videos and provided closed captioning.

We aimed to create awareness about the digital divide in Australia by promoting the need for accessibility, usability and affordability of technology for vulnerable communities.

Digital Inclusion for all Australians
 The following video is an example of how digital inclusion could be utilised to help homeless people with job seeking, paying bills, etc.
 #digitalinclusion #bridgethedivide
https://www.youtube.com/watch?v_Sa0Dvlf7skU



A LOOK AT THE DALLAS PUBLIC LIBRARY HELPING HOMELESS PEOPLE

YOUTUBE.COM
A Look at the Dallas Public Library Helping Homeless People (Support and Digital Inclusion)

Digital Inclusion for all Australians
 Educational qualifications are also important in predicting Internet access. The higher qualified the individual, the more likely that person is to have Internet access at home.
 #digitalinclusion #bridgethedivide
 Source: <https://digitalinclusionindex.org.au/about-digital...>



Digital Inclusion for all Australians
 September 18 at 11:15 AM
 People over the age of 55 find the internet to be extremely less accessible than those aged between 25-54. People under 25 only find it slightly more accessible. Australians aged 50-64 are considered the tenth most affected by digital inaccessibility while people over the age of 65 are the third most impacted.
 #bridgethedivide #bridgethedivide



Digital Inclusion for all Australians
 September 19 at 9:55 AM
 For people living with a disability, the internet and technology remain highly inaccessible. The director of IBM International Call Centre for Persons with Disabilities, Mary Pat Radabaugh, shared a statement that really puts the need for accessible technology into perspective.
 She stated "For most people, technology makes things easier. For people with disabilities, technology makes things possible."
 #digitalinclusion #bridgethedivide



Digital Inclusion for all Australians posted a video to playlist **Tony Sharp - founder of Substation33**.
 September 19 at 4:01 PM
 Watch the full video at:
<https://www.youtube.com/watch?v=qp8qFARh2Ts>
 For more information on Tony Sharp and Substation33: <https://substation33.com.au/>. **See More**



Samia Ahmad and 14 others · 2 Shares

Digital Inclusion for all Australians
 September 23 at 10:10 PM
 Under the Disability Discrimination Act 1992, it is a legal requirement that services are usable and accessible to people living with disabilities, including access to online information. This means that websites should be equally accessible to people, regardless of having one or more of the following impairments: auditory: hard of hearing, deafness... **See More**



connect and shape

VIC.GOV.AU
Make content accessible - digital guide
 A practical guide to making your content accessible for those ...

Policy and Research

David Grose

Digital inclusion is one of the current and continuous problems facing our society in today's changing world. It is a problem that is not confined to a particular demographic; different facets of the same community can be affected by similar and different means.

This includes, but not limited to, low socio-economic households, persons with a disability, the older generation or indigenous communities. Statistics are showing these demographics are much more susceptible to being left behind in the digital revolution.

In addition to the demographic variances, a lack of digital inclusion also carries distinct differences in how individuals are personally affected. This can be simply accessing the internet - there were 1.25 million Australian households directly without internet access at home in 2016-17 (14.7%), with the Indigenous community average almost sixty per cent higher (24.7%)*.

This can also be a training problem - more than one-quarter of people with a disability reported confidence and knowledge as a reason for not accessing the internet, and people aged 65+ citing a lack of access and ability in becoming more digitally included**. The rising costs of staying online is increasing, with the cost of access rising from 1.00% in 2014 to 1.18% in 2019*; this is a barrier for many Australians, who are on fixed or limited incomes and doesn't reflect the increasing cost.

The result of this is an increased reliance on limited, mobile-only inclusion, with those in a lower socio-economic situation more reliant on this means of staying connected.

The problem has been illuminated by the recent push of services to an online platform, where a non-digital means of resolving an issue no longer remains available. The faculties of education, health, finance and access to information are essential services; key areas that need to be accessed for all Australians to be able to lead fulfilling, stable lives.

This stretching of the digital inclusion gap in recent times has highlighted the need for a greater means of accessibility and reform in the current and evolving digital era.

Key facts

- 1.25 million Australian households without internet access in 2016-17.
- 18.4% of Australians born in non-English speaking countries do not access the internet compared to the national average.
- More than 1.3 million Australians with a disability had access to the internet in the last 3 months.
- 26% of over 65s never use the internet.
- 25% of people with disabilities never use the internet.

- More than four million Australians access the internet solely through a mobile connection.
- Expenditure on internet services has increased.
- Majority homeless people have difficulties paying their phone bills.

References

* <https://digitalinclusionindex.org.au/about/about-digital-inclusion/>

** <https://www.goodthingsfoundation.org.au/news-and-blogs/blog/our-understanding-digital-inclusion-australia>

Digital inclusion is one of the current and continuous problems facing our society in today's changing world.

Day 1

Exploring Diverse Perspectives

Ashley Lock

Day 1 was a highly rewarding experience. We had the opportunity to participate in an industry induction session with experts in the field and were able to participate in a question and answer session at the end followed by a de-brief.

A panel of high-profile individuals and organisations in the domain of digital inclusion and well-known for generating awareness around the digital divide presented their diverse range of perspectives. These panel members included Gillian Pierce from the Logan East Community Neighbourhood Association and Scott Hollier, Centre for Accessibility. Students had the opportunity to connect with Uncle John Graham, a local community elder from the Gold Coast, whose insights were very welcome and aided in giving a deeper understanding about how widespread the access issue is in Aboriginal and Torres Strait Islander communities.

Students further explored what digital inclusion was, and what it meant for them as individuals with varying levels of technology literacy and digital access in a question and answer session. This proved highly useful for the students, as it allowed for a deeper perspective and understanding that many had not heard before, outside of surface-level concerns.

Students felt great shock and surprise surrounding this issue as our understanding of the implications for our vulnerable communities increased. Particularly surrounding the implications of not being able to access digital technology and becoming a victim of the digital divide, which would soon become the primary focus of our project. It was quickly highlighted that the main barriers to digital access included implications of living with a disability or impairment, including physical and cognitive limitations, having a low socio-economic background/status and being geographically isolated.

The discussion that took place after this panel allowed for students to debrief and identify key areas that they could further elaborate on to potentially turn into a project.

Day 2

Working With Complexity, Embracing Diversity

Tony Nguyen

Day 2 began our exploration of what the team wanted to achieve by the end of the internship. After the first internship session, the group was still confused on what to do with the organisation and what was possible within the financial and time limitations.

The initial suggestion was to create a charity that picks up and donates used laptops. After investigating this, it was determined there were limitations of policies with schools and how the internship could continue when all the core members were finished. Eventually the team decided raising awareness about digital inclusion would be the best, and most achievable, option. With the goal decided, a poll was conducted to determine which organisations to approach.

The team chose to run social media pages (Facebook, Twitter and Youtube) as the main outcome with most of the posts about digital inclusion and to include interviews with key individuals who have expertise in digital inclusivity or who have been affected by not having digital access.

The main barriers to digital access included implications of living with a disability or impairment, having a low socio-economic status and being geographically isolated.

Day 3 Co Design in Action

Shannon Hancock

The aim of Day 3 was to have completed the Designing for Wiser Action Canvas that would plan and map various aspects of the project. However, difficulties arose while working on this due to ambiguous and differing ideas about the project focus, as well as a lack of task delegation.

In response to these difficulties two steps were undertaken: a poll to determine the project focus and deciding and nominating people for project roles. The original focus of the project was going to be a political campaign. The group was divided into five groups: marketing/campaign, research/policy and legislation/report, budget, statistics and technical, and the community liaison/presentation teams. Once we had established who would be responsible for the different components, we were able to commence progress on the project design and plan.

An important part of Day 3 was the session with project partner Dr Scott Hollier. Various topics were discussed throughout this session: an overview of the project so far, and specific project focus and ideas. This session was beneficial in bringing us back on topic, as some of our ideas had begun to stray from the decided project focus.

By the end of this sprint, the project team decided upon hosting a roundtable discussion with key politicians (state and local governments), community representatives, Indigenous community leaders, other stakeholders, Dr Scott Hollier, and other representatives of important voices.

Day 4 Co Design in Action

Fadhil Fa'Adilah

Day 4 enabled the project to finally take form with clear goals and roles. The day started off by workshopping how the roundtable should be conducted including backgrounds and dress codes.

The interns were also starting to settle into their given roles. The design team finished the design invitation, which also sets up the template for the marketing team's design policy.

The research and statistics (R&S) team gathered statistics and policies that will be presented at the round table. The team worked closely with the communication and marketing teams to finally develop question lists, method of invitations and the roundtable event.

At the end of the day, the team voted on the project name and pitched the idea to the Director, Faith Valencia-Forrester. During this pitch, a few problems were identified. The most important was the limitations imposed by time constraints. It was also discussed that the round table would be too similar to the panel discussion that was held in Day 1 of the project. Unfortunately, due to these issues, the project team had to change tack.

The team arranged a meeting outside of the sprints as extra time for everyone to meet and discuss the changes. The round table was changed into an interview series. The interviews would be uploaded to social media including Facebook, Twitter and YouTube

The Digital Divide was something that I didn't think existed or was a problem here. It really made me aware of the privilege myself and many others have every day.

Day 5

Ready for Impact

Francesca Greenop-Roberts

When interns arrived for Day 5, participants were briefed about the need to make changes to the project strategy. The interns learned the first interview was to be conducted later that day to fit the schedule of Dr Scott Hollier.

Unprepared, the team felt frustrated at this sudden news. After the team has composed their thoughts, the team discussed the plans for the project report, structuring of the report and interns were assigned responsibility for the different parts of the report.

In a breakout room, the interview team practised the five questions. While working on the different sections of the report, each team leader created a PowerPoint slide to outline their team's aim and strategies to be presented to Dr Scott Hollier, unrelated to the actual interview with Dr Scott Hollier.

During the presentation, Dr Scott Hollier reviewed and improved upon the aims and strategies of each team.

In the final hours of the final sprint, the team polished our project goals, aim and strategy to make sure the project succeeds. The content and marketing team collaborated building a content output timetable.

The number of different perspectives we heard from really gave me an indication of how deeply the digital divide actually impacted people.

Project Outcomes

Hamish Bunney and Cassidy Winter

Our aim was to raise awareness of the digital divide in Australia. To this end, we elected to run a social media campaign. As part of this campaign, we posted graphics and interviews on Facebook and Twitter.

We focussed on three areas: Disability, Indigenous, and low socio-economic groups.

We decided to use social media specifically to reach a large and widespread audience. Facebook is near-ubiquitous in the modern era and is well known for its ability to disseminate information quickly. Twitter is the 'trendier' of the two and is a more reliable way to share specifically to activists and thought leaders.

The marketing and content teams worked in tandem to produce graphics which convey information about the digital divide. To do this, they drew on resources from the United Nations, and the World Wide Web Consortium (W3C).

The design of the pages, and of the posts, were kept consistent across all three platforms to ensure brand recognition. The marketing team was responsible for the visual design, while the communications team kept the key messages consistent.

Interviews

We conducted five separate interviews with key experts and stakeholders. These were, Dr Scott Hollier – CEO and Co-Founder of the centre for Accessibility, Dr Geraldine Torisi – School of Information and Communication Technology, Griffith University, Tony Sharp – Founder, Substation 33, Naomi Middlebrook – President of Radfly, and Dr Donna Pendergast – Dean of Education and Professional Studies, Griffith University.

Each interview was highly successful with our interviewees providing a lot of insight around the issue of Digital inclusion in Australia. We also received preliminary interest from a number of other stakeholders, including fantastic disability advocates like Dylan Alcott, but due to time constraints, we were unable to successfully organise interviews with them.

Over the course of four weeks, we gained over 700 likes on our Facebook page and reached over 15,000 people with our posts. We posted twice daily to help raise awareness of the Digital Divide in Australia and have built a pool of content to continue to advocate in this area for months ahead.

Impact

We believe we have significantly contributed to raising awareness in this area. With our large social media reach, we have pushed people to consider this issue, which can often go unrecognised in day-to-day life. Through our own learning, we have transformed our own understanding of how we, as interns regard technology.

We understand how the divide around accessibility has increased greatly, and we believe that by sharing our newfound knowledge we have been able to open the eyes of many people who have seen and interacted with our posts.

By providing a platform for experts in this area to speak freely on the issue, we have provided space for the perspective of people with a lived experience of the digital divide, and those doing good work in this area. This has given gravity to our campaign and hopefully allowed people to connect on a personal level with the issue.

Budget

In order to reach our target outcomes for our social media campaign, we realised we would not be able to grow the page organically to a sufficient degree.

We identified that if we spent \$30 a day for 30 days (totalling \$900), we could generate up to 3800 likes for our page and significantly increase the people we were reaching.

We believe this is sufficient for our project outcomes as we intend growing the page through team participants and observers encouraged to like, share and engage with the page/posts.

We decided to advertise the page as a whole rather than one or a series of specific posts as our posts can be very narrowly focused compared to the broad array of issues covered on our page in relation to the digital divide.

Recommendations

Define your project early. This includes what your end goal is, what roles each team member will take on and how you will tackle the issue. It took us too long to define our goals, project aims and roles within the project, and that set us behind several weeks in terms of implementation.

Engage with experts and stakeholders. This was probably the highlight of our project and a key part of the success we experienced. We would definitely recommend pursuing a similar path or at the very least, ensuring that any awareness campaign is informed by people with lived experience or experts on the issue.

Industry and University Project Partners



Dr Scott Hollier
CEO, Centre For Accessibility Australia

Dr Scott Hollier, CEO and Co-founder of Centre for Accessibility Australia specialises in the field of digital accessibility and is the author of the book 'Outrunning the Night: a life journey of disability, determination and joy'. He is an internationally recognised researcher and speaker, with a PHD in Internet Studies and senior management experience across the not-for-profit, corporate and government sectors.



Gillian Marshall-Pierce
Logan East Community Neighborhood Association

Gillian Marshall-Pierce has been working in the community sector for around 24 years working in community engagement, development and advocacy campaigning in the fields of students rights, women's advocacy, international development, health and youth election campaigning.



Dr Michael Waring
Griffith Institute for Educational Research

Dr Michael Waring is a member of the Griffith Institute for Educational Research and Senior Lecturer in the School of Education and Professional Studies.



Dr Geraldine Torrissi
Advocate for Disability
Royal Commission

Dr Geraldine Torrissi teaches as an expert in Human Computer Interaction (HCI), is a Senior Fellow of the Higher Education Academy, and a Senior Fellow of the Griffith Learning and Teaching Academy. Dr Torrissi's expertise is in Human Computer Interaction (HCI), the user experience, information systems, interactive digital media, instructional technologies, learning theory and teaching practices.



Madison Lucas
The Hopkins Centre

Madison Lucas is OzHarvest QLD's Education Coordinator. She has a background in STEM education, nutrition and public health. Madi is an accredited teacher with the Queensland College of Teachers.

Intern Team



Allan Nicolson
Bachelor of Education



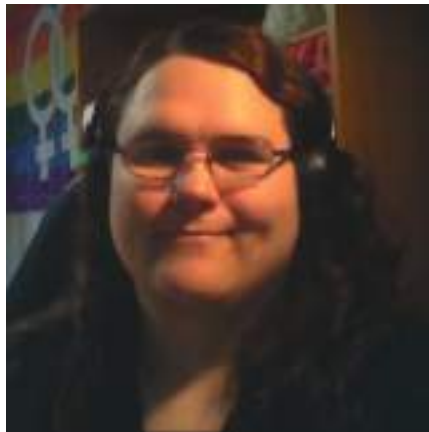
Anthony Smith
Bachelor of Education



Ashley Lock
Bachelor of Education



Brittany Mann
Bachelor of Education



Cassidy Winter
Bachelor of Science



Cyndi Missen
Bachelor of Education



David Grose
Bachelor of Education



Fadhil Fa'Adilah
Bachelor of Education



Hamish Bunney
Bachelor of Education



Jayden Ly
Bachelor of Information Technology



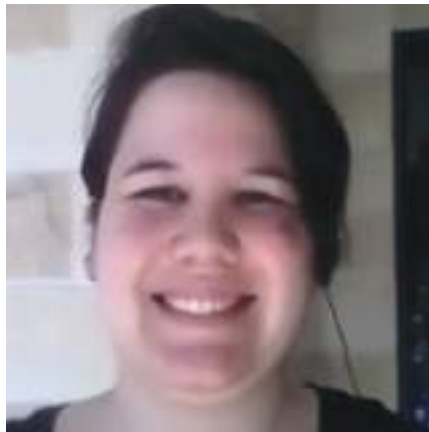
Karen Tyagi
Masters of Finance



Ryan Kelly
Bachelor of Education



Sarah Grove
Bachelor of Education



Shannon Hancock
Bachelor of Criminology and Criminal
Justice, Bachelor of Psychological
Science



Tony Nguyen
Bachelor of Education





CREATING AN INCLUSIVE INTERNSHIP FOR THE FOURTH INDUSTRIAL REVOLUTION

INTERNSHIP DESIGN TEAM REPORT





DIRECTOR'S REPORT

FAITH VALENCIA-FORRESTER

I am really proud of what student interns participating in the Social Impact Projects Innovative Solution Design Sprints have achieved. Honestly, they have performed way beyond my, and I'm sure their, expectations. Mostly I am proud of how they have engaged with the issues and become so passionate about doing what they can to address these important social justice issues.

Homelessness, People of All Abilities, Mental Health and Wellbeing, Digital Inclusion for Education and Employment and Environmental sustainability all intersect and interconnect and are issues that are misunderstood, under-supported and in urgent need of addressing.

The feedback from the students about their experience has been overwhelmingly positive. I attribute the success of this project to the team of people working with me on these sprints. I could not have done it with their amazing attitude and commitment to supporting the students to get the most out of this experience. They are equally passionate about making positive social change.

A huge thanks to our community partners as co-designers who have also been equally enthusiastic and supportive wanting to be involved in these sprints.

My vision for these virtual Social Impact Projects is they establish a model for a more inclusive virtual workspace leading into the Fourth Industrial revolution. These inclusive and equitable workspaces for a distributed workforce are defined by collaboration, creativity, flexible agility, solution-focused design and critical thinking as evidenced by student interns, universities, and communities collaborating on solutions for positive social change.

These interns are going to graduate with valuable experience, a professional network, and importantly a deeper insight and understanding of complex social issues and the need for change.

I am sure the benefits of participating in these internships will last long into the Interns professional careers. I have witnessed their passion for justice transcend their original interest in gaining experience. I know they will continue to work across disciplines towards solutions to these complex social issues.

I present to you the next generation of leaders. I know they will be the ones making decisions and implementing changes that will make the world a better place.



Dr Faith Valencia-Forrester
Director, Service Learning Unit
Griffith University

Internship Framework

Purpose WIL

The Social Impact Project Innovative Solution Design Sprint Series focuses on bringing multidisciplinary teams of student interns together with industry and community partners to address complex social justice issues affecting our community. Delivered as a five-week intensive, the five projects were conducted within a specially designed inclusive virtual workspace that incorporated design elements to support the development of future employability skills and the intern's mental health and wellbeing. An emerging model of work-integrated learning (WIL), the university-led Purpose WIL model creates a purposeful internship experience around authentic social justice experience and reciprocal relationships with industry. The five sprints were conducted concurrently with each project running one day per week for five weeks. In future iterations of the project, it would be possible to conduct each intensive internship over five consecutive days with an additional two days for project implementation.

The Social Impact Project Innovative Solution Design Sprints are responsive and adaptive to the needs of the community in addressing the complex issues which are the focus of this series. Students collaborated with industry and community partners and self-advocates with expertise in digital inclusion, mental health and wellbeing, homelessness, environmental sustainability and empowering people with disabilities. The projects aim to increase and better the awareness of the community's key needs and opportunities.

As a High Impact Practice (HIP), the Purpose WIL Sprints are active learning practices that promote deep learning and were designed to meet the Service Learning Unit's mission of providing transformative student experiences that enhance academic learning and develop personal and professional identities through reciprocal links with our community partners. Student Interns participating in this project are well prepared to be responsible graduates who are not only experts in their field but also are agents of change in our society.

A unique component of the Service Learning Community Internship course is the opportunity for student Interns to connect and work with a diverse range of stakeholders from key academics, industry experts, people with lived experiences, and other students from a range of academic disciplines within the one internship. The SIP internships also develop student employability skills inline with the top ten future skills identified by the World Economic Forum.

Future learning outcomes

The World Economic Forum (2016) reports that workers will need the ten skills listed below to thrive in 2020:

- complex problem-solving
- critical thinking

- creativity
- people management
- coordinating with others
- emotional intelligence
- judgement and decision making
- service orientation
- negotiation
- cognitive flexibility

The design of the sprints was centred around creating rich high impact authentic work and learning experiences for a group of student Interns that were widely distributed around South East Queensland. It was also an important design consideration to get diversity and inclusion right when creating a virtual work environment within the online setting. This was very much front and centre in the design process. Notes to support inclusive practice were included in the Facilitator's notes, and collaborative processes. We had the purpose-built Microsoft Teams site and the project websites audited for accessibility. This process showed us items we thought we had covered, for example, ensuring the zoom meetings had closed captions, hadn't covered all requirements for accessibility. As a team, we learned so much in the design phase of putting these sprints together that we will bring into future iterations.

"I liked being exposed to the different professions that were providing support for those challenged by mental health and wellness issues. They're varied perspectives and experiences gave me a broader range of ways that I could impact the internship."

Impact

Student Interns indicated their experience had changed their mindset in terms of how they engaged with learning, and importantly, with the world.

Interns were introduced to a range of participatory leadership practices and collaborative processes which would support them have conversations that matter, embark on deep inquiry and co-design impactful projects in the community and their field of interest with others. The practices, resources, methods, and ways of working selected draw on bodies of work that are used globally across multiple sectors including public health, government, social entrepreneurship and fellowships; technology, non-profit organisations, the public sector and diverse groups in local community organisations. They are used to explore, build knowledge and skills, navigate complex issues, and enable people to co-create change together.

"I feel like I've become better at applying my learning to my own life. Especially the learning presented by this project, which encourages self-reflection and a deep understanding of how these topics relate to the real world."

Wise Practice in WIL

Developing a wise practice framework for work-integrated learning (WIL) is premised on notions of universal design, equity and inclusion. A wise practice framework provides the widest range of practical experiences to all students, enrolled in an on-campus program, and encourages them to fully engage in the practice of work. A wise practice approach to university-led WIL provides an enhanced experience that moves beyond simulations to allow for “complex learning and knowledge transfer into real-world contexts” (Shin et al. 2014). It provides for a contextual understanding of a variety of experiences including the practices and methods of First Peoples, different cultural traditions, differing beliefs, identities, and highlights consideration for issues of access and lived experiences.

Inclusive university-led WIL is:

- an authentic practical experience
- available to all students
- facilitated by the university
- led by academic staff
- incorporates industry and community partners

Where students:

- critically engage with the practice and ‘experience’ of work
- receive specialist training
- reflectively debrief about that experience
- produce a portfolio of work as evidence of that experience

Source: (Valencia-Forrester, 2019)

Specialist Training – Internship induction workshop

Prior to the online Innovation Solution Sprints, students participate in an Online Internship induction workshop. This workshop aims to provide a framework and practice to help set the foundations for a successful, safe and inclusive Service Learning internship experience. The workshop provides an opportunity for students to gain skills, knowledge and self-awareness in working collaboratively and looking after their own wellbeing throughout the internship. During this workshop, students will work to co-create a culture that is safe, welcoming, collaborative and supportive. Students will also be supported to become familiar with the online technology we will be using throughout the online internship.

Sprint 1 – Exploring diverse perspectives

Students participate in an industry induction session and will hear from a variety of professionals and organisations working in the SIP project space, including Government departments, support staff and self-advocates. The industry induction session is an interactive panel discussion and Q&A session, featuring a keynote address and self-advocate presentation, that gives students specialist insight

into the issue. Students also have an opportunity to enter meaningful dialogue around the complexities and challenges of addressing the issue with a diversity of people. This session encourages deep reflection and dialogue and contributes to an enhanced understanding of the complexity of the issue being addressed.

Sprint 2 – Working with complexity, embracing diversity

Students gain a deeper understanding of the principles of co-design and explore collaborative ways of working with complexity and diversity. Students are introduced to a diversity of participatory practices and processes that help support them in their exploration and understanding of the issue.

Sprint 3 & 4 – Co-design in action

Using virtual technology, students are introduced to several methods and tools to design innovative approaches to address social justice issues. During this period of design, students collaborate with and seek input from peers, experienced voices and industry professionals to refine their ideas, test assumptions and respond to the needs of the community they are working with.

Sprint 5 – Ready for Impact

Students finalise their project ideas and develop an implementation strategy which will include clear actions and strategies for how the project will be implemented, monitored, and measured for impact. Industry professionals and experienced voices are invited to offer feedback on the final project design.

Project Implementation – Period of Impact

During this period students will be working with the community to implement their project. Students are encouraged to regularly reflect and seek feedback on how their project is tracking, and make any adjustments as required.

Showcase – Evidencing the Experience

Interns present project outcomes to Project partners and community members in a reverse model of the Induction. A detailed project report is published on the project website.

Internship Experience Feedback

We asked the Interns to reflect on their experience and share some of their insights about what they learned and what they will be taking away from the experience. We wanted to understand how participating in the internship had changed in terms of how they engaged with their learning and how they understood the world. We wanted to hear what the interns thought about how their experiences would link to prospects for employment and other opportunities such as volunteering. We also wanted to know what they thought about working in the online environment.

By half-way I knew what my role was, and I felt prepared and in-control and ready to make a genuine impact.

"I was challenged by being the project lead, as I wanted to make sure that the project was successful, ensuring that we can make our voices heard to the different political parties and make a difference."

Brittany Mann

"As an education student, I found the process of working collaboratively online to be a useful skill to have developed."

David Grose

"This project was overall quite stressful, but it provides a great opportunity to develop important work skills such as team building and flexibility."

Fadhil Fa'Adilah

"My impression of the sprint series started out as an assessment for my university degree but after listening and conducting a small amount of research, a desire to make a difference took over."

Allan Nicolson

"During my role, I have been able to speak to people of all backgrounds and strengthen my communication skills."

Cyndi Missen

"By half-way I knew what my role was, and I felt prepared and in-control and ready to make a genuine impact."

hley Lock

"Our other speakers and project partners gave us excellent insight into what was already being done in this area, which allowed us to better target our project as we developed our ideas."

Hamish Bunney

"During the launch I slowly came to realise that the people I would be working with cared about the issue, and their enthusiasm was infectious."

Cassidy Winter

"This internship has been an invaluable way to experience working collaboratively and with diverse perspectives."

Shannon Hancock

"The process was difficult but rewarding and working with other people who were passionate made everything flow easier while bouncing ideas off each other."

Tony Nguyen

"The Digital Divide was something that I didn't think existed or was a problem here. It really made me aware of the privilege myself and many others have every day."

Jayden Ly

"The number of different perspectives we heard from really gave me an indication of how deeply the digital divide actually impacted people and the different communities that I did not manage to recognise beforehand."

Sarah Grove

"As the project took shape and our roles became clear it became very easy to draw energy from the great group of people within the project and be inspired to work towards a meaningful goal together."

Anthony Smith

"At first the innovation sprint was a bit hectic for me as I am a Masters student and I have to manage my time and schedule according to that but after two weeks the sprint was really interesting and fun."

Karan Tyagi

"I was surprised by how proactive the team was and how well they dealt with communicating and engaging others."

Ryan Kelly

Observers - The Silent Participants

Over 260 student interns participated in the virtual internships as observers. Students who were not able to attend the sprints were able to watch the recorded sessions from the sprints and participate timelessly. Interns selected one of the projects from the Solution Design Sprint sessions and completed observation forms for each video. They then completed their remaining hours by helping the project teams implement their projects during the semester break.

Observers reflections about their experience mirror those participating in the internships during the sprints.

"It has really allowed me the opportunity to continue to develop teamwork skills, leadership skills, being critical and reflective about everything I do and the ability to effectively use technology which can all be applied to my professional life"

Observer Intern - Mental Health and Wellbeing Project

"It has definitely given me experience on how volunteering and internship spaces look like because this is not something I had much experience with and has definitely made me mindful of how I conduct myself professionally, It has also opened my eyes to how online spaces can be utilised for really incredible things. These are skills and experiences I definitely think I can utilise in the future as well as using frameworks that were mentioned in my teaching."

Observer Intern - Homelessness Project

This internship has been an invaluable way to experience working collaboratively and with diverse perspectives.

Mental Health and Wellbeing

The Social Impact Project (SIP) series centred around bringing together multidisciplinary teams from various locations in a virtual online workspace. Part of the design consideration was that we wanted to create healthy sustainable work practices. The Project design involved a high degree of contemplation around creating a work experience that was both inclusive and focused on the health and wellbeing of the Interns as 'workers'. In addition to stopping 'work' and ensuring Interns took regular breaks, encouraging them to drink water, to get up from the computer and move around etc, Interns were also encouraged to take time out to connect with natural surroundings in their vicinity as part of the Internship structure.

A focus on their mental health and wellbeing within the virtual workspace was also a major component of the Social Impact Project internship. The inclusion and focus on raising mental health literacy, awareness of support services, and processes around raising awareness and supporting positive mental health work and study practices within the online work format stemmed from the overarching focus on mental health and wellbeing within the SIP umbrella project. It was especially important to create safe healthy work conditions considering the nature of the issues being explored and their potential impact on the 'workers' and it was also important to the project designers that the project interns were taken care of within their work activities.

Regular pointers encouraging interns to reach out to project team members or official support services, were integrated into the workflow. Creating the third space to signify the end of the workday for Interns was also identified as being an important element within the online virtual Internship format. Creating the third space between work and the home was incorporated at the end of each workday. Originally the concept of 'Forest Therapy' was going to be adapted into the internship structure to include mindful integration with natural environments. However, during the first day of the Internship, Masters student Samantha Brigden reached out to the Project Team and together they identified a small research project Samantha would complete as part of her Internship that incorporated Samantha's research and career interests and would support the project goal and the internship format. Samantha's self-care sessions signified the end of the workday and supported students' mental health and wellbeing as part of the online work format.

This project has the ability to change the mental health space not only in the university community but in wider society.

Self-Care Sessions

Samantha Brigden

Master of Business Administration

Self-care is the regular and intentional practice of activities to improve our emotional, physical, mental and spiritual well being. By exercising these different facets of our mind and body, we reduce stress, strengthen our resilience and enhance our energy and overall health. The inclusion of self care sessions in these projects was vital for several reasons including unpacking sensitive and potentially triggering topics discussed and to relieve the high intensity pace and workload of each sprint. The implementation of self care and debriefing was imperative to align with the values of the social impact projects of improving mental health and wellbeing accessibility and outcomes. It would be remiss to talk of the importance of mental health and not offer a consistent and accessible practice throughout all five projects.

The self-care sessions were formatted to offer wellbeing check-ins before and after the session, debrief the day with reflections on challenges, learnings and achievements and discover and practice differing self-care techniques. Overall, we saw an increase in the understanding of self care and improved implementation of practice. Interns described these sessions as valuable and validating and expressed wanting longer session times to fully immerse themselves in each self-care experience.

It has been a pleasure facilitating these sessions with high levels of participation and engagement from interns. The intern reflections became more insightful and demonstrated higher levels of self-awareness with continued practice. I have enjoyed sharing my knowledge, learning from my peers and wish everyone success in their continued self-care journeys.

Partner Insight

This project has the ability to change the mental health space not only in the university community but in wider society. It will help reduce the stigma that is attached to Mental Health and help promote a community that promotes inclusion, wellbeing and social change.

Madeleine Storey

Wellness Warriors Programs Officer Student Guild

Intern Reflections and Insights

I really appreciated the mental health sessions, they were a nice cooldown after some stressful, but productive days.

Cassidy Winter

I really appreciated that these mental health sessions were not just someone talking at us about how important it is to engage in self-care behaviours, but actively engaged us and provided an opportunity to practice different techniques.

Shannon Hancock

I found these sessions extremely valuable, not only did they allow us to wind-down and de-stress, but they allowed us to talk to each other and communicate in a non-work environment to enhance our relationships.

Cyndi Missen

I recommend taking 30 minutes at the end of the session to de-stress and help reset back to normal. Structured breathing was very helpful to re-centre.

David Grose

From the sessions, I realised the importance of taking time for myself after a long session to make sure I get the most out of my time and productivity.

Brittany Mann

The mental health session is helpful to destress. I find the debriefing session to be extremely effective. One method of destressing I often use is to listen to calm music while on break or while you need to focus.

Fadhil Fa'Adliah

It is important to give yourself time to cool down and relax, so you don't overexert yourself. The mental health sessions were useful in giving ideas on this and giving us time to reflect on our mental state.

Ryan Kelly

The mental health sessions were good because they helped ground everyone after a long, exhausting day of work. The sessions reminded me that it was okay not to feel 100 per cent about the program and my feelings were valid.

Tony Nguyen

After a whole day of mind-boggling work, it was good to have a bit of relaxation/relief to end the day.

Allan Nicolson

Having the mental health and wellbeing sessions after the sprints was a useful tool – it was important to decompress and be mindful after sessions as they could get a little stressful at times. I also really appreciated being able to learn how to incorporate self-care and mindfulness in our everyday lives.

Ash Lock

I really appreciated the opportunity at the end of the day to take a moment, to unwind and be present.

Anthony Smith

I enjoyed the mental health sessions. It is important to give yourself some time to unwind and destress after a long day at work.

Jayden Ly

The sessions were a great end to the day that helped us to destress and wind down our brains. Such important themes of self-care and mindfulness explored. Was very beneficial.

Hamish Bunney

Our mindfulness sessions were so useful for calming my brain down after concentrating for hours. I also learnt some new techniques that I can employ in my busy schedule. I really appreciate that my mental health was considered in this program.

Sarah Grove

The sessions are great; it really helps us to de-stress after the long day.

Karan Tyagi

Connecting, Creating, and Innovating

The online space created specifically for the Virtual Social Impact Project Internships was modelled on the collective workspaces often used by freelancers and creatives in physical locations. Importantly, the framework was built around changing how we work and relate to one another. The Fourth Industrial revolution derives from the fusion of technologies that is blurring the lines between the physical, digital, and biological spheres. Inclusion and equity were important features purposely integrated into the workplace culture along with mental health and wellbeing practices. The Innovative Solution Design Sprints format was designed so Interns would be developing skills in: complex problem-solving, critical thinking, creativity, people management, coordinating with others, emotional intelligence, judgement and decision-making, negotiation and service.

It was important to create a space for Student interns to be able to build the relationships and interpersonal networks needed for creative problem-solving. Unlike physical workspaces, people can't casually run into someone in the staff kitchen or the hallway and strike up conversations. So the coffee channel was created as a casual space and Interns used this space to ask for help, and communicate using GIFs and emojis.

It was also important to create spaces where Interns and community partners could connect, share useful information, build trust, be willing to listen, learn and be encouraged to develop ideas. The internship structure ensured Interns would work in small breakout groups continually throughout the work day and this helped students remain connected to each other and engaged in their work.

Tips and Insights from Interns

Make sure you manage your time super effectively, it's a fast-paced environment!

Ash Lock

Make sure that you are organised and prepared to make sudden changes.

Brittany Mann

It is important to stay engaged with the discussion and manage potential distractions (both internal and external).

Shannon Hancock

Make sure you can work in conjunction with your team members. Get to know them and become comfortable with them. Only then can you reach your desired outcome.

Cyndi Missen

Before the project, make sure you establish a good sleep schedule. This will help you both during the project and after.

Cassidy Winter

Always make a note of everything! Anything said, no matter how insignificant, can be the seed needed to generate a great idea.

David Grose

Be organised, not only in the project, but also in general, as the project will take a large chunk of time and it is extremely stressful organising assignments on top of the projects.

Fadhil Fa'Adilah

Create an effective study calendar and make sure you know which work you would like to prioritise to avoid procrastination. Make sure to stick to your schedule as well.

Sarah Grove

Make sure to give yourself time to rest and recover, as it will help in the long run.

Ryan Kelly

Be honest about how you're feeling whether it's overwhelmed or stressed and don't be afraid to ask for help from your team.

Tony Nguyen

Make the most of it, as it will be over before you realise.

Anthony Smith

Manage and organise your time effectively. It will help avoid procrastination.

Jayden Ly

Be organised and prepared to set aside time to work on the project.
Get to know your team and keep in constant contact with them.
Work together and get involved.

Hamish Bunney

Make an effort, don't just sit back and listen, if you have an idea
don't be afraid to share it.

Allan Nicolson

Make sure you can work in a group and manage your time, and don't
be shy.

Karan Tyagi

*Don't just look at this as a course
but look at the impact you are
having on others. It is then that
you will find it enjoyable and
become passionate about the
work you are doing.*

About the Sprint Team



Faith Valencia-Forrester (Project Lead)

Faith has combined her media experience, degrees in Arts, Law and Business, and her PhD in inclusive university-led work-integrated learning to help students gain experience and work toward social impact. Her work focuses on social justice and actively demonstrates inclusion and equity. Her research into WIL has been instrumental in developing engaged connections between the university and the community. She strives to move education beyond the typical classroom practice divide and the advantages stretch much further than students gaining practical experience; their work creates real-life impacts and can address disadvantage within the community. Faith specialises in designing and delivering innovative WIL projects, creating a third space where students, academics and industry can come together to create change.



Heather Stewart

Heather has brought her skills from media, marketing and communications, degrees in Arts, Media and Education, and her PhD in digital transformation to guide students in the 2020 Social Impact Internship project as a co-facilitator and mentor. She is a Walkley Award-winning Australian journalist with a specialty in social equity journalism, a higher education academic with expertise in work-integrated and online learning and is an adept multi-media project manager in web, social media and video digital production and crisis and issues management. She strives to link industry, educators and students building teams armed with a digital-first mindset and empowering social equity outcomes in the workplace. Heather specialises in leading bilateral and multi-regional cross sector collaborations with researchers, industry and students.



Samia Ahmad

Samia is a graduate of the Bachelor of Public Relations and Communications (Marketing) at Griffith University, in 2019, where she received three awards for academic excellence. She started as a Marketing and Communications Officer for the Service Learning Unit in 2020, and brought these skills to the Social Impact Internship project as the digital facilitator coordinating the zoom sessions and ensuring a smooth experience for the industry, student and project team participants. She is a passionate advocate for human rights and volunteers on the Brisbane-led Global Muslim Women steering community supporting women in leadership.



Service Learning Unit

The Service Learning Unit is the dedicated team delivering the award winning Community Internship Course, enabling students to achieve real objectives for the wider community and become responsible and skilled citizens while developing professionally. The team facilitates community engagement volunteering opportunities and designs specialist internship opportunities, carefully selected to create successful and sustainable partnerships that have mutually beneficial outcomes for students, partners and the wider community.

Partners



Acknowledgement

This report has been prepared by Faith Valencia-Forrester, Heather Stewart, Samia Ahmad and the interns participating in the Social Impact Internships. Special thanks to Megan Rowlett, Samantha Brigden, Madeleine Storey, Shenil Ranpura, Lucas Medcraft, Hannah Norris, and all of the Service Learning Unit staff. Appreciation also to Julian Mazza and Madeleine Dale for the creative design work. Please contact Service Learning Communications for feedback and suggestions: sl-communications@griffith.edu.au.

For more information about the Griffith University's Service Learning Innovation Sprint Series please visit: www.griffith.edu.au/learning-futures/service-learning/community-internship

griffith.edu.au/learning-futures/service-learning

 Like us on
facebook.com/griffithservicelearning

 Follow us on
linkedin.com/company/griffith-service-learning-community-internship

 Follow us on
twitter.com/sl_griffithuni

 Watch us on
youtube.com/channel/UCEIObQwG1PI7LZmXzTqMug/videos

 Follow us on
instagram.com/community_internship

Social Impact Project Report 2020 produced by:

The Service Learning Unit Logan Campus
Griffith University
University Drive
Meadowbrook
QLD 4131
Australia

Telephone +61 7 3382 1049

The Social Impact Project Report is available at www.projectdigitalinclusion.com.au

© (Griffith University Service Learning Unit) 2020

CRICOS No. 00233E