Aspects of Internationalization of Community Service Learning

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International or Global Service Learning

- International Education
- Study Abroad
- Service Learning

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

– **Global**: denoting the systems and phenomena that transcend national borders

– **International**: focusing on the nations and their relationships

– **Intercultural**: focusing on knowledge and skills to understand and navigate cultural differences
What are the learning outcomes/ objectives of study abroad?

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

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

[Note: Civic learning is not included.]
Service learning is a **course-based, credit-bearing** educational experience in which students

a) participate in **mutually identified and organized service activities** that benefit the community, and

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

(adapted from Bringle & Hatcher, 1995)
Conceptualizing Community Service-Learning

Components of CSL (integration)
- Relevant Service
- Academic Material
- Critical Reflection

Learning Goals of CSL
- Academic Learning
- Personal Growth
- Civic Learning
Community Service Learning

Not only “serving to learn” → which is applied learning

But also “learning to serve” → which is civic education
Why do we need more than a vocational education? In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it.

- D. Mathews
Values

Attitudes

Skills

Knowledge and Critical Understanding
Figure 1  The 20 competences included within the CDC model

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Cooperation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
International Service Learning

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

1. Immersion abroad: Local students overseas

   – Service and learning, both abroad

   – Service abroad, learning in home campus
     » Learning before and/or after service abroad
     » Learning during service abroad, via web
Different forms (continued)

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

3. Service learning for in-bound international students

4. Integration of domestic and international students in domestic service learning

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

- Intensive short-term
- Semester or year-long
- Faculty-led (from home institution)
- In partnership with local institutions
- Fully embedded in host institution
- With home-stay
- Without home-stay
International service learning has the potential to accomplish in a very short time what it takes many other study abroad programs a whole semester to do – if they ever do it.
International Service Learning

• Extensive: Broad array of outcomes
• Robust: Wide range of conditions and students
• Transformational: Deep, long-lasting change
• Distinctive: Unique changes
What SL Brings to Other Study Abroad

• Changes role of the community members from passive recipient to cultural insider/expert, partner, and participant (Study Away)
• Speeds up the process of immersion and friendship building
• Changes role of the student from tourist, visitor, and observer to helper, collaborator, colleague, and participant
What SL Brings to Study Abroad

• Provides additional opportunities for learning unique lessons
• Enables students, community members, and leaders to practice and hone their cross-cultural competence skills
• Builds an extra measure of critical reflection
• Adds a civic education dimension
• Increases genuine interactions with diverse others
What does study abroad bring to service learning?

- Provides cross-cultural experiences not obtainable in home country
- Provides opportunity to practice skills and methods in another national setting, with other factors at work than in home country
- Provides opportunity to gain international perspective on the topic of the course, or the future profession that the students are pursuing
- Broadens the net of service and partnership beyond the home setting
- Enables faculty and students to contribute to the solution of problems that affect large numbers of people around the world, provides a channel for students from wealthy, developed nations to contribute to the growth of less developed nations
How does “international” challenge practice and research in S-L?

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

“The sad truth is that even international service learning can be superficial, destructive or exploitive (Chism, 2004).”
ISL Learning Objectives: Evolving Sense of Civic Responsibility

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

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