One question about international service learning (ISL) that you have for us?

One question that you have about ISL for others in the room?

One or two pieces of information about implementing ISL that you know you don’t know?

One issue about conducting ISL that bugs you?

One compelling question you would like to have answered about ISL?
International Service-Learning Through Disciplinary Lens

Bob Bringle, Department of Psychology
Clark Maddux, Director, Civic Engagement
Amy Galloway, Department of Psychology
Paul Wallace, Education
Lynn Gregory, Department of Communication

Appalachian State University
GSL Faculty Development Group

- Researching and reviewing the literature in study abroad, service learning, and global learning, particularly in each participant’s respective discipline/profession
- Exploring pedagogical practices including assessment
- Inclusion of best practices in intercultural communication (modeled through participant self-analysis)
Sharing expertise with colleagues in their department, on campus, and more broadly

Making public the results of the project through a conference presentation

Making public the results of the project through a journal article or other scholarly publication
Global Learning at ASU

- Global Learning is focus of QEP
- Nationally, ASU is sixth in overall number of students who travel abroad for academic credit (compared to master’s level institutions)
- Faculty Development Group → focused on improving the quality of ISL at ASU
- Four attended ISL Summit at Northwestern University
International Service Learning: Types

- Immersion abroad (both service and learning)
  - US faculty led
  - In partnership with host institution
  - Embedded in host institution
  - With home stay
  - With different language

- Learning in US, service abroad
International Service Learning: Types

- Learning in US, service abroad
  - During spring break, or short-term service trip
  - Via web

- Learning and service in US
  - With immigrant populations, NGOs, foreign student groups
Constituent Domains of ISL

Service Learning

Study Abroad

International Education
Comparing and Contrasting Domestic SL with ISL

- How is ISL the same as domestic S-L?
- How do they differ?
- How do they improve practice of the other?
- Based on your current knowledge and orientation, how would you contrast how the two pedagogies challenge your thinking about learning, teaching and research?
A **structured academic experience in another country** in which students (a) participate in organized service activities that address 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 further understanding of course content, 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**.

(Bringle & Hatcher, 2011, p. 19)
Key Elements of ISL

- Reflection
  - Learning to learn, analyze, grow from experience of national difference
  - On the nature of culture, nation, identity, global relations
  - Develop critical understanding of the “self”

- Reciprocity
  - Collaboration not paternalism
  - Dialogue, listening, and mutual learning

- Respect
  - Assets of systems, values, concepts, relationships outside one’s own country
  - Methods and perspectives of relativism
  - Explicating the benefits of diversity
  - Identifying national differences in wealth, power, technology, beliefs, practices, etc. that impact perspective

- Relationship
  - Bridging national boundaries by building personal relationships
  - Moving beyond the tourist gaze
  - Recognizing the relationships between home and host country

- Re-entry
  - Refraction (Downey, 2005)
  - Inter-relatedness, global citizenship
What does SL bring to Study Abroad?

- Increases genuine interactions with host population
- Speeds up the process of immersion and friendship building
- Changes role of the student from tourist, visitor, and observer to helper, colleague, and participant
- Changes role of the community member from passive recipient to cultural insider/expert, partner, and participant
- Provides additional opportunities for learning unique lessons
- Adds a civic education dimension to study abroad
- Builds an extra measure of critical reflection into the study abroad program
- Enables students, community members, and leaders to practice and hone their cross-cultural competence skills
What does “international” bring to SL

- Wide range of experiences, some not obtainable in home country, add to academic, social, and psychological development
- Throws social and cultural issues into sharp relief by exposing students to conditions, ideas, assumptions, and people substantially different from those with which they are familiar
- Leads students to rethink issues of power, wealth, and difference in home country and globally
- Critically important for American students at this moment
What does “international” bring to S-L con’t

- Recognition that not all SL has an American educational underpinning
- Creates partnerships and relationships that span national boundaries
- Inherently raises complex issues of ethics, rights, and responsibilities
- Inherently raises complex issues of nation, culture, identity, differential development, and global relations
How does “international” challenge practice and research in SL?

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

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

• Enhanced learning of subject matter
• Personal growth and self-understanding
• Deep learning about host (& home) country
• Advances in intercultural competence
• Evolving sense of civic responsibility
Clark Maddux, Ph.D.

- Director of Civic Engagement
- Ph.D. in Literature
- Volume Editor of Cotton Mather's Biblia Americana
- Lived abroad
Psychology Department
Developmental Psychology
Development of Food Preferences
Teaches domestic service learning courses
Sabbatical leave in New Zealand
Paul Wallace, Ph.D.

- College of Education
- Department of Leadership and Educational Studies
- Interested in the use of technology in education
- Lived abroad
Lynn Gregory, Ph.D.

- College of Fine Arts
- Department of Communication
- Interest in intercultural communication
- Teaches domestic and international service learning courses
- Lived abroad
What are the biggest challenges you foresee in developing (implementing, assessing) an ISL course?