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**Global Service-Learning: Pedagogy,
Program Models, Tools and Design**

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GLOBAL SERVICE-LEARNING: CONCEPTS, MODELS & BEST PRACTICES

The term global service-learning (also known as international service-learning) is often misused by faculty and administrators who are not well versed with this unique and innovative experiential approach to pedagogy, research, organizational change and community development. Therefore, defining the term and having a clear understanding of global service-learning models and the components that comprise global service-learning programs is an essential starting point. Global service-learning is distinct from domestic service-learning, community service, field study, internships and traditional study abroad. This section will not only provide a definition of the concept; it will also offer a comprehensive explanation of the components of global service-learning programs and principles that guide practitioners, examine types of service, learning and program structure and dispel common misconceptions.

DEFINITION OF GLOBAL SERVICE-LEARNING

The following definition of global service-learning draws from and synthesizes scholarly literature in service-learning and promotional materials:

Global service-learning is a course-based form of experiential education wherein students, faculty, staff and institutions a) collaborate with diverse community stakeholders on an organized service activity to address real social problems and issues in the community, b) integrate classroom theory with active learning in the world, c) gain knowledge and skills related to the course content and advance civic, personal and social development, and d) immerse themselves in another culture, experience daily reality in the host culture and engage in dual exchange of ideas with people from other countries (Bringle and Hatcher, 1995; Grusky, 2000; Kiely, 2005; University of Denver, 2006).

COMPONENTS OF GLOBAL SERVICE-LEARNING PROGRAMS

This manual specifically refers to global service-learning *programs* because they are more than academic courses with a service component. The international nature of global service-learning programs requires that program leaders plan for accommodation, meals, transportation, health and safety, planning and communication with diverse institutional and community stakeholders and cultural adjustment issues as well as the academic learning components and service project sustainability. Effective global service-learning programs include the following components:

1. *Orientation.* Thorough orientation programming is a critical part of an effective and successful global service-learning program. Given the brief duration of many global service-learning programs, participants need to hit the ground running. Pre-departure readings, research, role-plays, culture-specific presentations and practical suggestions will help students make the most of their time in country. Students should receive thorough orientation materials in writing, preferably in

one handbook, to which they and their parents can also refer. However, nothing can totally prepare students for what they will experience in a different culture. Therefore, ongoing on-site orientation is also critical.

**Recommended Resource:* Pre-departure Orientation Template (see enclosed CD-rom)

2. *Community Partnership.* Global service-learning programs can not function without well-developed community partnerships, and research that emphasizes the importance of significant community involvement (Jacoby & Associates, 2003; Kiely & Nielsen, 2002). Effective partnerships should exhibit the following characteristics:

- Those who have a stake in the service have significant involvement and control in the design, implementation and evaluation of service-learning activities.
- All parties involved in the partnership negotiate roles, responsibilities and procedures for communication and evaluation.
- Faculty members and their institutions make a long-term commitment to the community or agency.
- Faculty and staff actively seek to build new relationships with community members and develop a larger network on an on-going basis.
- Faculty and staff identify and develop mutually beneficial relationships with government, business, education, social service providers and community leaders.
- Faculty and staff create a community advisory board to ensure relevance of the service work and provide a formal structure and process for communication and community voice.

**Recommended resources:* (Jacoby & Associates, 2003; Kiely & Nielsen, 2002)

3. *Useful service.* There is agreement among service-learning practitioners and scholars (Chisolm, 2004; Grusky, 2000; Kadel, 2002; Kiely, Kiely & Hartman, 2005; Kiely & Nielsen, 2002; Kraft, 2002) that the service component must meet the following criteria:

- Students participate in a set of organized community-based learning activities in order to directly serve a constituency.
- The service is useful and addresses needs, concerns and issues identified by stakeholders.
- The service draws from stakeholder knowledge and assets and builds capacity.
- Faculty members, students and community participants recognize that most problems can not be solved in one semester or less. Therefore, the parties involved must have realistic expectations and develop long and short term goals for sustainable service work.

- Faculty members and students realize that real problems are complex and can rarely be solved through a single academic discipline.
4. *Rigorous academic learning.* There is a considerable body of research indicating that service-learning pedagogy enhances student learning (Eyler, 2000; Eyler & Giles, 1999; Eyler, Giles, Stenson, & Gray, 2001). Global service-learning, in particular can have a transformative impact on students, faculty, institutions and communities (Kiely, 2004, 2005; Kiely, Kiely, & Hartman, 2005; Tonkin, 2004) Faculty members maintain control over the academic standards and rigor of the course, and the service work is an important text from which students learn course content, skills, citizenship and personal growth. Through the formal academic component of global service-learning programs, students should:
- Have opportunities to develop critical thinking skills through reflective, dialogic and practical experiences.
 - Consider issues from multiple stakeholder and theoretical perspectives.
 - Engage in multiple forms of learning (i.e. cognitive, affective, somatic, emotional, social, etc.).
 - Participate in an active, collaborative, inquiry based learning experience
 - Learn new knowledge and skills that contribute to their cognitive, personal and professional development
 - Have structured opportunities to connect their service activities to the course curriculum.

It is important to note that some practitioners and scholars distinguish between academic and co-curricular service-learning (Faculty Policy Committee on Service-Learning, 2002; Howard, 1996). Academic service-learning involves a formal course with a curriculum that is rooted in the academic discipline(s) in which the course is being offered. In contrast, co-curricular service learning is not attached to a credit-bearing course but has a formal reflection component incorporated into the program. Participants in co-curricular service-learning programs (e.g. Alternative Breaks) may earn elective credit for a general service-learning course that is neither based in a specific academic department nor a central part of the student's degree program (Faculty Policy Committee on Service-Learning, 2002).

**Recommended resource:* Eyler & Giles, 1999; Howard, 2001

5. *Connection between service and learning.* The use of the hyphen in the term service-learning represents the connection and balance of the service and learning components (Chisolm, 2005; Eyler and Giles, 1999; Jacoby & Associates, 2003; Kendell, 1990; Rhoads, 1997; Sigmon, 1996). Participating in service projects enhances the relevance of the academic work for students. Similarly, coursework informs service work as students have opportunities to apply what they learn in real-life situations. Ideally, there is minimal distinction between community learning and classroom learning.

6. *Cultural immersion.* Living arrangements, service projects and other organized program activities should immerse students in the local culture and provide opportunities for “real and deep encounters” with members of the local community (Chisolm, 2003; ; Kiely, 2005; Kiely, Kiely, & Hartman, 2005; Kiely & Nielsen, 2002/2003; Maher, 2003; Porter & Monard, 2001). Global service-learning involves more than learning about the daily realities of life in another country and becoming familiar with another culture. A significant element of the global service-learning experience for students is the act of crossing borders and being out of their element (Kiely, 2005; Hayes & Cuban, 1997). The distance from family, friends and the comforts of home are catalysts for personal reflection and growth (Kiely, 2004; Maher, 2003; Tonkin, 2004). In addition, students can gain insight into the tremendous power the United States wields as well as their own social and economic privilege (Kiely, 2004; Monard-Weisman, 2003). Diverse opportunities for substantial immersion into the historical, social, cultural, economic, political dimensions of the host community has an significant impact on students’ long-term commitment to social action and meaningful global citizenship (Kiely, Kiely, & Hartman, 2005; Kiely, 2004).
7. *Structured reflection.* The reflective component is central to all service-learning programs (Ash & Clayton, 2004; Cooper, 1998; Eyler, 2000; Eyler, Giles & Schmeide, 1996; Eyler & Giles, 1999; Hatcher & Bringle, 1999; Hatcher, Bringle, & Muthiah, 2004; Kiely, 2004, 2005; Maher, 2003; Welch, 1999). Students participating in global service-learning programs must have structured opportunities to reflect critically upon and their experiences orally and in written form through journals, research assignments and group dialog (Kiely, Kiely, Hartman, 2005; Kiely, 2005). Individual and group reflection and dialogue facilitate intellectual, emotional and social processing of service-learning experiences (Kiely, 2005). It is through reflection and dialogue that students develop a sense of social responsibility, advocacy, active citizenship, intellectual growth and critical thinking. Reflection also helps to prevent reinforcement of prejudice and development of incorrect assumptions about those in the community being served (Eyler & Giles, 1999; Hatcher & Bringle, 1997; Kiely, 2004; Kuprey 1993).
8. *Faculty Mentorship.* Given the cross-cultural immersion experience that global service-learning entails, faculty and students tend to spend a significant amount of time traveling, living, eating and working together. As a result, students have a unique opportunity to observe faculty responses to a variety of practical situations (Kiely, 2002; White, 2000). Faculty members, therefore, tend to be more actively engaged as mentors with students and can provide immediate on-site demonstration of course activities and feedback on student performance in service work (Kiely, 2002; Kiely, Hartman & Nielsen, 2005). In the cross-cultural and service context, faculty members often re-think their teaching styles and maintain flexibility regarding their instructional role and course activities. In global service-learning contexts, faculty should be prepared for uncertainty and variation

in their relationships with students and course outcomes (Howard, 2001; Clayton & Ash, 2004; Bringle & Hatcher, 2000; Kiely & Nielsen, 2002)

**Recommended resource:* Clayton & Ash, 2004

9. *Logistics.* In developing global service-learning programs, faculty members must make arrangements for student housing, meals, transportation and safety. These elements play a key role in fostering cultural immersion and influence the students' learning experiences. It is important to work with the community partner to arrange logistics that are safe and appropriate for student participants and consistent with local living conditions. Transportation and telecommunication should be available at all times and a safety protocol should be developed and communicated to all service-learning participants prior to departure. This is particularly important should an emergency situation arise.
10. *Evaluation.* Formative and summative evaluations provide important empirical data for determining program impact and program areas that need improvement. While traditional classroom evaluations tend to focus on student learning outcomes and the quality of instruction, service-learning evaluations also focus on the quality of social interaction, the usefulness of service work and the application of learning in practical situations. It is important to use different evaluative tools for assessing the value and impact of learning experiences and service activities before, during and after completion of the program. A comprehensive evaluation should draw from methods that document the quality of the relationship among students, faculty, institutional and community partners. Ongoing evaluation of learning processes, service activities and relationships is the key to sustaining high quality global service-learning experiences. Students should also participate in the evaluative process during and after participation in the program. A portfolio is an effective way to ensure students document and apply their learning particularly after they have completed the global service-learning program. To prepare for re-entry students should create an action plan for transferring and applying their learning in meaningful ways in new contexts.
11. *Reporting & Recognition.* It is important to plan formal ways to recognize and report accomplishments related to service work. In addition to celebrating the completion of a project and sharing findings with community stakeholders, publicizing service work through newspaper articles, newsletters, websites and public events can raise awareness about global issues and the value of global service-learning programs to students, faculty, the institution and community partners. The recognition component also helps student participants mark their successes and prepare for/cope with re-entry to their home culture. Involving students in the reporting process enables them to stay connected to the service-learning experience and share their successes and concerns with a like-minded and receptive audience.

TYPES OF SERVICE

As the following examples of service work reveals, there are tremendous possibilities for useful service to become an invaluable text for academic courses in a wide variety of disciplines.

Teaching. Global service-learning students can develop resources and facilitate workshops and seminars that address social problems and issues identified by a community group and/or organization. Students can also perform skits, tutor, teach special skills (i.e. language, music, art, drama and computer literacy), provide support to teachers, offer enrichment programs at hospitals and residential homes for children and adults and conduct cross-cultural training that meet specific needs identified by community stakeholders.

Health care. Service projects may take the form of organizing blood and immunization drives, teaching about health issues, obtaining health information, distributing health information and supplies, conducting research on health issues, performing health assessments and implementing health clinics.

Community development. Students can help establish and operate local business enterprises, conduct community-based participatory research, develop funding proposals, work with agencies and community groups that support the protection and training of women and girls, contribute to efforts that preserve and share cultural heritage, design websites and web-based resources, build and maintain buildings and infrastructure, complete projects related to environmental protection and education, advocate for human rights and assist capacity-building efforts within community groups and local social service agencies.

In short, students can conduct research and needs assessments, provide support with technical assistance, knowledge and resources, conduct skits, dialogues, workshops, seminars and presentations on issues that affect the community, complete building projects, teach and tutor, work for local agencies, and participate in efforts to improve planning, economic development, policy, education, social services, childcare, employment, housing, food, safety, and transportation. Most service work falls into one of the categories listed above, but other projects that meet the aforementioned criteria for useful service are acceptable.

(Crabtree, 1998; Berry & Chisolm, 1999; Kiely, Kiely, Hartman, 2005; Kiely, Hartman, Nielsen, 2005; Grusky, 2000; Kadel, 2002; Kraft, 2002; Kiely, 2004; Porter & Monard, 2001; Porter, 2003; Tonkin, 2004)

TYPES OF SERVICE-LEARNING PROGRAMS

Most global service-learning programs fall into one of the seven program types described below (Heffernan, 2001; Portland State University, 2006). Each program type represents a different approach to the nexus of service and learning.

- *Discipline-based.* Service projects are formulated to support the curriculum design of a specific academic discipline.
- *Problem-based.* Both the academic and service components focus on a particular problem in the community. The issue may be examined from a variety of perspectives and disciplines. In many cases, the product of the service is directly connected to and evaluated according to the course objectives.
- *Community Based Participatory Research/Action Research.* This type of research means that service-learning participants work collaboratively with members of the community to study local problems and apply their research findings. Through this research model participants pursue effective change. Usefulness drives the research process and the research findings belong to the community.
- *Internship.* Service-learning internships involve more than a placement at a social service agency. The internships must include all of the global service-learning components described previously. Service-learning interns participate in a course that has a relationship to the student's degree program and the instructors hold faculty appointments. Advanced students, particularly those in graduate programs and professional schools, are typically eligible for service-learning internships. These experiences enable them to apply their knowledge in professional settings that serve the public good and often result in a culminating product that is submitted for formal review (Faculty Policy Committee on Service-Learning, 2002).
- *Capstone.* A capstone service-learning program provides students finishing their major or degree with opportunities to apply and demonstrate their accumulated knowledge through a service project. These programs take students out of the classroom and into the field, where they can bring together the knowledge, skills and interests they have developed throughout their education. Participants in capstone courses also have opportunities to practice and critically reflect on the ways in which their prior learning is applicable in the real world.
- *Individual/Group.* Service-learning students can complete smaller individual service projects, work together on a larger project, or a combination of the two. Individual projects enable students to pursue areas of interest, and group projects allow participants to learn to work together and pool their skills and resources.
- *Agency/Organization-based.* Participants complete service work in a community agency or organization. Service-learning students typically complete projects that would otherwise not be accomplished by the permanent staff due to lack of time and resources. The agency or organization also facilitates contact with the community.

MISCONCEPTIONS ABOUT GLOBAL SERVICE-LEARNING

Although there is a large body of empirical research on local and domestic service-learning, scholarship on global service-learning is limited. Some common misunderstandings are related to the relative lack of knowledge about the unique nature of global service-learning, while others are the product of misinformation about basic service-learning concepts and/or association with community service activities which are not connected to coursework. This section seeks to clarify some of these misconceptions. The numbered headings offer true statements about global service-learning programs followed by a brief explanation.

#1: **Service-learning is NOT the same as community service.**

Across the US, promotional materials and newsletters for study abroad programs refer to service-learning opportunities, but few study abroad programs actually offer their students true service-learning experiences. In many cases, the term ‘service-learning’ is used to describe community service, volunteering and charity work. However, the following characteristics distinguish service-learning from community service:

- Service-learning includes an academic component (typically, one or more courses rooted in specific disciplines) with assigned readings, discussions, research and writing assignments that focus on the sources, conditions and solutions to problems that the service work is attempting to address. According to some practitioners, merely having a course that meets to have students reflect on what happened at service site is not service-learning. Because the course does not connect in a substantial manner with academic curriculum, (i.e., technical and conceptual material), it is considered by some institutions credit-bearing community service (Faculty Policy Committee on Service-Learning, 2002).
- Service-learning includes substantial forms of structured reflection on the service experience. Oral and written reflection components and activities help participants to connect theory with practice and dig deeper into the possible sources and solutions to complex, and context-bound problems.
- “...change, caring, social reconstruction, and a transformative experience are characteristics of service learning goals, whereas charity, giving, civic duty, and additive experience characterize community service” (Chapin, 1998, p. 205).
- Community service tends to reinforce an expert-client relationship with the community receiving the service. In contrast, service-learning values local knowledge and involves stakeholders in the design of the service projects (Burns, 1998).
- Unlike community service which assumes a one-way giving relationship where students “meet community needs,” global service-learning embraces the notion of

reciprocity whereby students and community members work together to identify problems and interventions that meet short- and long-term goals and objectives (Jacoby & Associates, 1993, 2003).

- Global service-learning focuses on collaboration with community members and sustainability of programs. Successful service-learning programs agree upfront to make a long-term commitment to building relationships with community partners which shows a more realistic view of how to support capacity-building that alleviate complex and often persistent community problems (Kiely & Nielsen, 2002).

When students visit a school for a day, bringing classroom supplies and playing with the children, they are doing charity work. If the students, in connection with an academic course for pre-service teachers, spend a few weeks or more living in the community, tutor children at the school, assist teachers with the development of curriculum materials, learn about the educational challenges in the host country, teaching conditions and the structural arrangements, contextual factors and policies that shape educational problems, and reflect on their role in affecting educational conditions and policies, then they are engaging in service-learning work (Crabtree, 1998; Eyler and Giles, 1999; Kiely, 2004).

#2: Service-learning is academically rigorous.

Despite research that illustrates the academic benefits and enhanced student learning in service-learning programs (Eyler, Giles & Gray, 2000), service-learning practitioners continue to spend much of their time defending the academic integrity and rigor of service-learning programs while often neglecting the unique learning process and outcomes that service-learning programs foster (Kiely, 2005). The service component is a powerful text that adds an important (and often missing) practical component to the academic learning that occurs in the classroom. The service work also affords a significant opportunity for students to learn how to test abstract theories in practical situations. While it is difficult to pre-determine the learning outcomes that result from service work, instructors do maintain control over readings and assignments and can ensure that content learning occurs. Instructors also play a vital role in shaping the service experience through structuring the type of service work, communication with the community partner and mentoring and training students. While knowledge acquisition of course-based disciplinary content is important, what makes learning in global service-learning unique is the development of problem-solving skills, the advanced understanding and application of theoretical knowledge toward a practical problem, and the transformational learning outcomes that impact students' sense of global responsibility and behavior over the course of their lives.

**Recommended resource:* Fabo, 2005; Kiely, 2004, 2005; Monard-Weissman, 2004)

#3: Global service-learning is substantively different from traditional study abroad programs.

While global service-learning fits into the commonly accepted definition of study abroad programs (credit-bearing academic programs that students complete in another country), there are significant and important differences between the two experiences.

- In some study abroad programs, often known as island programs, students live, socialize and take classes with other students from their home institution or other students from their home country. Their professors may also be from the home campus and the curriculum may have little or no connection with the local environment. Students can observe the host culture or take initiative to meet local people in social situations, but the program design often does little to intentionally foster substantial dialogue with the host community on political, cultural, social, economic issues or approaches to local and global problems. In contrast, the service component of global service-learning enables students to develop a rich understanding of daily realities in the host culture, delve more deeply into the causes and solutions of social problems and consider more explicitly their role in addressing problems and having a positive impact on the host culture. Service work also provides multiple opportunities for exploring local knowledge and developing more substantial relationships with local community members.
- Even the study abroad programs that try to provide cultural immersion experiences through direct enrollment in foreign institutions and accommodation with host families mainly provide a view into the lives of the middle and upper classes of the host country. Moreover, it can be difficult for students to form close personal bonds during the course of a semester or academic year through social or classroom contact. Furthermore, host family options in collegiate study abroad often resemble boarding arrangements rather than inclusion of the student as a member of the family. Through service projects, global service-learning programs enable students to develop substantial relationships with local people through hands-on service work. They also experience the daily realities of other social classes. In effect, service work opens multiple doors for dialogue and interaction with members of the local community.
- Whereas study abroad programs rarely offer structured reflection activities and exercises that enable students to process their experiences and cultural observations individually and as a group, reflection activities are an essential component of global service-learning courses. Moreover, critical reflection requires more than keeping a daily journal of observations, personal feelings and opinions. In service-learning programs, individual and group reflection activities also focus on important the causes and solutions to social problems affecting the local community. Critical reflection also compels students to consider how current social arrangements, policies, historical conditions and relations of power

shape social issues, programs and problems as well as their role in having a direct or indirect impact on issues, programs, people, policies and problems.

- Participants in traditional study abroad programs are primarily recipients tend to extract information from the host culture without giving back in a socially meaningful way. They can learn about the local culture, experience new things and take advantage of academic and cultural resources. Arguably, they contribute to the local economy through the purchase of room and board, drink, souvenirs, local transportation, etc. However, they rarely have opportunities to make a social contribution to the host community in the way that global service-learning participants do through their service work.
- Study abroad programs often offer classes in a classroom setting that is similar to what students experience at their home campuses. In addition, students may not have opportunities to apply the knowledge that they gain in the classroom while studying abroad. Global service-learning emphasizes making a direct impact on real world problems and issues during participation in the program. The service component offers an active, hands-on learning experience that enables students to see the relevance of the course content. The success or failure of their service projects also has real world implications.
- Most universities around the world emphasize individual learning. Students typically do readings, conduct research and complete assignments independently, and they are evaluated on an individual basis. Participants in global service-learning programs have extensive opportunities for individual learning, but the service-component requires collaboration with others and promotes social learning and social action. Evaluation then considers individual and group learning as well as the quality and usefulness of service work.
- The primary goal of traditional study abroad programs is intercultural competence and in immersion programs, intercultural sensitivity. If students learn language skills, adjust to and develop an understanding of the local culture, gain a new perspective on their home country, experience personal growth and complete coursework, the program is a success. Through both the service and academic components of the curriculum, participants in global service-learning also have opportunities to gain intercultural competence and sensitivity by learning the local language and developing a rich understanding of the host culture, but the main goal and emphasis is on global citizenship – developing the knowledge and ability to understand and solve complex social problems across cultural borders in ways that are collaborative and sustainable (Annette, 2003; Hartman & Heinisch, 2003; Hartman & Kiely, 2004; Kiely, 2005).

**Recommended resource:* Jacoby & Associates, 2003; Kiely and Kiely, 2005; Kiely, 2005

#4: It is possible to develop effective short-term, academically rigorous (less than 4 weeks) global service-learning programs.

Institutions around the world are increasingly offering short-term global service-learning programs. Costs of travel and living conditions in less developed countries, where many global service-learning programs take place, often necessitate shorter durations. While students can not master a foreign language through participation in a short-term program, they can have meaningful interactions with the community, learn important skills related to problem-solving and global social responsibility, experience personal growth and gain a deep and substantial understanding of the host culture and the course content (Maher, 2004; Kiely, Hartman & Nielsen, 2005; Kiely, 2004; 2005). However, faculty must tailor course objectives and activities to fit the duration of the program when they develop global service-learning programs.

#5: Service-learning is different from internships and field study experiences.

Internships. The primary goal of internship programs is to provide students with opportunities to develop professional skills. Although students often gain professional skills through participation in service-learning, the emphasis is on the contribution of service to a community, group, institution and/or organization. Activities which are common in internships, such as shadowing a supervisor, performing office work and observing the culture of the workplace do not meet the standards of useful service (as defined above) in service-learning programs. Similarly, internships may not include a formal academic component. Interns often earn credit based on the number of hours they work at the internship placement. Service-learning also makes explicit connections between service and the learning objective of a course, integrates theory and practice, focuses on civic responsibility and endeavors to make a substantial contribution aimed at solving a specific problem or issue.

Field study. When students observe or conduct research without providing direct service to the community, they are participating in a field study experience. Field study is a form of experiential learning in which students go into a community to gather or extract information for a research project. Community stakeholders are usually not involved in determining the nature of or need for the research, and they often do not benefit from the final product. Moreover, field study experiences rarely include a structured reflection component that addresses the way in which the field work benefited the local community (Faculty Policy Committee on Service-Learning (2002).

#6: Service-learning can be done in a wide variety of academic disciplines, not just health and education.

Education and health care are common forms of service, but service-learning can be done in any discipline. The most important question for faculty and administrators to consider when assessing the value and feasibility of

incorporating service-learning into their coursework and/or academic curriculum is “how might the knowledge generated in this course address and solve a real life issue or problem? All traditional classroom-based courses generate knowledge and present problems outside of their context usually in an abstract, hypothetical way. Service-learning also generates the same knowledge but applies it directly to address a problem. In addition, by testing knowledge and theories in a specific real life context, service-learning compels students to reformulate knowledge and generate theories based on their use and feasibility in a particular situation. In this way, students test theory and if necessary, create new knowledge and build on existing theory so that is it useful. Rather than imagining whether the information and knowledge generated in a traditional classroom is useful and relevant to solving a real problem, or rather than wondering how a student might use skills and knowledge gained in a traditional classroom after the semester is over, both faculty and students can learn the answers to both of these mysteries through testing the relevance and application of knowledge through service-learning. This is a powerful rationale for motivating faculty and administrators who are considering the use of service-learning! For more information on how service-learning has been incorporated into diverse disciplines, the Campus Compact website (www.compact.org/syllabi) offers over three hundred sample syllabi in the following disciplines:

Anthropology	Political Science
Archaeology	Psychology
Architecture	Public and Community Service
Art	Studies
Biology	Public Policy
Business/ Management	Religion
Chemistry	Service-Learning
Communications	Sociology
Computer Science	Social Services
Dance	
Economics	
Education	
Engineering	
English	
Environmental Studies	
Ethics	
Ethnic Studies	
Fisheries Science	
Foreign Language	
Geology	
Health	
History	
Human Development	
Journalism	
Leadership	
Library Science	
Linguistics	
Math	
Media/ Production	
Music	
Nursing	
Pharmacy	
Philosophy	
Physical Education	
Physics	

#7: **Global service-learning differs from local and domestic service-learning.**

Many of the basic premises and program components of service-learning are the same, whether the program is local or global, but the international/intercultural nature of global service-learning programs creates important distinctions. The unique characteristics of global service-learning programs are explained below:

- *Greater student interest in making connections with the local community*
When students are in a foreign culture and away from their comfort zone, they tend to have a tremendous desire to connect with local people and feel like they are a part of the local culture. Not only are they interested in meeting people and learning about their new environment, they are not occupied with commitments to old friends and family. Service work also enables students to develop in-depth relationships with members of the host community whereas in domestic service-learning programs, students tend to return to familiar surroundings, habits and routines (Kiely, 2002; Tonkin, 2004).
- *Potential language learning opportunities and language barriers*
Global service-learning programs often place students in environments where languages other than English are spoken. Although students may not need to speak the language in order to complete service projects, fluency in the language of the host country will facilitate service and development of relationships with the local community. Students who are learning the language will have extensive opportunities to interact with native speakers and improve their language skills. Participants who do not possess adequate language skills will sometimes depend on students who do speak the language to translate. However, culture learning is not always verbal and a tremendous amount of learning comes from social interaction and observation. Undoubtedly, all participants will learn new language skills during the course of their service work and experience the challenges of communicating in another language. Students may also encounter misunderstanding related to language and cultural barriers. These experiences often make them more sensitive to the cross-cultural, environmental and linguistic challenges immigrants confront in upon their return to their home country (Kiely, 2002)
- *Cross-cultural exchange*
In addition to learning about issues facing a specific community and academic content related to the service project, students will learn about another culture. Students have opportunities to share their culture and serve as unofficial ambassadors for their home country. What makes global service-learning programs truly unique is the opportunity to develop an understanding of the local culture that goes beyond superficial aspects of culture. The components of global service-learning programs enable students to develop intercultural competence by learning about the host cultures values and beliefs as well as social, political and economic systems. For example, students may have opportunities to observe and discuss with instructors and community members the different ways in which socialist and capitalist systems approach issues such as poverty, education, employment and healthcare.
- *Emphasis on global citizenship*
While civic engagement is a common goal of domestic service-learning programs, global service-learning emphasizes global citizenship. As students start to feel deeply connected

to local people from another country and understand issues from a global perspective, they may understand that community issues are affected by actions and events in other countries. They may also begin to view themselves as citizens of the world who can make a difference in the world. The academic component of global service-learning programs can encourage and facilitate the development of global citizenship among students. Upon their return from a global service-learning experience, students may pursue local and/or global avenues for civic participation.

➤ *Greater transformative potential*

While the learning that takes place in domestic service-learning programs tends to have a greater impact on students moral, political, personal and cognitive development than a traditional classroom setting, research indicates that very few domestic service-learning programs result in students' transformational learning (Eyler and Giles, 1999; Feinstein, 2005; Rhoads, 1997). Research on the learning and outcomes of global service-learning is limited but more recent studies show it has significant transformative potential (Kiely, 2004, 2005). Crossing borders, experiencing the dissonance of a foreign context, connecting with local people through service, being immersed in a different cultural, political and economic system and being removed from familiar cultural surroundings, the comforts of home and support of friends and family all contribute to the transformative potential of global service-learning programs.

**Recommended resource:* Kiely, 2004, 2005

➤ *Opportunity to approach academic issues from a global and/or comparative perspective*

Service-learning enables students to develop an understanding of academic subject matter by examining a real world problem. Global service-learning programs provide an ideal context for considering the interdependent nature of the world today and the way in which the US as a superpower can have an impact on other countries. Alternatively, global service-learning can provide opportunities for powerful comparative analysis of community issues and academic subject matter by evaluating diverse cultural perspectives and approaches to similar issues.

➤ *Challenge of finding a suitable partner overseas and making logistical arrangements*

Starting a global service-learning program involves challenges related to distance, culture differences and communication. At least one site visit is required in order to choose a partner, lay the foundation for the relationship, evaluate the local facilities and consider potential service projects. Due to the high cost of international travel, it is likely that there will only be one or two site visits prior to the program's inception. The amount of time available during a site visit will also be limited. Therefore, regular communication with the community partner is vital in making arrangements, building trust and maintaining a healthy partnership. When starting a program in a less developed country, it is important to identify the most effective means of communication with your partner to continue dialog and logistics after the site visit(s). It is also important to recognize differences in power and resources and not to develop relationships in which one partner becomes dependent on the other.

➤ *Challenge of sustainability*

One of the greatest challenges facing global service learning practitioners is the issue of sustainability. Developing an effective and responsible partnership requires a long-term commitment from both parties. Maintaining and building a relationship can be difficult when the community partner is far away and means of communication may be limited or unreliable. Maintaining a long-term relationship is further complicated by the fact that there are often power and resource imbalances, student participants may only visit the community for short periods of time, and it may not be possible to recruit enough student participants every year. The level of faculty and institutional responsibility for resource allocation, project management and program maintenance is often significantly more than domestic programs.

➤ *Greater risk of faculty-director burn-out*

Because global service-learning usually involves traveling to resource poor countries and being away from home for the duration of the program, faculty-directors can experience emotional and physical burn out after only a year or two. Directing a three week global service-learning program often requires a year round commitment to sustaining the partnership, recruiting and preparing students and facilitating the experience. It is irresponsible to develop a partnership with a local community and start a service-learning program if you do not intend to make a long-term commitment to the community and the program. In order to manage the responsibilities associated with global service-learning initiatives, you must also develop a network of people at the department, college, university and community level who will support and take ownership of on-going efforts related to the community partnership. Sharing the responsibility with others makes a long-term commitment more feasible and helps in terms of debriefing and sharing the workload. Having a colleague on site becomes particularly important in supporting students who often respond emotionally to the different types of dissonance that arise in global service-learning contexts. Just like student participants, faculty are also not immune to intense forms of dissonance that occurs when facilitating global service-learning programs in areas of the world where significant portions of the population are experiencing extreme levels of poverty (Kiely & Nielsen, 2002/2003; Kiely, 2005).

**Recommended resource:* University of Louisville International Service-Learning Program (www.louisville.edu/students/islp)

➤ *Tendency toward short-term programs*

Local and domestic service-learning projects that are located in close proximity to the home campus may continue for a semester or longer. Due to curricular constraints, distance, costs, faculty commitments and living conditions, global service-learning programs tend to be short in duration (i.e. 2-4 weeks). There are, however, a few global service-learning programs that operate on a semester basis (e.g. Augsburg College, International Partnership for Service Learning, St. Olaf College, among others). The compressed nature of most global service-learning programs presents unique challenges to both the instructors and student participants. Faculty must orient students to the local environment, facilitate effective service work, lead reflection activities and introduce academic content in a brief period of time. Students also have to adjust quickly to cultural and environmental differences while they complete their service and academic work. However, the shorter duration should not lead to inferior academic learning. On the

contrary, the intensity of a short term global service-learning activities can lead to more significant types of learning.

➤ *24/7 immersion in the community*

Immersion in a new context enables students to learn more about the local culture and feel like they are part of the community they serve. Immersion has benefits with regard to understanding cultural meaning, fostering relationships with community members, understanding living conditions and facilitating language learning and other learning experiences. If the program takes place in a resource-poor community, the immersion experience may pose challenges to student participants as they witness extreme poverty and learn to cope with different living conditions, such as dealing with a lack of privacy, using an outhouse, boiling water and encountering large insects, etc. Therefore, faculty should anticipate that they will need to address students' diverse and sometimes powerful reactions to different types of dissonance (Kiely, 2005).

➤ *Students lack familiarity with local culture and community*

Because the students are not familiar with the community, the pre-departure activities and first day or two after arrival must be devoted primarily to on-site orientation. At this time, it is necessary to explain and reiterate information about health and safety, appropriate attire and behavior, program rules, academic and service expectations and cultural differences. Importantly, students' lack of familiarity with the local culture can lead to misunderstandings during the service projects. Students need to learn about the local culture and the ways in which cultural differences may impact the service they perform. Respect for and use of local knowledge is critical in order to provide service that will be useful to the community. Open communication with the community partner and regular group reflection meetings can address such issues.

**Recommended resource:* Citron, 2005

➤ *Additional health and safety concerns*

In a foreign environment, students face concerns related to health and safety that they would be less likely to encounter in a domestic setting, especially given their lack of familiarity with transportation, language, culture, health system, and local geography. Along with developing a safety protocol, extensive pre-departure and on-site orientation is necessary to prepare students for potential risks and advise them of standard health and safety procedures and appropriate behavior in the local community. The faculty director should also be familiar with reputable local medical facilities and insurance procedures in the event that a student needs to visit a doctor or hospital.

**Recommended resource:* Pre-departure orientation template (see enclosed CD-rom)

➤ *Lack of familiar support structures for students*

Student participants will likely be far from home when they participate in global service-learning programs and communication technology may not be readily available. They may face significant challenges emotionally and academically, yet they will not be able to turn easily to family and friends for support. Team building and group reflection activities can help the group learn to rely upon each other. Instructors should also be

aware that they will need to take the role of counselor to provide support as students learn and adjust.

➤ *Limited access to academic resources*

At their home campuses, students are accustomed having ready access to extensive library facilities, internet resources and other support services. In general, access to traditional academic resources is severely restricted for participants in global service-learning programs particularly in resource-poor and remote communities. Time available to complete academic work is also limited by the hours needed to complete service work and attend seminars and reflection activities. Instructors should provide readings in advance and consider time and resource limitations when developing a syllabus. Assignments and assessments may differ from a traditional classroom setting, and they may be completed upon return. The service experience is an important text, and discussions and interviews with members of the local community can be sources for research.

➤ *Importance of understanding the home country's relationship with the host country*

For students from US institutions (and other countries) to work in another culture, it is imperative that they develop an understanding of the historical relationship between the US and the host country (Kiely, 2005). The impact of foreign policy and local attitudes toward their home country can affect students' experiences in the host country and their relationships with the members of the local community.

➤ *Re-entry issues*

While students often are deeply affected by participation in domestic service-learning programs, crossing cultural borders seems to intensify the service-learning experience and students experience difficulties with re-entry for several reasons (Kiely, 2005). First, reverse culture shock is commonly experienced by people who travel abroad. They expect home to feel familiar and comfortable. After spending time abroad, people often changed and home no longer feels the same. Second, students are removed from family and friends as they experience extensive personal growth. It can be challenging for them to return to family and friends who have not had similar experiences. Third, students may be exposed to extreme poverty and other cultural norms that are radically different from what they are accustomed to. It can be difficult for them to reconcile their privilege in their home country with the poverty that others experience. Fourth, the global service-learning experience often causes students to question dominant cultural norms and values in their home country. After such a transformative experience, reintegration into life in their home country can be challenging (Kiely, 2004, 2005).

**Recommended resource:* Kiely, 2004, 2005

➤ *Additional cost to students can limit participation*

The cost of flights, accommodation and meals away from home, immunizations, local transportation, etc. can preclude some students from participating in global service learning opportunities. However, scholarships may be available to students with financial need (see recommended websites below for resources).

WHY IS GLOBAL SERVICE-LEARNING A VALUABLE FORM OF PEDAGOGY AND RESEARCH?

The land grant movement of the 1860s recognized the need to extend university resources to the local citizenry. However, it is a common perception that colleges and universities have evolved into ivory towers that are detached from the populations they were originally designed to serve. As a form of pedagogy and research, service-learning is a powerful response to criticism that institutions of higher education fail to generate research that addresses major social problems or prepare graduates to meet the challenges of socially responsible citizenship (Reardon, 1998). Addressing modern social problems that afflict people in the US and around the world will require the resources and expertise of diverse social organizations and institutions, including institutions of higher education (Berry & Chisolm, 1999). Service-learning connects the knowledge and expertise amassed in universities with the local and global communities and serves as a nexus for reforming education, transforming students into responsible citizens and addressing human and social needs (Honnet & Paulson, 1989).

Because social problems are prevalent in the US, critics of global service-learning may question the value of sending students abroad to participate in service-learning experiences. Therefore, it is vital to highlight both the importance and relevance of global service-learning. Practitioners cite the following reasons for engaging US students in understanding and addressing problems in other countries and cultures:

- We live in an international society with a global economy. The social problems and issues that plague many countries, such as the destruction of the environment, spread of disease and drug trafficking, are not confined by national borders (Chisolm, 2003). US students need to develop an understanding of the way in which the actions of the people and government of the US can affect people in other countries.
- Service-learning students can serve as goodwill ambassadors who counteract the less favorable impression left by some US tourists and businesspeople (Chisolm, 2003)
- We are so often encouraged to think globally and act locally that we forget global action (Quiroga, 2004). Global service-learning promotes global awareness, action and citizenship.
- US citizens have a reputation as ethnocentric, ignorant of other cultures and suspicious of foreigners. There is also a rapidly growing immigrant population that is changing the nature of the US as a multicultural society. Furthermore, national boundaries are fading in wake of technological changes, advances in communication, ecological disasters and pollution and global trade. International education in the form of global service-learning can help US students understand these realities and develop the skills our society will need to promote peace and stability in the future. (Grusky, 2000)
- Global service-learning enables students to consider common global good (Fairbanks & Foss, 1998).

It is also important to note that global service-learning holds great value for stakeholders, both as a form of pedagogy and research. This section of the manual highlights the benefits of global service-learning for faculty, students, host communities and educational institutions.

Benefits to faculty

Developing and teaching global service-learning programs demands a tremendous commitment of time and energy from faculty members. Although it may seem that faculty members stand to give the most and gain the least from their involvement with global service-learning programs, there are considerable benefits for faculty, which are outlined below.

- *Teaching effectiveness.* MacKay and Rozee (2004) identified common characteristics of faculty who adopted service-learning pedagogy, including a belief in good teaching, desire to enhance teaching effectiveness and break down the ivory tower perception of universities, interest in engaging students in learning, belief in reflection as a way to develop skills and appreciation of the community as a resource for knowledge and learning. For faculty members who share these values, service-learning offers professional development opportunities to become more effective as educators and realize their professional ideals. MacKay and Rozee's (2004) study also reveals that service-learning satisfied faculty members' interest in teaching the value of community and citizenship, enhancing diversity education, connecting theory and practice and augmenting the connection between learning goals, objectives, assignments and assessment.
- *Enhanced curriculum.* Service-learning enables educators to transform classroom lessons from abstract discussions into real live concepts (Grusky, 2000).
- *New roles.* Instructors assume roles as mentors, guides and community partners as well as presenters of information (Clayton & Ash, 2004). Through new roles, faculty members can develop different types of relationships with their students, which facilitate trust building and new opportunities for learning and the exchange of ideas.
- *Engaged students.* Perhaps one of the greatest rewards for faculty is the opportunity to work with students who are truly interested and engaged in the subject matter. As a result of the focus on real problems and issues, accountability to the community being served and the application of academic learning, the subject matter has more meaning for students and motivates them to learn more about the course content. Participating in a global service-learning experience generates profound questions on the part of students, motivating them to seek answers. Their questions rarely have simple answers, but the connecting theory and practice offers lots of teachable moments. Global service-learning provides unique junctures for critical analysis, study and reflection as students encounter historical, structural, economic, political and gender inequalities (Grusky, 2000).
- *Ethical research opportunities.* Berry and Chisolm (1999) point out that studying a people without interacting with them is a form of exploitation. Service-learning promotes extensive contact and active participation with the community. In addition, the relationships that develop with members of the community provide access to information that observation alone can not provide (Berry & Chisolm, 1999). Service-learning can

also open new doors for faculty research through action research and applied research projects, generating research that is generated is eminently practical and useful. Furthermore, adopting service-learning may inspire faculty members to redirect their research interests or conduct research related to service-learning.

- *Community Partnership.* Beyond the benefits for their own teaching and research, MacKay and Rozee (2004) state that faculty found it particularly satisfying to develop relationships with community partners and address needs identified by the community.
- *Promotion and tenure.* Involvement in service-learning programs enables faculty members to fulfill their responsibilities by combining teaching, research and service. Departments that consider quality teaching in the review process may recognize a faculty member's adoption of service-learning pedagogy as a teaching innovation and a form of professional development (MacKay and Rozee, 2004). Developing global service-learning programs also has the advantage of involvement in international education, a priority for many institutions.

Benefits to students

Study abroad research shows that the greatest complaint among returned students is a feeling of disappointment in not getting to know members of the host culture (Ward, Bochner & Furnam, 2001). However, performing service facilitates cultural immersion in global service-learning programs on several levels that are missing from traditional study abroad programs. First, service allows for deep encounters with diverse socioeconomic and age groups, offering a wider range of opportunities for students to develop an understanding of the host culture (Chisolm, 2003). Second, service allows students to explore the value systems of host culture (Quiroga, 2004). Third, service provides insights into culture and academic study gives theoretical framework to understand service experiences and other contacts with the community (Pusch, 2004). After participating in a global service-learning program, students may not become 'insiders' in another culture, but they are no longer 'outsiders' either. They typically see themselves, their home culture and the host culture from a new perspective and a foreign culture ceases to feel foreign (Fairbanks & Foss, 1998).

In addition to enhancing cultural experiences, research on outcomes in service-learning provides extensive documentation of positive effects on students' academic learning, as well as their interpersonal, personal, moral, political and professional development (Sax & Astin, 1997; Eyler, 2000; Eyler, Giles, Stensen & Gray, 2001). Empirical studies that specifically examine the effects of international service-learning (Crabtree, 1998; Kauffman, 1982; Myers-Lipton, 1994; Porter & Monard, 2001; Pyle, 1981) also indicate increases in students' intercultural competence, language skills, appreciation of cultural difference, tolerance for ambiguity, and understanding of complex global problems (Kiely, 2002). Global service-learning programs offer unique learning experiences that allow for the holistic growth and development of participants.

The types of learning that result from participation in global service-learning programs were described in depth in the 'what' section of this manual. It is also important to consider the transformative potential of global service-learning programs. Kiely's (2004) model identifies six

forms of transformation that students experience through participation in global service-learning programs. The six “transforming forms” provide a useful framework for examining both the long and short-term impact of global service-learning for students. For each form, there is a range of potential outcomes and benefits for students.

- *Political.* Global service-learning programs provide students with opportunities to experience a different political system and reevaluate their roles and responsibilities as political actors (Grusky, 2000). As a result of political transformation, students see their role as citizens as more than voting and volunteering in their community. Research shows that students develop an expanded sense of social responsibility and citizenship that is both local and global (Quiroga, 2004; Grusky, 2000; MacKay & Rozee, 2004; Chisolm, 2003; Hartman and Rola, 2000). Quiroga, 2004 described this type of transformation as a “deterritorialization” of social commitments. For many students, a global service-learning experience is a catalyst for transformation into active citizens who, like their domestic counterparts, develop a greater understanding of their citizenship role, whether it means a being a personally responsible, participatory and justice oriented citizen (see Kahne & Westheimer, 2004). What’s more, students also learn to understand and enact what it means to be a global citizen (Kiely & Hartman, 2004; Kiely, 2004). Former participants have advocated on behalf of poor, raised consciousness regarding poverty and worked to change unjust institutions and conditions (Kiely, 2004).
- *Moral.* Participants in global service-learning programs develop an increased sense of social responsibility (Eyler and Giles, 1999; Monard-Weissman, 2003; Quiroga, 2004). Monard-Weissman’s (2003) study of global service-learning outcomes emphasizes the development of an “ethic of care.” Service work enables students to develop relationships of mutual respect, feelings of solidarity and a strong sense of commitment to the host community. As students build alliances and recognize the reciprocal nature of their relationships with members of the host community, they are able to go beyond charity and see people as friends rather than recipients of service. They also appreciate the life circumstances that characterize the host community. As a result of a moral transformation, students have an increased interest in the welfare of others that motivates to use their power and privilege to provide ongoing support for social change and encourage existing community efforts to address issues (Kiely, 2004).
- *Intellectual.* Research on service-learning outcomes (Eyler and Giles, 1999; Grusky, 2000; MacKay & Rozee, 2004) reveals that participation in service-learning leads to improvement in academic performance in the form of a deeper understanding of subject matter, increased motivation to learn, improved critical thinking skills and enhanced ability to establish links between theory and reality. However, global service-learning programs can also result in an intellectual transformation that enables students to:
 - develop an understanding of complex global problems
 - question their assumptions about the root causes, nature and solution to such problems
 - appreciate how contextual factors shape local problems
 - realize the limits of their ability to affect change
 - value local knowledge (Kiely, 2004; Quiroga, 2004, Berry & Chisolm, 1999)

- *Personal.* Participating in service work is an empowering experience that enhances students' self-esteem and confidence and clarifies values and career decisions (Eyler and Giles, 1999; Grusky, 2000; Hartman and Roberts, 2000; Hartman and Rola, 2000; Hess, 1998). However, Kiely (2004) defines personal transformation as rethinking one's self-concept, identity, daily habits, lifestyle, relationships, and career choices. Encountering problem solving dilemmas, dealing with unfamiliar cultural situations and confronting poverty forces many students to recognize their vulnerabilities as well as their strengths. To address their weaknesses and integrate their new understanding of their identity and purpose, and they make choices and changes regarding their lifestyle, relationships, career and education that are more individually and socially conscious.
- *Spiritual.* Eyler and Giles (1999) cite greater spiritual growth as an outcome of service-learning, but Kiely (2004) describes the potential for spiritual transformation. Participation in global service-learning programs can cause students to develop a deeper unconscious understanding of themselves, their purpose, the nature of society and the greater good. The challenges and realities they face as participants in global service-learning programs may force them to examine their spiritual beliefs and question their assumptions related to religion. Or, they may turn to their spiritual practices as a refuge from global problems and a way to stay sane and keep fighting for change. Spiritual practices and religious communities can also provide connections with likeminded people and offer strength to sustain an individual's desire to challenge systemic injustice (Kiely, 2004).
- *Cultural.* Global service-learning fosters cross-cultural communication and understanding, intercultural competence, development of language skills, appreciation of cultural difference, reduction of negative stereotypes and increased tolerance for ambiguity and diversity (Berry & Chisolm, 1999; Pusch, 2004; Hartman & Rola, 2000; MacKay & Rozee, 2004; Eyler and Giles, 1999). As a result, global service-learning can provide good training for students who enter professions that interact with the large immigrant populations in the US (Chisolm, 2003). According to Kiely (2004), cultural transformation goes beyond intercultural competence and appreciation of diversity. Students who experience cultural transformation recognize their privileged lifestyle, see how their cultural baggage shapes and distorts their frame of reference, rethink dominant cultural norms, values and rituals, and resist dominant US norms of consumerism, materialism and individualism (Kiely, 2004).**

It is important to note that some of the benefits of global service-learning also present significant challenges for students. Grusky (2000) describes participation in global service learning as a "complacency-shattering" experience that requires a lot of soul-searching. Kiely's (2004) longitudinal study of participants in global service-learning programs documents the struggles students face during the years after they return to the US and attempt to integrate their experiences abroad into their lives. For most participants, re-entry is a difficult yet productive learning experience (Pusch, 2004).

*For further information on re-entry, see Kiely, 2004 and resources on re-entry in the appendices

**Other learning domains include social and emotional learning

Benefits to the host community

It is important for all participants to understand that the host community is not solely a recipient of service. Effective global service-learning programs require an on-going commitment of time and human resources from the host community. Members of the community help identify and facilitate service projects, serve as instructors, supervisors and mentors, offer local perspectives and knowledge, give their friendship, share their culture and provide room, board and transportation. In addition, communities reap benefits from service-learning partnerships that go beyond the service they receive.

- *Service.* Service projects and student labor meet needs that the community or agency would not otherwise have time or personnel to address. Service agencies around the world face dwindling resources and tend to rely on volunteer help. Therefore, they welcome service-learning students, who tend to be energetic, educated, predictable and reliable (Chisolm, 2003). Host communities and service agencies appreciate the following unique characteristics of service-learning students:
 - The academic nature and structure of service-learning provides a higher level of incentive to fulfill the terms of service.
 - Participants in service-learning approach the service as students who value local knowledge, rather than outside experts who impose their views.
 - The academic component provides students with an awareness of community problems and an interest in the larger and deeper questions of their work.
 - University students may become the leaders of the future, who may later promote and support the agency and its mission (Berry & Chisolm, 1999).
- *Income.* Individual community members can benefit economically by providing accommodation, meals, transportation and other arrangements for service-learning students (Chisolm, 2003). Craftsmen and businesses also receive tourist dollars as students spend money gifts, souvenirs and entertainment (Grusky, 2000).
- *Research.* Participatory Action Research involves residents, business leaders and elected officials in research along with university-trained professionals (Reardon, 1998; Strand, Marullo, Cutforth, Stoecker, & Donohue, 2003). In addition to gaining research skills, students and faculty can work with the community to generate data and develop reports that can be useful resources for future grant writing and funding opportunities (MacKay & Rozee, 2004). Faculty and students should review and complete if necessary university IRB requirements prior to engaging in research with community partners.
- *Visibility.* A successful service-learning partnership can heighten the visibility of a non-profit organization or a community need and bring attention from elected officials and other community leaders. Such attention can also improve the local image of an agency and bring prestige. (Grusky, 2000; Hess, 1998)
- *Contacts.* In addition to developing contacts and relationships with personnel from a US university, local leaders often develop a new network of contacts in their own community through service-learning faculty and participants. Outsiders may be in a unique position to build bridges between groups or individuals who may not otherwise interact with one

another. Faculty and students can connect people in the community who have similar interests or needed resources, or bring community problems and grassroots efforts to the attention of elected officials and other leaders (Kiely, 2002).

- *Cross-cultural experiences.* Families and service agencies in the host community may be interested in exposing local children to other cultures, or establishing contacts in the US for later travel or exchange purposes. Particularly for people in rural or isolated areas, service-learning partnerships can offer rare opportunities to strengthen ties with the US, have real contact with US culture and promote cross-cultural understanding among youth in the community (Grusky, 2000; Hess, 1998; Tonkin, 2004).
- *Access to university resources.* The community gains access to the knowledge, skills, abilities and research equipment that students and faculty members bring to the partnership. Through long-standing partnerships, some communities also develop exchange programs or establish scholarship opportunities that provide members of the host community with opportunities to study in the US. (Jacoby & Associates, 1996, 2003).
- *Donations.* Communities benefit from the donations that service-learning participants often bring with them or collect as part of their service projects. On-going partnerships can also create awareness in the university community, which may result in donations or profitable connections with US based doctors, dentists, businesses and other service providers.
- *Practice English.* Speaking and understanding English is a powerful skill that can open the door to educational and economic opportunities to people in other countries. In addition to learning and practicing the language of the host country, service-learning participants can serve as English teachers, tutors or conversation partners. Even if they do not have formal training, students who are native speakers of English can be a great resource for the host community (Hess, 1998).
- *Empowering new roles.* Members of the host community can serve as teachers, mentors and supervisors. The experience of teaching university students can be empowering to members of the local community, particularly those who are served by non-profit agencies (MacKay & Rozee, 2004). Engaging in Participatory Action Research and addressing community needs can also provide new knowledge and skills to local people and enable them to take on new roles and positions of leadership in the community.

Benefits to the institution

To teach, to serve and to inquire into the nature of things--University of Georgia motto

Global service-learning offers an ideal means to achieve the goals set forth in the University's motto and mission statement. Service-learning enhances teaching effectiveness, provides service to the local and world communities and engages students in critical examination of the nature of real problems and issues. Furthermore, colleges and universities gain from the aforementioned ways in which service-learning benefits students and faculty, the lifeblood of these institutions.

Global service-learning also provides a means for colleges and universities to accept their historical and contemporary roles and responsibilities in society. In this respect, global service-learning:

- Is a way for institutions of higher education to recognize and use their position of privilege and influence in order to work for the relief of human suffering and improve the quality of life for all (Honnet & Poulsen, 1989).
- Allows colleges and universities to truly educate students about other cultures and prepare them to live in a global village (Chisolm, 2004).
- Provides a way to incorporate many different sources of information, epistemologies and methodologies into academic learning (Chisolm, 2004)
- Fulfills the historical purpose of higher education by training future leaders with the theoretical and practical knowledge and skills they will need to participate as active citizens and address society's problems (Berry & Chisolm, 1999)
- Provides a platform for contributing skills, perspective, leadership, idea development and practical experience. As a result, the university receives a better understanding of its own role in and relevance to modern society and the importance of the university in the global environment (Hartman & Roberts, 2000).
- Achieves the goals associated with a liberal education by providing opportunities for students to practice socially responsible citizenship and engage in value exploration (Chapdelaine, Ruiz, Warchal & Wells, 2005).

Adapting the new program approval process for global service-learning programs may also necessitate the cooperation of several offices or departments on campus. Many institutions have an individual or office in charge of service-learning another that manages study abroad and academic departments that oversee academic quality, risk management and research with human subjects. It is important to negotiate clear roles for service-learning and study abroad professionals as well as academic departments that are involved in the approval process. Some universities establish a faculty advisory committee made up of individuals who have experience and expertise in global service-learning. This body can work with administrators to develop policies and review new global service-learning program proposals. Effective collaboration on new program approvals will provide opportunities for both offices to be informed of new programs, offer input and ensure quality. Holding regular meetings between study abroad and service-learning professionals on campus can also facilitate effective communication and collaboration.

Program models

Institutions that are looking to develop global service-learning opportunities for their students have three main options:

1. Promote existing global service-learning programs offered by other institutions and providers (e.g. International Partnership for Service-Learning, Amizade).

Encouraging students to participate in existing programs is an excellent way to provide global service-learning opportunities without committing significant institutional resources. Students can earn transfer credit from an institution affiliated with the program sponsor, or the home institution can develop agreements to grant resident credit for participation in the program. While, some colleges and universities use this option as a stepping stone toward greater involvement in service-learning, others develop long-term relationships with global service-learning programs or providers.

2. Utilize the partnerships and logistical arrangements of a global service-learning provider (e.g. Amizade). Faculty/staff from the home institution teach courses and provide program leadership.

When a provider takes care of logistics, faculty members can focus on teaching and addressing student needs. Because the provider maintains the community partnerships, faculty members do not have to make a long-term commitment to the program. The cost to students may be slightly higher, but the benefits to faculty and staff are often well worth the cost.

3. Develop new global service-learning partnerships and programs.

Developing ethical and sound partnerships with communities and arranging logistics requires a tremendous amount of time and energy from faculty and staff members. Many faculty and staff members prefer to use their own contacts and tailor a partnership to the specific needs of their courses and/or institution. Individuals and institutions opting to develop their own partnerships and programs must be prepared to make a long-term commitment to the host community. The professional time that community leaders and advocates must devote to planning and developing quality global service-learning program is in short supply in resource poor areas. It is unfair to claim the time of potential partner unless the program leaders are prepared to make commitment of at least 5 years. Having institutional support is vital to make this type of commitment.

Those who choose to develop new global service-learning programs should start by thinking carefully about a global service-learning model. **Appendix 4** is a table that identifies the elements of global service-learning models as well as important factors that one should consider when developing a new program. It also includes room to make notes and can be used as a worksheet for brainstorming. **Appendix 4a** provides an overview of five different models used by well-established global service-learning programs. These models represent two service-learning providers (International Partnership for Service Learning, Amizade), two large universities (University of Denver and University of Louisville) and a community college (Tompkins Cortland Community College).

Site Visit

Whether you choose to use the services of a provider or develop all aspect of the program independently, a site visit is a critical step in preparing for a global service-learning program. Program staff must be familiar with the location, logistical arrangements, academic resources, community partner, service projects, health and safety issues and social opportunities. The site

visit is also a time to engage in extended dialogue with community contacts, negotiate roles, goals and arrangements and build trust with the community partner. **Appendix 5** is a checklist for site visits that will help program staff collect and record the information they will need for the new program approval process and the pre-departure orientation.

Pre-departure orientation

The pre-departure orientation session(s) and materials lay the foundation of a global service-learning program. The orientation program should include the following elements:

- Information on health and safety issues
- Travel information
- Introduction to academic courses and expectations
- Cross-cultural learning and reflection activities
- Preparation for the service-learning experience
- Team-building activities

Appendix 6 is a PowerPoint presentation (also available on the enclosed CD-rom) that serves as a template for a comprehensive pre-departure orientation. The slides offer prompts for information that should be included in pre-departure orientation sessions. Information written in plain text is general in nature and can be used as is or modified according to the needs of the program director. The use of italics indicates that the program leader should insert program specific information in the slide. The presentation is divided into six color-coded sections:

Red:	Academic logistics
Orange:	Travel information
Yellow:	Health and safety information
Green:	Money matters
Blue:	Information on culture
Pink:	Preparation for service-learning
Purple:	Web resources

It is important to note that the pre-departure orientation template is designed for a U.S. audience. Slides can be added, deleted or changed as needed to accommodate audiences from other countries.

Effective orientation programming is central to the success of any global service-learning program. The following tips and resources will help you to develop a thorough pre-departure orientation program:

Tip #1: Plan sufficient time to address all of the elements adequately. Most global service-learning programs hold multiple orientation sessions prior to departure. It is also possible to use distance learning technology to communicate information to participants and facilitate dialogue and learning before departure. Ideally, students would participate in a credit-bearing pre-departure course that would provide academic and practical preparation for participation in the global service-learning program.

Tip #2: Present important program information *in writing*. Students will not remember everything that is said during orientation sessions, and many of them depend on their parents for help with preparation for the global service-learning experience. Comprehensive and organized written materials provide a resource to which students and their parents can refer. Written materials can also limit institutional liability because they provide evidence of the information that was presented to students.

The PowerPoint pre-orientation presentation can be printed as a handout and distributed to participants. Or, program leaders may choose to write a separate orientation manual. The enclosed CD-rom includes a sample of Amizade's Tanzania orientation manual.

Tip #3: Include teambuilding activities in the orientation program. Participants will need to rely on each other and work together as soon as they arrive in the host country. Providing opportunities for students to get to know each other and build trust is a vital component of the pre-departure orientation. Parents, spouses and significant may be included in some parts of the orientation program, but team-building activities should be limited to participants in the global service-learning program. Team-building activities may include:

- Participating in a local community service project as a group
- Completing a ropes course or Project Adventure activities
- Planning and implementing fundraisers for the program
- Working together to collect donations for the host community
- Social gatherings related to the host culture (e.g. preparing and eating foods common to the region, celebrating a holiday, participating in a local tradition or custom)
- Scavenger hunt related to the host country and program (i.e. participants work in groups to find specific information, resources and supplies)
- Engaging in face-to-face or web-based dialogues, research and reflection activities

Tip #4: Plan reflection activities to surface the participants' values, assumptions and expectations. Students need to be aware of their own cultural assumptions and personal values in order to be able to understand another culture. **Appendix 7** explains the "Unpack your Baggage" activity that helps students to reflect and discuss the cultural "baggage" they will carry with them.

Recommended resource:

Peace Corps (2002). *Building Bridges: A Peace Corps Classroom Guide to Cross-Cultural Understanding*. Washington, DC: Coverdell World Wise Schools.

Tip #5: Invite guest speakers who are from the region or have significant experience in the host country to talk with participants about aspects of the local culture and history, community problems or the academic focus of the program.

Tip #6: Show slides and videos to provide some exposure to the sites and sounds participants will encounter when they arrive in the local community.

Tip #7: Engage students in role-playing activities. Although it is impossible to prepare students for all of the situations they may encounter, role-playing can help them anticipate some of the challenges they will face and provide them with an opportunity to brainstorm possible responses and solutions. Cross-cultural dilemmas and challenges related to service projects provide fodder for role-playing situations.

Tip #8: Administer a pre-service questionnaire to establish a baseline for student learning. The questionnaire helps students reflect on their expectations and assumptions. **Appendix 8** is a sample questionnaire. A follow-up questionnaire helps students and instructors evaluate the learning they experienced through the global service-learning program.

Tip #9: Pre-departure readings and assignments help students to prepare for the global service-learning experience. Participants need to have background on the history and culture of the host country, as well as academic knowledge and skills to participate effectively in service projects. The orientation program must address these topics, but students should also do some independent reading, research and reflection before the program begins. Students can participate in virtual dialogues about readings and issues using distance technology, such as WebCT.

Tip #10: Provide an opening for students to talk about their expectations and fears regarding participation in the global service-learning experience. A discussion of expectations can help the program staff to better prepare students for the realities they will face. An open and honest dialogue about fears enables program staff to assist students during the program and may also serve as a team-building activity.

Appendix 2

Service-learning Components Checklist

<i>Component</i>	<i>Responsibilities</i>	<i>Notes</i>
Orientation	<ul style="list-style-type: none"> € Schedule meetings € Develop comprehensive pre-orientation/departure program, manual and other academic, cultural, preparation etc materials and resources € Identify pre-departure readings and speakers on history, culture, local problems € Organize team building activities € Arrange on-going communication and reflection (WebCT, listserv) € Inform and work with students to develop risk and program management protocol that covers health and safety risks, agreement and waiver forms, group dynamics, conflict resolution and communication € Plan on-site orientation that complements above and responds to initial adjustment 	
Community Partnership	<ul style="list-style-type: none"> € Identify community partner € On-site review (see template) € Negotiate roles, responsibilities and procedures € Discuss long and short-term goals € Create community advisory board € Network with government officials, businesses, etc. € Establish contract/MOU outlining above 	
Useful service	<ul style="list-style-type: none"> € Identify potential service projects with community stakeholders € Determine duration of service and total number of service hours € Determine level and commitment of resources € Determine how projects fit into long term goals € Develop procedures to facilitate community (stakeholder) participation € Arrange placements and supervisors or discuss project goals, time frame and needed supplies with contact 	
Rigorous academic learning	<ul style="list-style-type: none"> € Determine duration of course, time needed for academic activities € Identify academic resources available at the destination (including guest speakers) € Identify learning/research objectives € Determine course number or new course approval process € Select readings and reflection activities € Develop assignments € Create syllabus € Determine means of assessment € Complete IRB if research is conducted (course-based IRB may be an option) € Incorporate stakeholder feedback € Participation in course planning 	

Connection between service and learning	<ul style="list-style-type: none"> € Identify readings, guest speakers and discussion topics to help students gain better understanding of community problems € Plan and facilitate discussions and reflection activities that allow students to make connections between service work and academic subject matter 	
Cultural immersion	<ul style="list-style-type: none"> € Locate housing that is safe and appropriate for students, and consistent with local living conditions € Plan social gatherings with the community € Identify opportunities for students to work alongside and interact with community members through service work 	
Structured reflection	<ul style="list-style-type: none"> € Include diverse ind and group (student, faculty, local/global community) reflection activities/assignments in syllabus including work on developing reflective practice skills (oral, written, research, pre/during/post) € Build in structured time for daily reflection 	
Faculty mentorship	<ul style="list-style-type: none"> € Plan role for faculty members in service projects € Anticipate challenges that students may confront re: service, cultural adjustment, living conditions € Establish regular structured communication with students € Plan research agenda with stakeholders 	
Logistics	<ul style="list-style-type: none"> € Plan in advance for credits, transcripts, enrollment, registrar, financial aid, admin, website, recruitment, marketing, application, pre-interviews, waivers, travel protocols, communication, orientation etc) € Make arrangements for housing, meals, transportation with student safety in mind € Develop budget € Identify and address potential health and safety concerns € Take steps to minimize risks € Identify local health care resources 	
Evaluation & Sustainability	<ul style="list-style-type: none"> € Check in with students and community partners regularly during service activities € Develop means for students and community members to evaluate usefulness of service activities € Evaluate student learning during and after program through reflection and research assignments € Evaluate social interactions/cultural immersion opportunities € Identify areas that need improvement and potential solutions € Plan for sustainability and maintenance of project and network 	
Reporting and recognition	<ul style="list-style-type: none"> € Plan celebration to mark completion of service project € Develop press release related to activities and accomplishments € Identify publications that report on components, participation and impact of the program 	

**APPENDIX 3
STUDY ABROAD PROGRAM
REQUEST FOR APPROVAL**

Faculty should work with a Study Abroad Advisor assigned by the Director of the OIE in completing these forms, then submit completed forms to the Director, Office of International Education, 209 Barrow Hall.

Part 1: Please type or print in ink.

Program title _____

Program director's name, title, address, phone and e-mail _____

Program dates _____

Country(ies) to be visited by program (include dates) _____

City(ies) visited by program (include dates) _____

Part 2:

Instructions: On a separate sheet(s), please provide a brief description of the proposed program including the requested information below, as well as any other supporting documentation.

1. Nature and purpose of the program

- a. What are the program's goals and educational objectives?
- b. How does this program support the mission of the University of Georgia and the international objectives of the strategic plan?

2. Description of the academic component

- a. What are the type and number of credit hours to be awarded?
- b. What is the number of contact hours
- c. What will be the method of evaluation?
- d. What are the course title(s) and number(s)?
- e. Provide examples of course-related activities/excursions outside the classroom.
- f. Attach a course syllabus.

3. Projected number of students and faculty

4. Budget and extra costs

- a. Complete attached budget (meet with Kasha Puskarz – 583-0304, kpuskarz@uga.edu for approval prior to submitting budget with approval forms). Electronic format downloadable

from: <<http://www.uga.edu/oie/frforms.htm#Financial>>. See instruction page before completing budget chart.

- b. What will be included in the student cost (as described in promotional materials)?
- c. What other expenses might be incurred by the student? How much can a student expect to spend on a weekly basis?

5. Program affiliations

- a. Provide the names of any foreign institutions, study abroad organizations, and other U.S. institutions that are affiliated with this program. Submit copies of any affiliation agreements to our office for review before signing.
- b. Please provide a letter or copy of e-mail correspondence from any educational or logistical partners overseas who will be providing services or facilities to your program outlining their agreed upon services, costs, dates and other relevant details. Please provide the contact information for these organizations.

6. Health, safety, orientation, and travel arrangements

- a. Include the name, address, and phone number of an English-speaking physician for your primary program location. Include the address and phone of the nearest hospital to all of the locations that your program will visit and emergency numbers for police, fire and ambulance in all locations.

Location: _____

Name of physician: _____

Street Address: _____

Phone: _____

Name of Hospital: _____

Street Address: _____

Phone: _____

Police phone: _____ Fire phone: _____ Ambulance phone: _____

Please copy this section for additional locations.

- b. What (if any) group travel arrangements have been made?
 - i. If you are arranging a group flight, who is the airline carrier and what are the dates of travel?
 - ii. What local transportation arrangements have been made and what are the dates of travel? If you anticipate needing to drive a vehicle containing students, an exception to the Driving Policy must be requested (see <http://www.uga.edu/oie/frforms.htm> for policy).
- c. What are the local housing and meal arrangements?
- d. Program directors are required to conduct a pre-departure orientation with students. What is your proposed date for this orientation (or dates if multiple sessions will be held)?
- e. Date by which you will cancel program if you have not recruited a sufficient number of students _____ (must be at least 6 weeks before date of departure).

7. Documents provided by the OIE (in consultation with the program director)

- a. Student application to program
- b. Payment and refund schedule
- c. Student Agreement and Waiver of Liability; attachments provided by director:

- i. Most recent Department of State Consular Information Sheet for every country you will be visiting (print from http://travel.state.gov/travel_warnings.html) and any Dept. of State Public Announcements
- ii. Trip Itinerary
- d. Health/disability form
- e. Student program evaluation

Part 3: Please obtain the following supporting signatures before submitting to the Office of International Education.

Program Director (print name and sign) **Date**

Department/Division Head (print name and sign) **Date**

Dean (print name and sign) **Date**

Chair, Study Abroad Risk Management Review Board **Date**

Associate Director, Office of International Education **Date**

Associate Provost for International Affairs **Date**

Part 4: Global Service-Learning Program Approval (Suggested Additions)

- a. Who is the community partner? (Include contact information)
- b. What role have/will community members play in determining, implementing and evaluating the service work and the partnership as a whole?
- c. Describe the nature of service that students will perform
 - i. Type(s) of service projects
 - ii. individual placements, group projects or combination
- d. Who will supervise/evaluate the service work?
- e. Duration of service
 - i. Number of days service work will be performed
 - ii. Total number of hours of service
- f. What potential risks are associated with the service work?
- g. What type of planned interactions will students have with the community to facilitate immersion?
- h. Describe the structured opportunities students will have to reflect on their experiences.
- i. Pre-requisites for course(s) or service work?

Coordinator, Office of Service-Learning

Date

Chair, Faculty Advisory Committee for Global Service-Learning

Date

Appendix 4

Elements of Global Service-Learning Models		
<i>Elements</i>	<i>Things to Consider</i>	<i>Notes</i>
Location	<ul style="list-style-type: none"> • Political stability in region • Health and safety risks • Access to medical care • Availability of service agencies, community groups • Availability of academic resources • Nature of problems/issues in the region 	
Time Frame	<ul style="list-style-type: none"> • Duration of trip • Time needed for service, academic work, reflection, research 	
Type of Course	<ul style="list-style-type: none"> • Stand alone, sandwich, capstone • Group or individual study • Disciplinary focus 	
Type of Service	<ul style="list-style-type: none"> • Group or individual projects or combination • Direct or indirect service • Concurrent with study, sequenced or alternating 	
Level of Immersion	<ul style="list-style-type: none"> • Accommodation • Service • Academics • Social opportunities • Other planned activities • Limits to immersion based on local context, participants' background, language skills 	
Link between service and study	<ul style="list-style-type: none"> • Written reflection assignments • Group reflection on how service informs understanding of subject matter and vice versa • Community based research projects 	
Community Partnership	<ul style="list-style-type: none"> • Partnership with community leader, local service organization, service- 	

Community Partnership cont.	<p>learning provider</p> <ul style="list-style-type: none"> Planned duration of partnership Role of partner and community members in negotiating, implementing and evaluating relationship Partners from home institution 	
Staff/Faculty	<ul style="list-style-type: none"> Home campus, host community or combination Involvement of various departments Institutional commitment 	
Students	<ul style="list-style-type: none"> Qualifications Pre-requisites Recruitment Application/admission procedures 	
Learning Theory	<ul style="list-style-type: none"> Intercultural Competence and Sensitivity (Bennett, 1994; Fitch, 2005) Transformative global service-learning (Kiely, 2004, 2005) 	
Community Development Theory	<ul style="list-style-type: none"> Relief, community building, policy making, social movements (Korten, 1990) Asset-based community development (Kretzmann and McKnight, 1993) Self-help, technical, conflict (Green and Haines, 2002) 	
Logistics	<p>Arrangements made by:</p> <ul style="list-style-type: none"> logistics provider community partner travel agent faculty director students combination of the above 	

Appendix 4a
Five Examples of Global Service-learning Program Models

<i>International Partnership for Service Learning (IPSL)</i>	
<i>Elements</i>	<i>Program Specifics</i>
Location	Programs in 14 countries
Time Frame	Mainly semester programs, some summer options
Type of Course	--each site has a different theme that determines focus of service and academic components --language study --IPSL offers its own -- some programs require students to take one to three regular classes at local university
Type of Service	--15-20 hrs/week for duration of program --individual placements with service agencies --service related to teaching/tutoring, health care, community development --placements made based on students' interests, skills, goals and community needs
Level of Immersion	--regular interaction with in-country staff/faculty --live with host families or local students on campus --work in service agencies --guided field trips
Link between service and study	--reflection using structured journal (<i>Charting a Hero's Journey</i>) and regular seminar meetings with professor to discuss experiences --at least two courses provide information about the host culture and society and the theme of the program
Community Partnership	--relationships with service agencies maintained through resident director
Staff/Faculty	--local resident director --courses taught/evaluated by in-country professors --all programs have links with local universities
Students	--from colleges and universities across the US
Logistics	--most arrangements related to housing, health and safety are handled by IPSL's in-country staff in conjunction with the program's New York office
Website	www.ipsl.org

<i>Amizade</i>	
<i>Elements</i>	<i>Program Specifics</i>
Location	--13 partnership sites in 11 countries
Time Frame	--mostly short-term programs (2-4 weeks on-site)
Type of Course	--on-line course before and after on-site experience (sandwich course)
Type of Service	--group projects --service projects related to the location and theme of the course (ex. historic preservation in Germany/Poland for program on Holocaust, preserving aboriginal culture in Australia) --emphasis on sustainable development and economic growth
Level of Immersion	--accommodation with host families or small group living --work with community members on service projects
Link between service and study	--facilitators lead reflect activities and work with faculty to link service and coursework --continuation of on-line course after service period
Community Partnership	--work with existing non-profit organizations in host communities --service projects developed and driven by host community --provide assistance projects that communities can sustain once volunteers leave --each group contributes a piece, which results in long-term results over the years
Staff/Faculty	--US based faculty teach courses --trained facilitator accompanies group and helps with adjustment, reflection and supervision of service work --academic partnership with West Virginia University provides academic credit and transcripts --site director for each location
Students	--students from any university can participate
Logistics	--Amizade staff works with community partner to arrange logistics
Website	www.amizade.org

<i>University of Denver</i>	
<i>Elements</i>	<i>Program Specifics</i>
Location	--3 locations (Bosnia, India, South Africa)
Time Frame	--course offered during spring quarter followed by three weeks abroad
Type of Course	--4 seminars, overnight orientation retreat at DU during regular academic quarter --on-going academic component while abroad --re-entry session
Type of Service	--approximately 20 hours of service/week (total=60-65 hours) --individual service assignments
Level of Immersion	--live with host family --work closely with community members through direct service --some programs assign each student to an individual for tutoring in addition to service placement
Link between service and study	--portfolio due upon return (specifically designed to link academic and service components) --reflection journal
Community Partnership	--work with local non-profits, non-governmental organizations and educational institutions
Staff/Faculty	--courses taught by DU faculty --orientation, service placements handled by DU Associate Director of Community Engagement and Service-Learning or project specific coordinator --administrative help from DU International Service-Learning Coordinator
Students	--mostly DU undergraduate and graduate students --non-DU students considered, but must be available to attend pre-departure seminars
Logistics	--organized by US based project coordinators
Website	www.du.edu/intl/isl/index.html

<i>University of Louisville International Service-Learning Program (ISLP)</i>	
<i>Elements</i>	<i>Program Specifics</i>
Location	--locations throughout Belize
Time Frame	--Spring break
Type of Course	--interdisciplinary (10 disciplines represented, including Cognitive and Brain Sciences, Communication, Dentistry, Health Promotion and Sports Studies, International Leadership, Justice Administration, Medicine, Nursing, Pan-African Studies, Urban Planning)
Type of Service	--interdisciplinary teams engage in a variety of projects throughout the country including health clinics, dental clinics, vision screening, alcoholism screening, developmental screening and documentation of children, working with coaches and Physical Education teachers on coaching techniques, working with classroom teachers on literacy, community policing strategies for police officers, and research, publicity and PR in Belize and the US for the ISLP and its projects
Level of Immersion	--unknown
Link between service and study	--classroom based reflection --field observance
Community Partnership	--20 community leaders make up the Board of Directors, 8 Rotary clubs in Louisville also provide support --Primary liaison is the Ambassador to the UN for Belize, who participates in ongoing dialog with ISLP and generates ideas for projects --ISLP works collaboratively with local stakeholders to address issues of local and national concern
Staff/Faculty	--involves faculty from across the university annually
Students	--involves students from various departments at the university
Logistics	--Administration of ISLP is housed in student affairs
Website	-- www.louisville.edu/student/islp

<i>Tompkins Cortland Community College (TC3) International Health On-site in Nicaragua</i>	
<i>Elements</i>	<i>Program Specifics</i>
Location	--Puerto Cabezas, Nicaragua
Time Frame	--3 weeks (during January intercession)
Type of Course	--International Health, History and Politics of Nicaragua, Spanish language
Type of Service	--health clinics, community health assessments, public health education, donations of medical and other needed supplies, data collection related to community health issues
Level of Immersion	--group accommodation in houses, orphanages or hotels consistent with local standards --group meals prepared by local women --regular contact with local doctors and community leaders --meetings with community members to discuss local issues --frequent contact with children from local orphanage
Link between service and study	--reflection journal --community based research project (paper due after return to US) --regular reflection seminars
Community Partnership	--local pastor and community advocate identifies and assist with service projects, connects the group with community resources --Partners in Health
Staff/Faculty	--courses taught by TC3 faculty and staff -- Puerto Cabezas community members provide significant input and assistance as guest speakers
Students	--open enrollment; participants typically include students from TC3 and other area schools (Cornell, SUNY Cortland, Ithaca College) and interested community members from Central New York
Logistics	--On-site accommodations, meals, laundry and transportation arranged by community partner --Program directors handle insurance, airfare
Website	http://www.sunyccc.edu/academic/nursing/nicaragua.asp

RECOMMENDED WEBSITES:

- www.servicelearning.org
The National Clearinghouse for Service-Learning website is the most extensive source of on-line information on service-learning in higher education, as well as K-12, community-based and tribal environments. This site offers a vast collection of resources on service-learning, such as listservs, fact sheets, tool kits, syllabi, links and guidelines for effective practice. Most of the resources focus on local and domestic service-learning, but many of the principles and ideas can be applied to global service-learning.
- www.campuscompact.org
Campus Compact is a national coalition of college and university presidents that have made a commitment to promoting community service, civic engagement, and service-learning in higher education. Their website offers sample syllabi, tool kits, program models and reflection resources.
- www.glenninstitute.org/glenn/scholars_index.asp
The John Glenn Institute at the Ohio State University recognizes scholars whose efforts contribute to advancing the understanding of or adoption of service-learning. Scholars are selected on the basis of papers they submit on service-learning, which represents cutting edge research in the field. The paper series is available at this website.
- www.ipsl.org/partnershipexperience/programdesign.html
For more than twenty years, the International Partnership for Service-Learning has offered semester and short-term global service-learning opportunities for US students. This section of their website provides an overview of their program design and structure.
- www.amizade.org
Amizade, in partnership with West Virginia University, specializes in short-term volunteer and service-learning programs. The organization maintains community partnerships in eleven countries. Faculty members from US institutions teach academic courses, while Amizade facilitates the orientation, service, logistics and reflection components of the program.
- <http://www.ccpb.info/> Community-Campus Partnerships for Health (CCPH) is a nonprofit organization that promotes health (broadly defined) through partnerships between communities and higher educational institutions.

This manual contains modified excerpts from Kiely & Kiely's (2005) *Global Service-Learning: What? Why? How?* Please do not distribute without permission from the authors. The full text of the manual including the can be obtained by contacting Richard Kiely, Center for Teaching Excellence at rck6@cornell.edu.