1. Briefly describe your community engaged learning and teaching (CELT) program
Co-delivery of a Unit of Study by the Faculty of Architecture, Design and Planning and the Business School. Students developed/applied their respective disciplinary skills collaboratively to a real project to build financial/vocational/regional capacity for the town of Broken Hill. Working over two intensive weeks in four cross-disciplinary groups, students produced masterplans and business plans for adaptive reuse of an obsolete power station into a commercial film studio, museum and educational facility.

2. Highlight the key learning outcomes for the students and the benefits for the community
Gaining instrumental professional knowledge in client briefing, design consultation and marketing; developing design and communication skills related to decision-making, negotiation, leadership and team building, and exercising attributes and dispositions such as integrity, curiosity and passion for excellence, as well as cultural sensitivity and social awareness. Community benefits from having their brief investigated and refined and their desired outcomes tested and depicted by design.

3. Summarise the outcomes that have been measured or reported. Include student and community feedback.
Students highlighted three emerging themes that generated transformative learning outcomes: cross-disciplinary teamwork and shared learning; community engagement on real projects, and exposure to rich/diverse socio-cultural contexts. A book of masterplans and business plans is in preparation. Positive response from BH Council with invitations to further the project.

4. Discuss the key ISSUE for your CELT program.
Issue 5. Scholarship of learning and teaching. The project foregrounded many issues for thematic research into the place-based pedagogy that emerged. Time. The project was scheduled ‘out-of-(University)time’ and so provided a marginal learning setting/experience that was at the same time central and transformative. Space. The project was remotely located and separated students from their familiar context. The experiences of disorientation and reorientation were a productive part of students’ learning. Specificity. Engaged practices necessitate contextualized learning with real/immediate value to clients and users. General/universal information is less useful than specific information associated with particular individuals and emerging through real-time engagement. Praxis. The radical otherness of each discipline (epistemology and practice) in was foregrounded. Dialogue became transactional and productive only when individual positions made way for the dynamics of emergent possibilities.

5. Provide tips for others wanting to engage in CELT projects?
Solid logistical setup. Good transport, accommodation and meal arrangements for students. All appropriate/relevant contacts scoped, identified and scheduled for seamless up-front briefing. Real projects with evident currency and urgency for partnering communities. Rigorous preparation of students in consultative and collaborative practices before project begins. Concrete outcomes with immediate benefits for communities. Long term perspective with resources in place to follow up.