International Education through Service Learning

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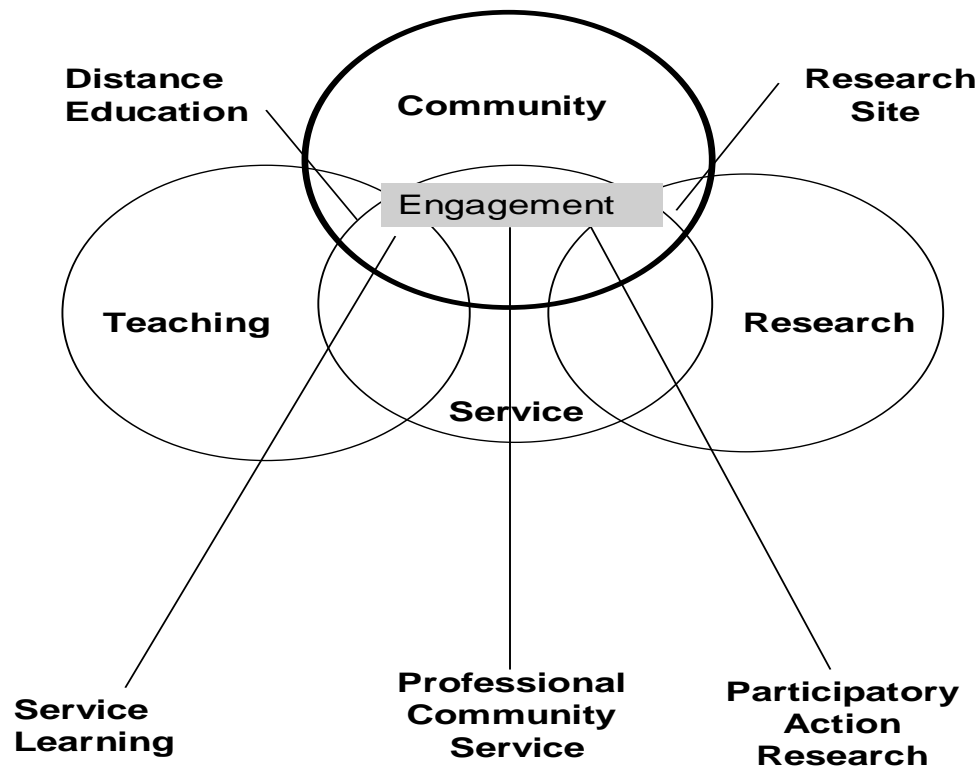
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Please Write Down

1. One question about international education and service learning that you have for me.

2. One question that you have for others in the room.

3. One or two pieces of information that you know you don't know.

4. One issue about international education and service learning that bugs you.

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Engagement of Faculty Work In and With the Community

Distance Education

Community

Research Site

Engagement

Teaching

Research

Service

Service Learning

Professional Community Service

Participatory Action Research

Community-Based Learning

Not all community-based instruction is service learning

- Field work experiences (e.g., Museum Studies, Anthropology)
- Cooperative Education
- Internship
- Practicum
- **Service Learning**
- Pre-professional field experiences: Clinicals, Student Teaching
- Applied Learning
- Experiential Learning
- Public Service-Focused Learning
- Academically-Based Community Learning
- Academic Service Learning
- Student Engagement

Definition: Service Learning

Service learning is a course-based, credit-bearing educational experience in which students

a) participate in an organized service activity that meets identified community needs, and

b) reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.

(Bringle & Hatcher, 1995)

Key Elements of Service Learning

- **Reflection**
  - **"Perplexity"** (Dewey, 1933)
  - **Activities to structure learning from the service experience**

- **Reciprocity**
  - **Partnerships**
  - **Dialogue to structure the service experience**

- **Civic Education**

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High Impact Practices

- **First-year seminars and experiences**
- **Common intellectual experience**
- **Learning communities**
- **Writing-intensive courses**
- **Collaborative assignments and projects**

Kuh, Association of American Colleges and Universities

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High Impact Practices

- **Undergraduate research**
- **Diversity/global learning**
- **Service learning**
- **Internships**
- **Capstone courses and projects**

Kuh, Association of American Colleges and Universities

HIPs Work Because . . .

- **higher expectations for student achievement**
- **they result in enhanced time and effort by students**
- **they produce greater student engagement with faculty and peers**
- **they provide opportunities for more frequent feedback**
- **they help students _reflect_ on and integrate their learning**

HIPs Work Because . . .

- they can increase student interactions with **diverse** others,

- they result in the **transfer of learning** to other settings,

- they result in enhanced clarity about students' educational and life goals

Hybrid HIP

A. Undergraduate Research

B. Service Learning

C. Internships/Pre-professional EE

D. Study Abroad/Away→ Immersive Study Away

First-Order Hybrids

- **Participatory Community Action Research (PCAR) (A&B)**
  - **Research Internship (A&C)**
- **Study Away Research (A&D)**
- **Civic Internship/P-PEE (B&C)**
- **Immersive Service Learning (ISL) (B&D)** → local, national, international
- **Study Away Internship (C&D)**

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What SL Brings to Other HIPs

- **Changes role of the community members from passive recipient to cultural insider/expert, partner, and participant (Study Away)**

- **Speeds up the process of immersion and friendship building**

- **Changes role of the student from tourist, visitor, and observer to helper, collaborator, colleague, and participant**

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What SL Brings to Other HIPs

- **Provides additional opportunities for learning unique lessons**
- **Enables students, community members, and leaders to practice and hone their cross-cultural competence skills**
- **Builds an extra measure of <u>critical</u> <u>reflection</u>**
- **Adds a <u>civic education</u> dimension to HIPs**
- **Increases genuine interactions with <u>diverse others</u>**

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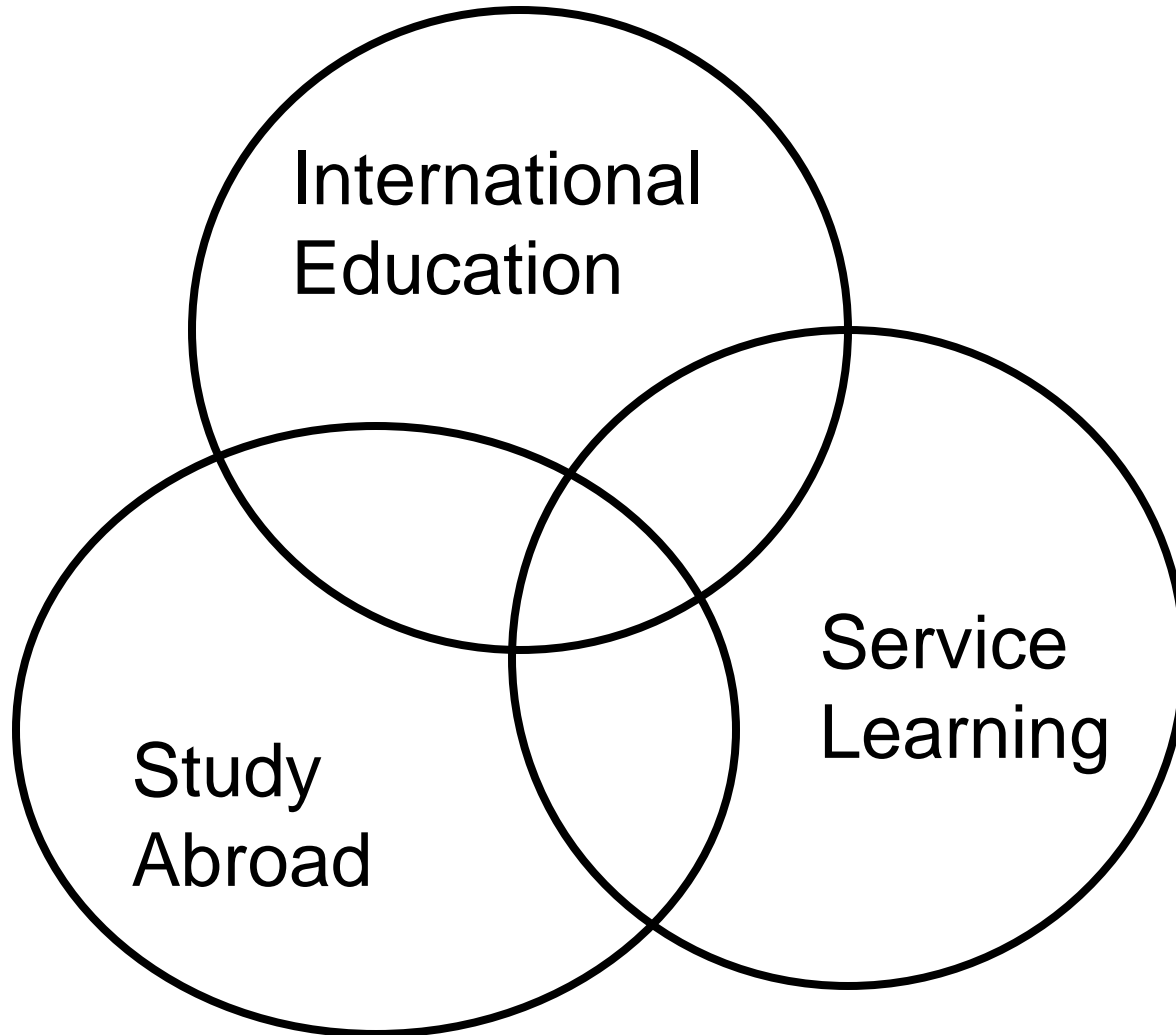**SERVICE AND LEARNING**
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American Council for Education

Global learning *as a shorthand for three related kinds of learning:*

- *Global: denoting the systems and phenomena that transcend national borders*
- *International: focusing on the nations and their relationships*
- *Intercultural: focusing on knowledge and skills to understand and navigate cultural differences*

Thus, we define global learning as the knowledge, skills, and attitudes that students acquire through a variety of experiences that enable them to understand world cultures and events; analyze global systems; appreciate cultural differences; and apply this knowledge and appreciation to their lives as citizens and workers.
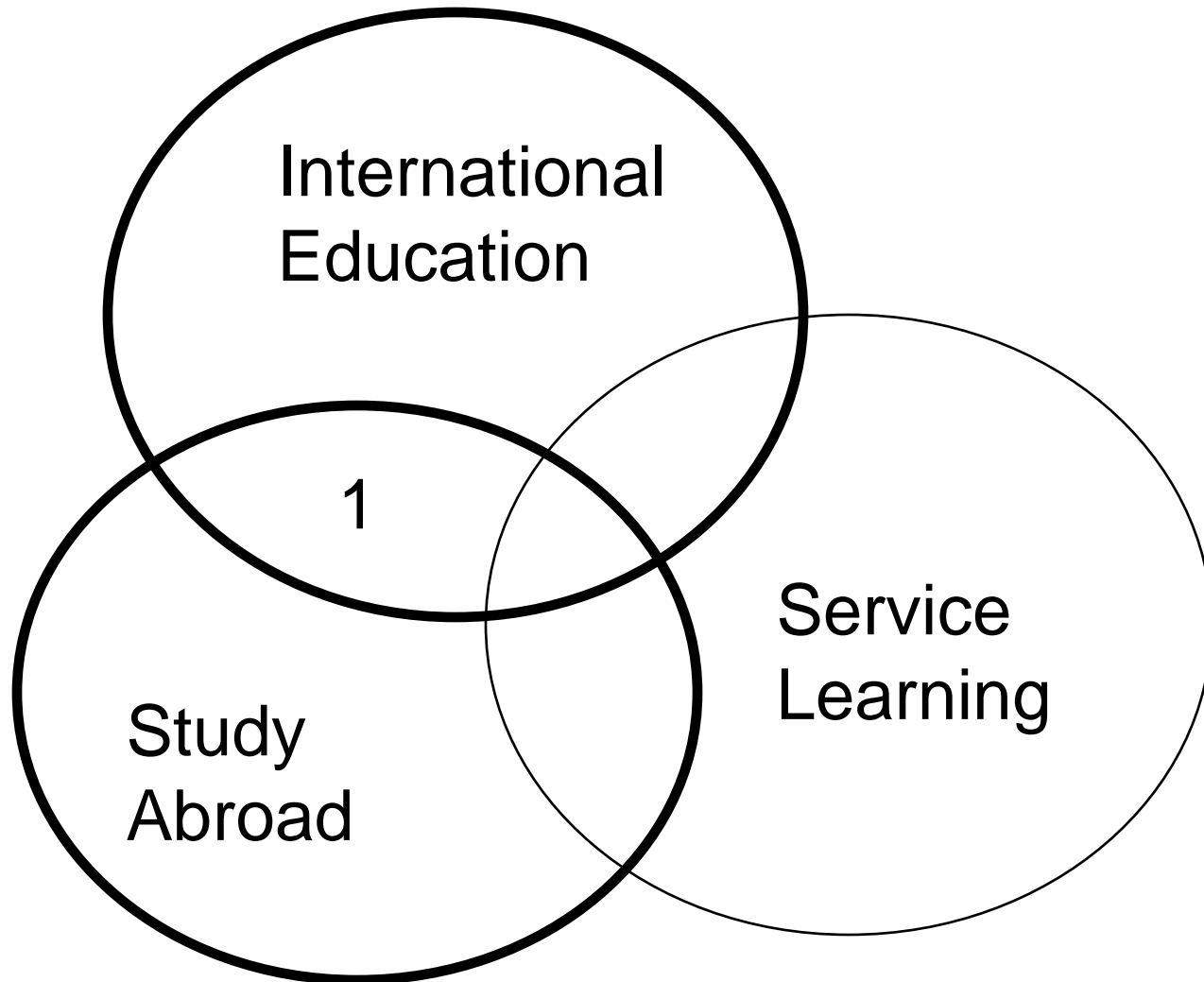
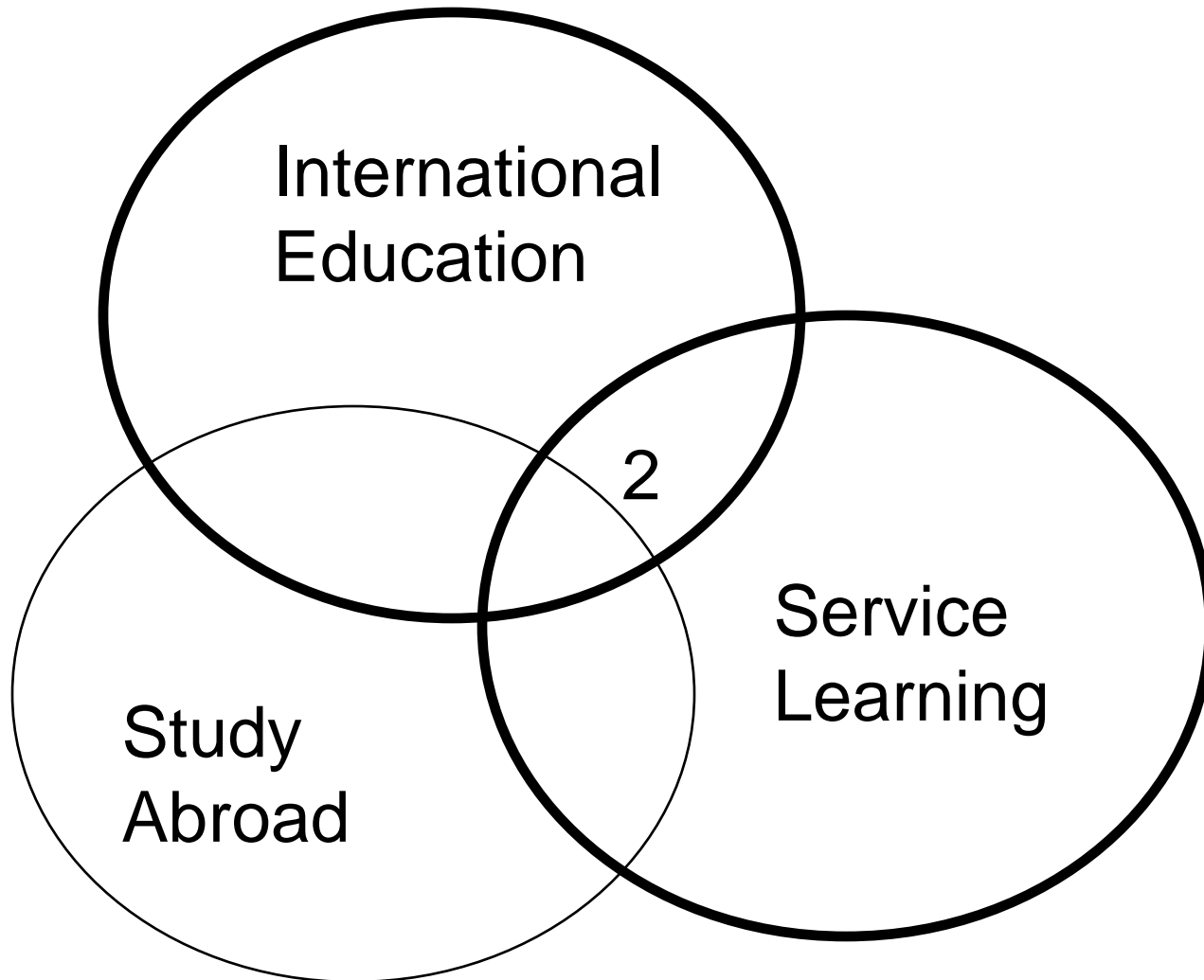# International or Global Service Learning
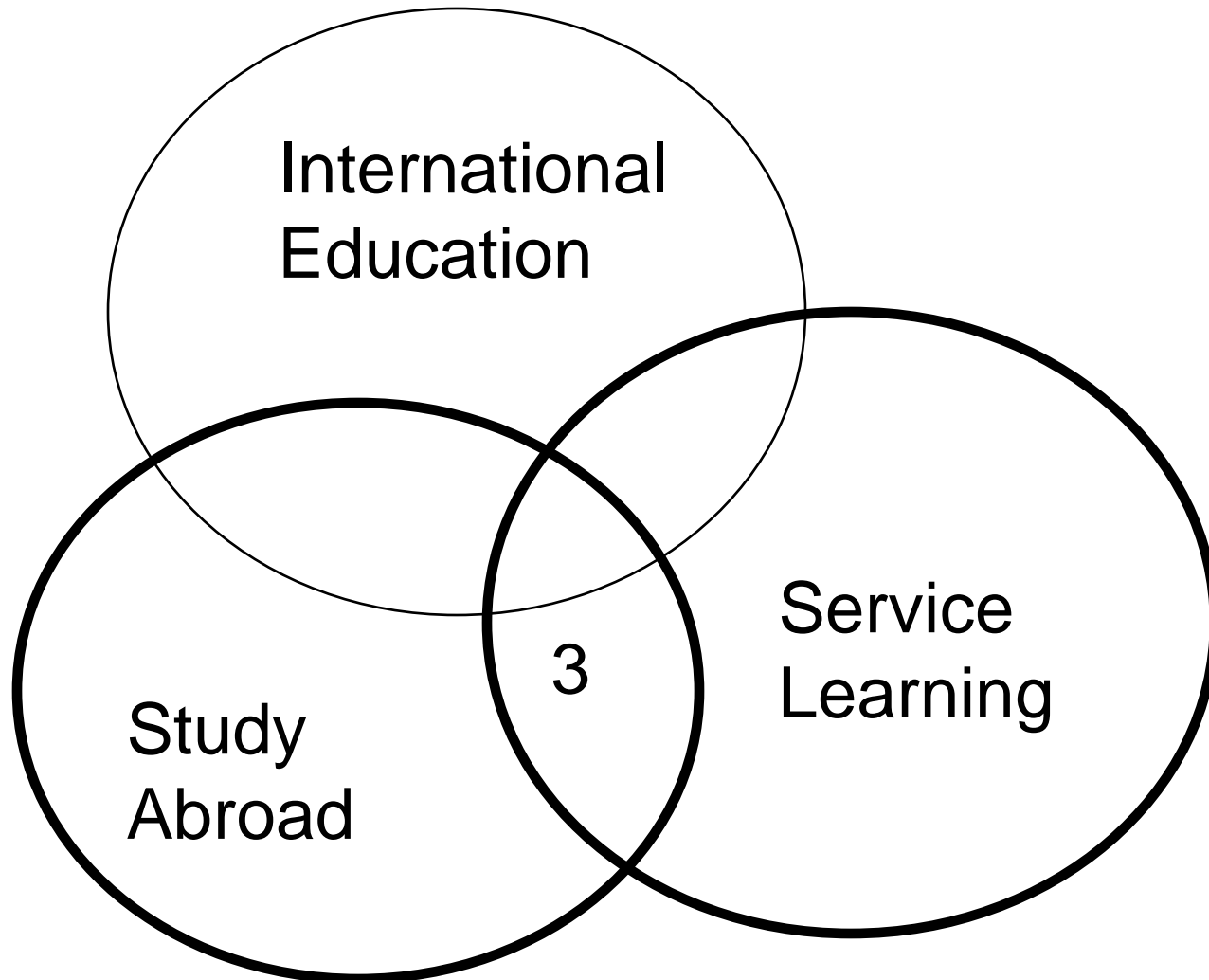
International Service Learning

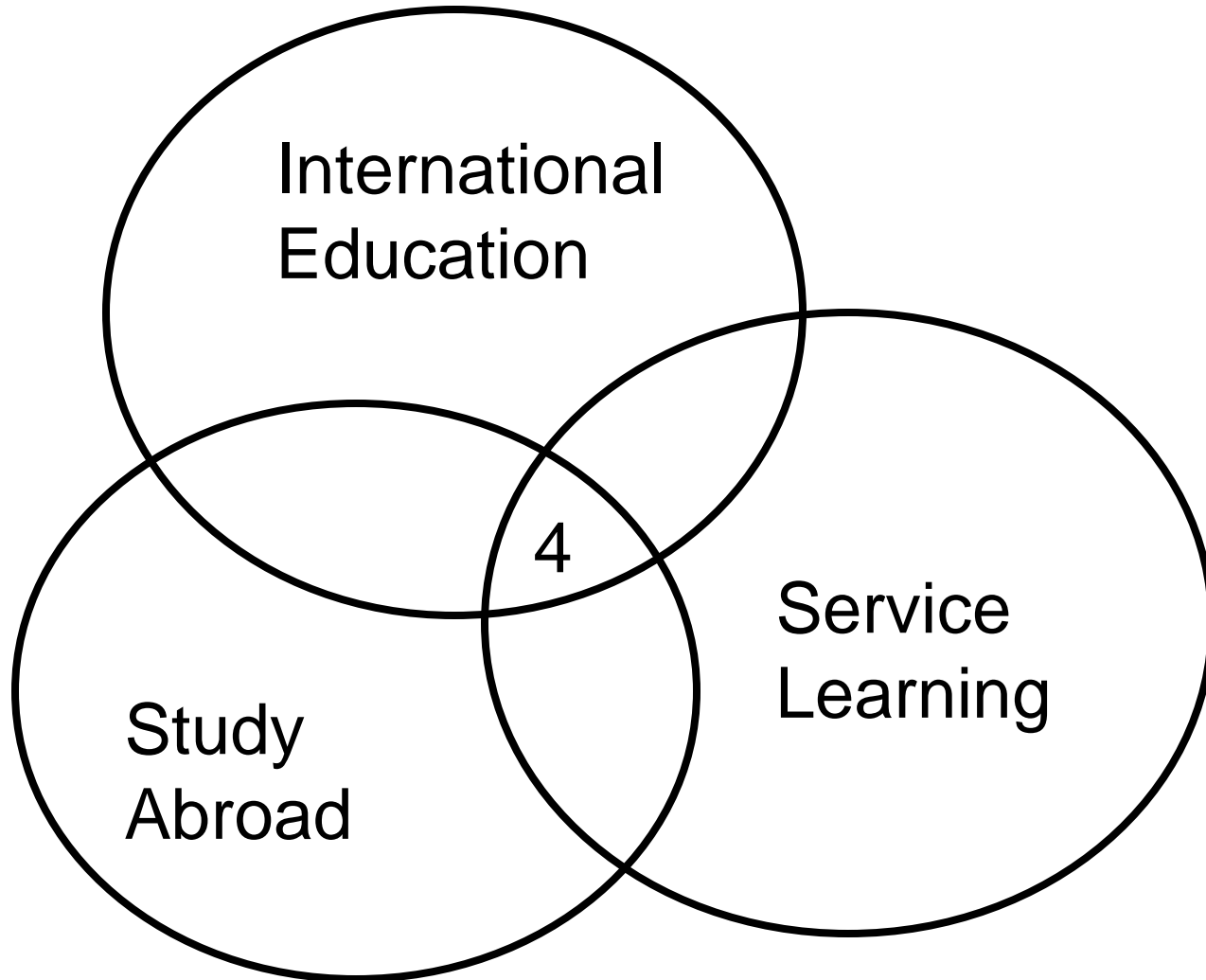# International Service Learning

International Service Learning

International Service Learning

International Service Learning

- **Extensive: Broad array of outcomes**

- **Robust: Wide range of conditions and students**

- **Transformational: Deep, long-lasting change**

- **Distinctive: Unique changes**

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International Service Learning

A *structured academic experience in another country* in which students (a) participate in an organized service activity that addresses identified community needs; (b) learn from *direct interaction and cross-cultural dialogue* with others; and (c) reflect on the experience in such a way as to gain a deeper understanding of *global and intercultural issues*, a broader appreciation of the *host country* and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and *globally*.

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What are the different forms that international service learning can take?

1. **Immersion abroad: Local students overseas**

   – **Service and learning, both abroad**

   – **Service abroad, learning in home campus**
     » **Learning before and/or after service abroad**
     » **Learning during service abroad, via web**

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Different forms (continued)

2. **Immersion locally: Domestic Site with international population(s) in community**

3. **Integration of domestic and international students in domestic service learning**

4. **Combination (DePaul Univ-Chicago):**
    – **Domestic Language Study**
    – **Local SL with target group**
    – **Short-term international SL in country of target group**

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Different forms (continued)

- **Intensive short-term**
- **Semester or year-long**

- **Faculty-led (from home institution)**
- **In partnership with local institutions**
- **Fully embedded in host institution**

- **With home-stay**
- **Without home-stay**

ISL and SL

- **How is ISL the same as domestic S-L?**

- **How do they differ?**

- **How do they improve practice of the other?**

- **Based on your current knowledge and orientation, how would you contrast how the two pedagogies challenge your thinking about learning, teaching and research?**

- **What most surprised you about your response(s)?**

What are the learning outcomes/ objectives of study abroad?

(According to the *Forum on Education Abroad*, slightly amended)

- **Enhance academic learning of various subjects**
- **Develop leadership skills**
- **Advance career paths**
- **Experience personal growth**
- **Improve intercultural skills**
- **Learn a language**
- **Learn about another country, its history, culture, way of life**
- **Cultivate global awareness**
- **Promote international diplomacy and security**
- **Better understand ones own cultural and national background**

[Note: Civic learning is <u>not</u> included.]

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What does study abroad bring to service learning?

- **Provides cross-cultural experiences not obtainable in home country**

- **Provides opportunity to practice skills and methods in another national setting, with other factors at work than in home country**

- **Provides opportunity to gain international perspective on the topic of the course, or the future profession that the students are pursuing**

- **Broadens the net of service and partnership beyond the home setting**

- **Enables faculty and students to contribute to the solution of problems that affect large numbers of people around the world, provides a channel for students from wealthy, developed nations to contribute to the growth of less developed nations**

How does "international" challenge practice and research in S-L?

- **Requires us to self-analyze and identify deeply-held beliefs & values and their potential impact**
- **Requires familiarity with standards and practices of study abroad**
- **Requires us to think about understandings of service and civic practice that differ markedly from our own**
- **Requires us to think about the global dimensions of service, civic practice, and citizenship**

"The sad truth is that even international service learning can be superficial, destructive or exploitive (Chism, 2004)."

ISL Learning Objectives:
Enhanced learning of subject matter

- **Application of discipline/profession to specific problems and cases**
- **Development of a global perspective on the discipline/profession**
- **Reflection on how the discipline/profession is carried out in home country by virtue of contrasting practices between home and host country**
- **Identification of issues for further research and learning**
- **Insight gained from individuals in the community, extending the sources of information and authority beyond the instructor and texts**

Personal growth and self-understanding

- **Development of skills of critical personal reflection and analysis**
- **Enhanced ability to use personal experience for academic learning**
- **Contribution to personal identity formation and self-confidence**
- **Contribution to focusing and defining career goals**

ISL Learning Objectives:
Deep learning about host (& home) country

- **Enhanced knowledge concerning the economic, political, ecological, health, demographic, and cultural systems of the host country**
- **Appreciation for assets of host country, the integrity of its way of life, and the manner in which it approaches its problems**
- **At least some foreign language acquisition**
- **Reflection upon home country and how others see it**
- **Intensified awareness of relationships between home and host country**
- **Reflection upon issues of power, wealth, ethnicity, and class in both host and home country**

ISL Learning Objectives:
Evolving Sense of Civic Responsibility

- Developing aspirations to volunteer and work for the public good
- Deeper understanding of the knowledge base necessary for responsible citizenship
- Expanding commitment to multiple communities, including those outside home country
- Growing sense of the global dimensions of citizenship
- Willingness to impart what was learned to others, including other students on campus
- Greater awareness of the impact of one's actions on others, including those outside home country
- Complex understanding of the formation of values and judgments in a multicultural world
- Rethinking concepts of community, service, and civic engagement by virtue of contrast between home and host country

Preparing students for effective international social interaction requires explicit attention to:

- **Issues of culture shock and methods of processing the new beliefs and behaviors the students will personally encounter**
- **Guidelines on the basic norms of politeness and social interaction in the host country**
- **Familiarity with the basics of cross-cultural communication, both verbal and non-verbal**
- **At least some rudimentary knowledge of the language of the host country**
- **Strategies for conflict resolution and management**
- **Discussion of the value of reciprocity, openness, and learning from others in the globalizing world of the 21st century**
- **Discussion of the historical and present relationship between the U.S. and the host country**

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International service learning has the potential to accomplish in a very short time what it takes many other study abroad programs a whole semester to do – if they ever do it.

Challenges

What are the biggest challenges you foresee in developing, implementing, assessing an ISL program?

Second-Order Hybrids

- **PCAR Internship (A&B&C)**
- **PCAR ISL (A&B&D)**
- **Research Internship Away (A&C&D)**
- **Civic Internship Away (B&C&D)**

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Third-Order Hybrid

- **ISL PCAR Civic Internship**