



Building a Better World: The Pedagogy and Practice of Global 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**



Charting GSL Influences



Reflective Practice

- Whitney and Clayton (2009) discuss the role of reflection in terms of advancing learning goals and improving student mastery of content, while also pointing toward the possibility that reflection will lead to consideration of “the role of power and hegemony as constraints on civic agency” (2009, p151).
- Critical reflection, alternatively, falls within a tradition of anti-foundational analysis that is central to ongoing efforts to achieve conscientization (Freire, 1970). It is therefore less predictable and not necessarily connected to advancing academic content and skill mastery

Linking systematic learning goals, service and reflection

Course	Site and Service Description	Literature	Learning Goal	Reflection Question
Engineering: Professional Experience	Design and implementation support for community water systems throughout Honduras	In addition to engineering texts, significant literature on high-performing teams	Demonstrate increased understanding of personal role in and contribution to dynamic teams	How have the challenges of implementing water systems in cross-cultural teams in developing communities affected your understanding of the role you inhabit on a high performing team?



Reflection on Intercultural Understanding through DEAL

	Pre	During	Post
Describe	As a group develop a "stereotype list" of ideas you currently hold about the country.	Revisit, critique, and consider stereotype list in light of experiences.	Develop an "elevator speech" response for friends/family who may label community partners with stereotypes.
Examine	Which stereotypes are negative? Positive?	Which of your ideas have been challenged and how? Which have been confirmed and how?	What have you learned about your culture (in relation to where you visited) through this activity?
Articulate Learning	How do you benefit from these stereotypes? How do these ideas connect to U.S. privilege?	How has confronting your stereotypes through experiential learning helped you to become more culturally competent?	Reflect on the reactions to your speech. Explore ideas for building more intercultural understanding.



Critical

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Reflection

Frameworks to Process Experience



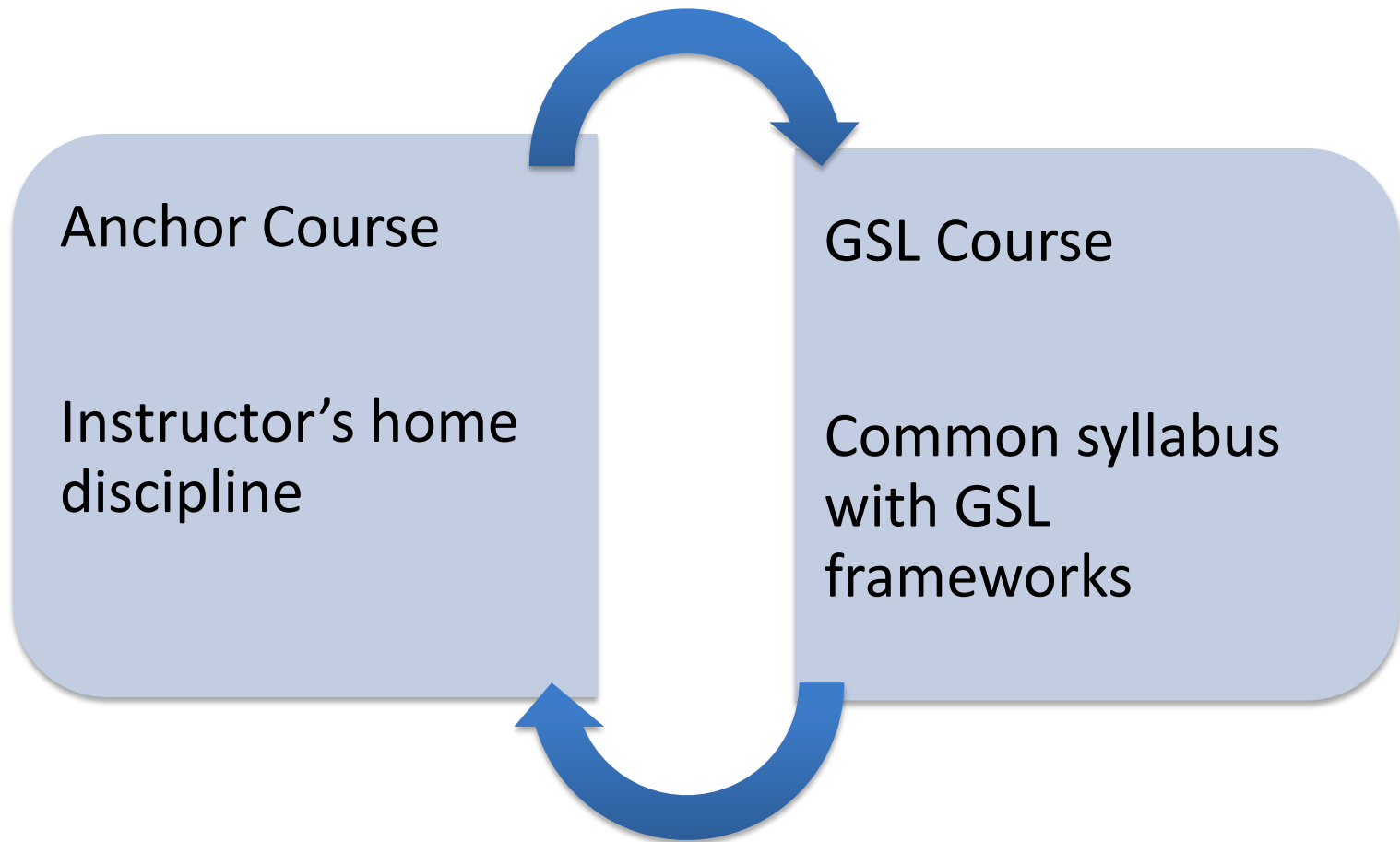
Academic Integration



Disciplinary Content



The Amizade Model



Data

- Year 1
- Pre – and Post – GSL Courses
- No Curriculum Integration
- On-campus Control Group
- No statistically significant shifts
- Year 2
- Pre – and Post – GSL Courses
- Curriculum Integration
- Statistically significant positive shifts
- Demographically similar to 2003 group

Global Awareness and Efficacy

- I identify with being part of a global community.
- I understand how actions in my local community may affect others around the world.
- I am aware of actions I can take to improve the global community.
- I feel I have the ability to make a difference in the global community.
- I will try to find a way to make a positive difference in the community.

Global Civic Engagement

How often do you / do you plan to:

- Write or email newspapers or organizations to voice your views on an issue.
- Stay updated on international news.
- Vote.
- Learn as much as possible about candidates or ballot questions before voting.
- Discuss international issues with family members or friends.

Y1 Evaluation: Awareness and Engagement means dropped post-course (not statistically significant).
After Y1, the curriculum was integrated.

Y2 Evaluation

Scale	Pre-Test M	No. Cases	Post Test M	No. Cases	Prob.
Awareness	19.8	66	21.3	80	.004
Engagement	17.9	62	19.6	78	.003

Qualitative Data

- Support Notion that Experiences are Challenging, Complex, and Spur Desire for Global Engagement





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 Partnership



- Collaboration
- Community Connections
- Commitment



THE STORY OF FAIR TRADE LEARNING.

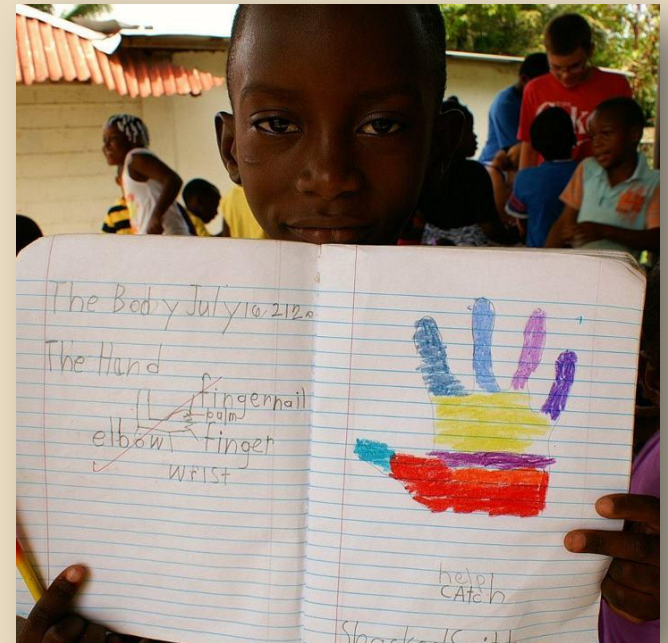
HOUSE MOTHER COLLECTIVE | JAMAICA



THE AMIZADE/JAMAICA MODEL



- Sugar industry collapses;
- Community needs to reinvent itself;
- Creates traditional study abroad program, but compromises the morals of the community;
- 12 years ago, the community creates innovative partnership with Amizade;
- Women manage homestays, return 10 - 25% into community pot, then vote on how to use funds;
- Hundreds of thousands of dollars have now been injected into the community.



A CALL FOR MORE TRANSPARENCY

Organizations and Universities should consider providing public information on the following:

- Including leakage rate
- Community investment
- Fair wage remuneration
- Length of time in community
- Community response
- And survey data, and process for project planning



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



**Questions, Comments,
Discussion**

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