Research Driving Better Design, Practice, Evaluation, and Assessment in Global and Immersive Service-learning

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How do you define GSL/ISL?
GSL Definitions: Bringle and Hatcher

- A course-based, credit bearing course or program (educational experience) in another country where students:
  - participate in an organized service activity that addresses identified community needs;
  - learn from direct interaction and cross-cultural dialogue with others;
  - 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.
GSL Definitions:
Hartman, Kiely, Friedrichs, & Boettcher

• a community-driven service experience that employs structured, critical reflective practice to better understand self, culture, positionality, social and environmental issues, and social responsibility in global context.
GSL Integrates Distinct Areas of Practice & Literature
Research/Practice Perspectives

Which perspective guides your work?

TECHNICAL  PRACTICAL  CRITICAL
GSL Learning Outcome
Research & Gaps
Student Learning Outcomes & Program Factors

• Theoretical frameworks and conceptualizations of student learning outcomes
  – Existing quantitative measures
• Assessing program factors
• Gaps
Developmental Model of Intercultural Maturity

(King & Baxter Magolda, 2005)
American Council on Education: International/Intercultural Competencies
(Olson, Green & Hill, 2005)

Knowledge
Attitudes
Skills
Intercultural Sensitivity
(Hammer, Bennett & Wiseman, 2003)

• Bennett’s Developmental Model of Intercultural Sensitivity
  – Defense/Denial
  – Reversal
  – Minimization
  – Acceptance/Adaptation
  – Integration

• Intercultural Development Inventory
Global Perspective  
(Braskamp, Braskamp & Merrill, 2010)

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Development</th>
<th>Acquisition</th>
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<tbody>
<tr>
<td>Cognitive</td>
<td>Knowing</td>
<td>Knowledge</td>
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<td>Intrapersonal</td>
<td>Identity</td>
<td>Affect</td>
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<td>Interpersonal</td>
<td>Social Responsibility</td>
<td>Social Interactions</td>
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Global Citizenship
(Morais & Ogden, 2010)

- Involvement in Civic Orgs.
- Political Voice
- Global Civic Activism
- Self-Awareness
- Intercultural Communication
- Global Knowledge

Global Civic Engagement

Global Competence

Social Responsibility
Transformative Learning

- The way in which educational experiences can change the lens through which individuals make meaning of the world – their frames of reference.
- In order to transform our frames of reference, we must experience something that we cannot interpret using our current frames (what Mezirow, 1991, referred to as a “disorienting dilemma”).
- The process of changing these frames is not easy, as “we have a strong tendency to reject ideas that fail to fit our preconceptions, labeling those ideas as unworthy of consideration – aberrations, nonsense, irrelevant, weird, or mistaken” (Mezirow, 1997, p. 5).
- See Kiely (2004, 2005) and Jones et al. (2012) for application to GSL.
Other Student Outcomes

• Behavior/intentions
• Diversity-related outcomes
• Academic learning
• Career development
• MANY other possibilities!
Program Factors

- Placement quality
- Engagement with the “other”
- Connection to social issues
- Reflection (discussion and written)
- Program intensity
- Orientation and training
- Reorientation
Gaps

• Large-scale, generalizable data
• Grounded theory specifically on GSL
• Longitudinal research
• Published work (too many languishing dissertations)
• Analysis of program factors related to outcomes
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Methods</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Upon completion of this course students will be able to:</td>
<td>What instructional strategies will foster</td>
<td>What evidence or (in)direct measures do I plan to use to assess the</td>
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<td></td>
<td>this outcome:</td>
<td>achievement of this learning outcome?</td>
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<td>1)</td>
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<td>2)</td>
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<td>3)</td>
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Faculty Experience
GSL and Faculty

• Research conducted on or with GSL faculty in higher education remains limited (O’Meara, 2010; Zlotkowski, 1998).

• Current research focus:
  - personal motivations and institutional factors (Hammond, 1994; Frank et al., 2011; Chadwick & Pawlowski, 2007; Welch, Liese, Bergerson, & Stephenson, 2011)
  - the language faculty use to describe their practices (O’Meara & Niehaus, 2009)
GSL and Faculty

• Community needs and impacts are especially neglected in immersive service-learning programming and research (Crabtree, 2008; Illich, 1990; Prins & Webster, 2010; Grusky, 2000; Erasmus, 2010; Stoecker and Tryon, 2009).
GSL and Faculty

Faculty Reflection Sessions, 2011-2012
→ Critical/participatory study
How does reflection influence GSL practice?

• Faculty identified a need for:
  - training: researcher/teacher/facilitator
  - connections with other GSL faculty
  - cultural and institutional support
  - resources for pre-departure training for students
Community Impacts
Community Impacts - 

*Getting started*

• **Take a minute to think about...**
  – Given the program you’re involved in...
    • What does community impact look like?
    • How do you define it?

• **On the post-its, please write...** [3 min]
  – Several possible community outcomes (only one on each post-it)
    • *Might be positive, negative, or unintended*
Community Impacts –

*Getting started*

• When you finish writing your possible outcomes, please **hang your post-its on the corresponding wall** (positive outcomes, negative outcomes, unintended outcomes). [2 min]

• Once you hang your post-its, take a minute to walk around and **read other people’s post-its** on each piece of chart paper. [5 min]
Community Impacts – **Where is the community?**

- What are possible community outcomes? [12 min]
- How do we define *community*? [3 min]
- What literature exists? [10 min]
- A few models for community impact [5 min]
- Examples of two studies: qualitative & mixed methods [10 min]
- Examples of survey questions/ interview protocols [5 min]
Community Impacts –
What is “community”?

“Place-based (i.e. located in a geographic region usually outside the home country of the students and faculty) and interest oriented (i.e. shaped by a common interest to engage in service work to address a specific problem or issues affecting people who reside in a specific community).”

(Hartman, Kiely, Friedrichs, & Boettcher)
## Community Impacts - What literature exists on community impacts?

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Outcomes/Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>The community’s views of students or the university</td>
<td>Positive; Changing views</td>
</tr>
<tr>
<td>Community organization motivations for involvement in SL</td>
<td>Different motivations; Co-educators</td>
</tr>
<tr>
<td>Satisfaction with student volunteers, the project, or the partnership</td>
<td>Satisfied; Agency voice in planning and implementation</td>
</tr>
<tr>
<td>Positive outcomes from the community organization’s perspective</td>
<td>Labor; Energy; One-on-one attention; Functionality; “Town-gown” divide</td>
</tr>
<tr>
<td>Challenges or costs for the community organization</td>
<td>Time; Student prep; Fit; Communication; Relationships</td>
</tr>
</tbody>
</table>
Community Impacts -
What literature exists on community impacts?

Community & domestic SL
- Focus on community impacts in international SL
  - Wells, Warchal, Ruiz, & Chapdelaine (2011)

Community partner organization representatives
- Incorporate the voices of community leaders & residents as well as partner organization representatives
Community Impacts -
*What are some frameworks, tools, and examples?*

**Kellogg - Logic model**

- **Resources/Inputs**
- **Activities**
- **Outputs**
- **Outcomes**
- **Impact**

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**Planned work** → **Intended results** → **Impact**
Community Impacts -

*What are some frameworks, tools, and examples?*

**Stoecker & Beckman - Strategic design model**

- Diagnose
- Prescribe
- Implement
- Evaluate
Community Impacts -
*What are some frameworks, tools, and examples?*

1. Is International Service-Learning Win-Win?: A Qualitative Case Study of an Engineering Partnership (Reynolds)

2. Market Pressures & Idealistic Efforts: Addressing Community Impacts and Perverse Incentives through Fair Trade Learning (Hartman & Chaire)
Community Impacts -

What are some frameworks, tools, and examples?

Is International Service-Learning Win-Win?: A Qualitative Case Study of an Engineering Partnership (Reynolds)

- **Sites**: Villanova College of Engineering/ Waslala, Nicaragua
- **Methods**: participant observation, interviews, focus groups
- **Challenge** of positionality
Community Impacts -
*What are some frameworks, tools, and examples?*

Market Pressures & Idealistic Efforts: Addressing Community Impacts and Perverse Incentives through Fair Trade Learning (Hartman & Chaire)

– **Sites:** Bolivia, Tanzania, Jamaica
– **Methods:** Survey, interview/ focus group
– **Initial findings**
– **Lessons** learned during data collection
– **Challenges**
Based on 69 community member survey responses from Bolivia, Jamaica, & Tanzania.

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<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>SW Agree</th>
<th>Neither</th>
<th>SW Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amizade projects cause immediate positive impacts in [the community].</td>
<td>73%</td>
<td>15%</td>
<td>11%</td>
<td>0</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Amizade projects jumpstart [community] residents to participate in local service.</td>
<td>68%</td>
<td>22%</td>
<td>8%</td>
<td>0</td>
<td>1.40%</td>
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<tr>
<td>Through the partnership, [the community] develops local leaders.</td>
<td>70%</td>
<td>20%</td>
<td>7%</td>
<td>0</td>
<td>4%</td>
<td></td>
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<tr>
<td>[The community] receives resources through the partnership that it would not otherwise receive.</td>
<td>71%</td>
<td>20%</td>
<td>4%</td>
<td>1.40%</td>
<td>1.40%</td>
<td>1.40%</td>
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<tr>
<td>Amizade-[partner org.] programs provide visiting students and volunteers with meaningful education about [community], community organizing, and service.</td>
<td>90%</td>
<td>5%</td>
<td>3%</td>
<td>0</td>
<td>1.60%</td>
<td></td>
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<tr>
<td>[Community] residents benefit from cultural exchange with visitors.</td>
<td>74%</td>
<td>20%</td>
<td>3%</td>
<td>1.40%</td>
<td>3%</td>
<td></td>
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<tr>
<td>[Community] residents develop friendships or connections with visitors that outlast an individual program.</td>
<td>80%</td>
<td>15%</td>
<td>4.30%</td>
<td>0</td>
<td>1.40%</td>
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<tr>
<td>Overall, the Amizade-[partner organization] relationship is very positive.</td>
<td>80%</td>
<td>16%</td>
<td>2.70%</td>
<td>0</td>
<td>1.30%</td>
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<tr>
<td>Amizade visitors, when volunteering, take away jobs that could provide locals with paid employment.</td>
<td>20%</td>
<td>7%</td>
<td>6%</td>
<td>4.40%</td>
<td>63%</td>
<td></td>
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<tr>
<td>Amizade visitors are rude and disrespectful toward locals.</td>
<td>1.70%</td>
<td>0</td>
<td>3.50%</td>
<td>3.50%</td>
<td>91%</td>
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<tr>
<td>Amizade programs are not long enough to make an important impact in the community.</td>
<td>14%</td>
<td>18%</td>
<td>13%</td>
<td>24%</td>
<td>30%</td>
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<tr>
<td>Amizade programs are not long enough for visitors to learn meaningfully about [community], community organizing, or service.</td>
<td>16%</td>
<td>13%</td>
<td>19%</td>
<td>27%</td>
<td>24%</td>
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<tr>
<td>Amizade is a trusted organization.</td>
<td>76%</td>
<td>18%</td>
<td>5.50%</td>
<td>0</td>
<td>0</td>
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<td>Amizade works collaboratively with others.</td>
<td>79%</td>
<td>21%</td>
<td>0</td>
<td>0</td>
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Community Impacts - Some examples?

- **Miron & Moley (2006)** - Community agency perception of agency voice, agency benefit, and interpersonal relationships
- **Schmidt & Robby (2002)** - Child and teacher evaluation of tutoring
- **Edwards, Mooney, & Heald (2001)** - Evaluation of student volunteers by organization directors
- **Ferrari & Worrall (2000)** - Community agencies assessing service-learning students
- **Gray, Ondaatje, Fricker, & Geschwind (2000)** - How student volunteers influences organizational capacity
- **Basinger & Bartholomew (2006)** - Motivation for participation, outcome expectations, satisfaction with SL experience
- **Hartman & Chaire (2012)**
Research Proposal & Action Plan
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<th>Research Focus</th>
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<th>GSL Research  Design</th>
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<tr>
<th>Problem/Purpose</th>
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<th>Models/Instruments/Theories</th>
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<th>Methods</th>
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<th>Journals</th>
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Research/Practice Perspectives

Which perspective guides your work?

TECHNICAL   PRACTICAL   CRITICAL