



Sustainable International Service-Learning:

**Models and Principles of Good Practice for Teaching,
Learning and Serving in International and Intercultural Contexts**

Jeffrey Howard and Howard Rosing
Steans Center for Community Based Service Learning
Michael Diamond and Marco Tavanti
International Public Service – School of Public Service

Reflect, Renew, Recharge: Teaching Sustainably to Prepare Lifelong Learners

2013 DePaul Faculty Teaching and Learning Conference

May 3rd, 9:00AM-5:00PM, Loop Campus, DePaul Center, 8th Floor

 DEPAUL UNIVERSITY

IRWIN W. STEANS CENTER

FOR COMMUNITY-BASED SERVICE LEARNING & COMMUNITY SERVICE STUDIES

Part 1

Introductory Remarks on International Service Learning

Jeff Howard
Steans Center

Introduction of Panelists

- ◆ Howard Rosing
- ◆ Michael Diamond
- ◆ Marco Tavanti
- ◆ Jeff Howard

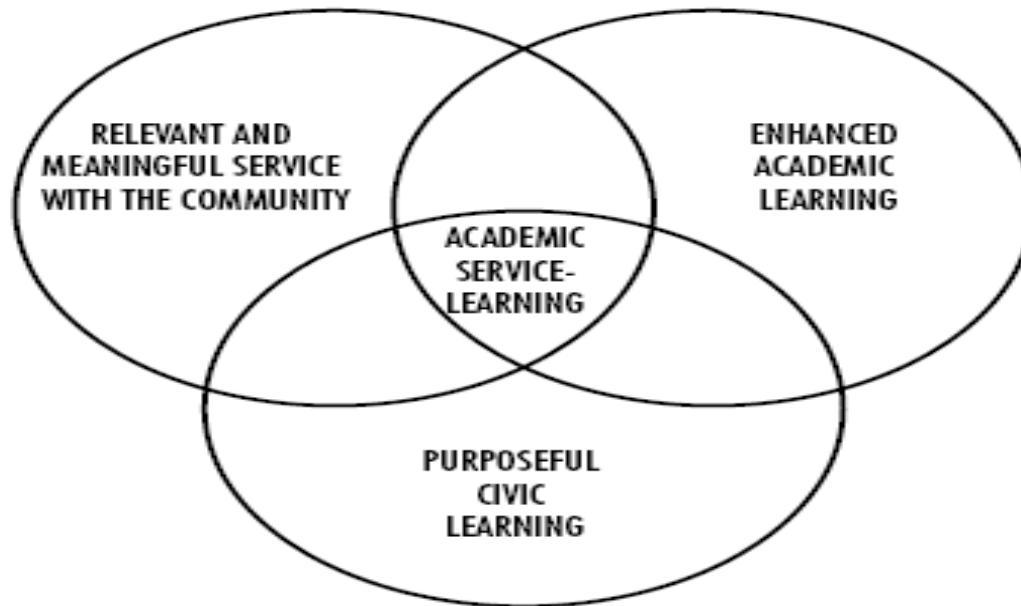
Why are You Here?

Jot down a question/idea/wonderment that you have about international service-learning that you would like to see addressed during this session.

Workshop Agenda

- ◆ A Conceptualization for Service-Learning (Domestic and International)
- ◆ Some (Hopefully) Thought-Provoking Questions
- ◆ Howard's Part
- ◆ A Community Development and Organizational Capacity-Strengthening Perspective
- ◆ A World Engagement Model for International Public Service
- ◆ Engagement with Audience

Conceptualizing Service-Learning



Service-learning is not synonymous with community service.

Select Opening Questions

1. How is international service-learning different than study abroad?
2. How is international service-learning different than domestic service-learning with distressed communities?
3. What are the goals of international service-learning? If developing students' "global perspectives and intercultural competences" (DePaul Vision 2018), is international service-learning the best and most cost-effective way to accomplish this (and other) goals?
4. How do we ensure faculty and students are appropriately prepared for international service-learning?

Select Opening Questions

1. How can we undertake appropriate interventions/activities in international communities that balance the enhancement of student learning with meaningful social change?
2. How can we create intercultural experiences that empower all participants while neither reinforcing nor exacerbating the social distance among them?
3. How can we engage in responsible critique, yet not become paralyzed or cynical, so that we can continue to act and teach in a world characterized by so much self-interest, increasing disparity, and injustice?

Crabtree, R. (2008). Theoretical Foundations for International Service-Learning. *Michigan Journal of Community Service Learning*, 15(1), 18-36.

Select Opening Questions

1. How does one go about achieving a mutually beneficial relationship given the likely power imbalances between a U.S. (privileged) international service-learning group and an international (under-/differently-privileged) community?
2. What are the limitations of “reciprocity” as the model for campus-international community/NGO partnerships?
3. How can we avoid being tied up with the colonialist project and participating in its ongoing (re)production?

Sharpe, E., & Dear, S. (2013). Points of Discomfort: Reflections on Power and Partnerships in International Service-Learning. *Michigan Journal of Community Service Learning*, 19(2), 49-57.

 DEPAUL UNIVERSITY

IRWIN W. STEANS CENTER

FOR COMMUNITY-BASED SERVICE LEARNING & COMMUNITY SERVICE STUDIES

Part 2

Institutionalizing International Service Learning

Howard Rosing
Steans Center

Part 3

A Community Development and Organizational Capacity- Strengthening Perspective

Michael W. Diamond
Visiting Assistant Professor
School of Public Service

1. Students seek value in their lives
2. Students want to make a difference – now
3. There seems to be an inherent distrust of large institutions and governments
4. There are enormous forces promoting social entrepreneurship – do it yourself foreign service or community development – but little assistance, financial or management, to build or strengthen institutions
5. Academic institutions encourage students to engage directly in service, often at risk and without guidelines: locally and globally
- Community health clinics
6. NGO's encourage and invite volunteers to serve, often without guidance, support, training, protection, or sharing information about risks – Invisible Children, Save Darfur Coalition, gang intervention, elderly, vulnerable populations.
7. Students are not aware of how to perform due diligence, for employment, volunteer service or philanthropic contributions

8. Many NGOs, and public sector institutions do not know how to work effectively with volunteers and just seek assistance for fund raising, or advocacy, or busy – admin work.
9. In spite of global efforts to strengthen national/local public and private and NGO institutions, and build local capacity for empowerment, focus is on promoting compassionate service
10. Need for ethical guidelines for service learning. Not poverty tourism, or external research, but joint programs with local institutions for empowerment, capacity building, institutional strengthening and mutual learning.
11. Case Study: Building a Healthier Chicago

Critical Reflection on Service Learning - Local and Global

1. What are our goals, objectives?
2. What do our partners need?
3. What are the learning outcomes?
4. What is the impact on the community?
5. What is the impact on the local organizational partner?
6. Long term relationships – with base line data and prospective studies and impact analysis
7. Strengthen local capacity
8. Two way flow

Part 4

A World Engagement model for International Public Service

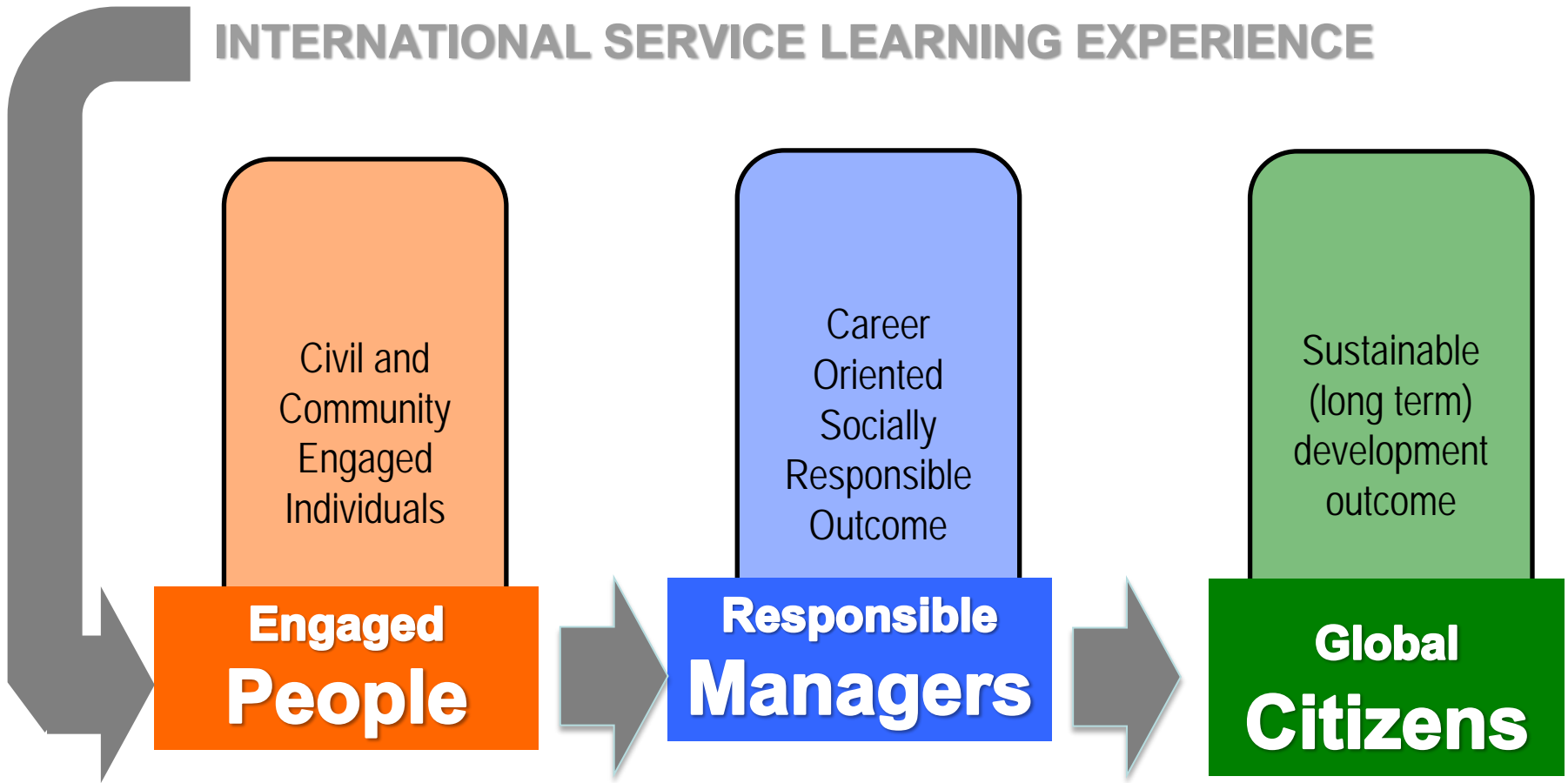
Marco Tavanti
Associate Professor and Chair,
International Public Service
School of Public Service

ISL & IPS

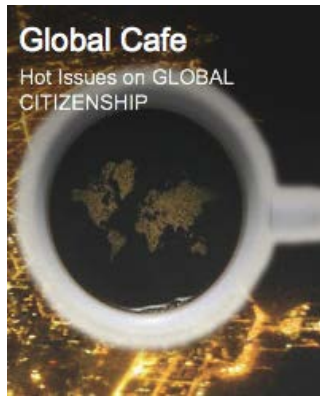
1. **INTERNATIONAL BY DESIGN:** The International Public Service Program embedded various experiential elements for the international-by-design plans of SPS and DPU.
2. **AN INTERNATIONAL VISION:** ISL is consistent with our Vincentian heritage as well as Vision 2018: *“increase opportunities for students to develop global perspectives and intercultural competencies”* and *“build a faculty development initiative focused on globalization.”*
3. **INTERNATIONAL CHICAGO:** Return and long term investment of IPS students participating in SAPs. Local/global, career alignment, world engagement. Beyond international tourism; beyond poverty tourism; for Internationally Integrated Academic Social Responsibility (IIASR).
4. **GLOBAL REFLECTIONS ON INTERNATIONAL EXPERIENCE:** integrated and long term engagement.

Personal + Organizational + Systemic World Engagement Model

INTERNATIONAL SERVICE LEARNING EXPERIENCE



Towards an internationally competent and engaged T&L model Participatory Open Online Communities (POOC)



Global Café:
Academia +
Community
exchanges for
global
citizenship

International Courses:
Partially open courses
integrated with social media
based participation. Focus
on international public
service values and skills.

Global LABS:
Experiential and
service oriented
programs for
intense learning
and international
internships.

Recommendations

1. Institutional Investment on shared quality higher education across border (see [Checklist for Good Practice](#))
2. Strategically plan to promote and support internal, external and international cooperation for engaged global education (see [Global MDP](#)).
3. Invest in strategic partnership with iNGOs and academic programs providing opportunities for engaged international learning programs packaged with Peace Corps, Fulbright, Boren Fellowship, International Internships, etc.
4. Provide international institutional engagement and an International Curricula across the University integrated with the memberships and programs offered by the UN-Academic Impact ([UNAI](#)), the Principles of Responsible Management Education ([PRME](#)).

Resources

- ◆ Steans Center for Community-based Service Learning <http://steans.depaul.edu/>
- ◆ School of Public Service – International Public Service <http://las.depaul.edu/sps/>
- ◆ World Engagement Institute <http://www.weinstitute.org/>
- ◆ International Service Learning Programs <http://www.islonline.org/>
- ◆ International Service Learning Alliance <http://isla-serve.org/>
- ◆ National Service Learning Clearinghouse <http://www.servicelearning.org/>
- ◆ Center for Global Engagement (Northwestern), IPS conference <http://www.cge.northwestern.edu/>

Wrap up

- ◆ What is international service learning?
- ◆ Teaching sustainably in international service learning (ISL) requires an integrated approach to consider long term partnerships and institutional commitment part of the formula.
- ◆ How would Vincent teach international service learning? What must I do; what must we do; what must be done to promote and support quality ISL?
- ◆ What are your questions?