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Good Intentions Aren't Good Enough: Actionable Steps and Resources Towards Ethical and Sustainable International Service-Learning Programs

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Abstract

In recent years, the industry of international service learning has become highly commodified, in both the private and corporate sector, with half-hearted attempts by companies to give tourists an “authentic” and “transformative” experience, without really asking what these words mean. Most notably, there has been a boom in higher education for students to participate in such projects, and with the rise of short-term and long-term service learning programs, there becomes the need for accountability and consistency to ensure rigor. This article details the action research study I conducted over the course of 2 years that culminated in a curriculum designed to educate faculty as they consider taking on the intercultural, pedagogical, and logistical challenges of building an international service-learning partnership. This curriculum developed as a solution to problems and concerns about faculty approaches at one school, and this essay uses journal excerpts and discussion to follow the timeline of my growing awareness of that problem. Included is my involvement in two service learning programs as a student and eventually my role in a committee created to revamp the programs at a small New England university. The findings from this process can support other programs that are looking to review their projects for sustainability and alignment with moral ethics, and examine how they improve learning of social media, intercultural communication, power, and privilege.

Introduction

Over the last 30 years, the ‘voluntourism’ industry has expanded rapidly, due to a greater understanding of social responsibility and the increased ease of including volunteering opportunities in typical vacation destinations (Vuici, Lis, Zajdel & Toader, 2016). The pro-poor tourism movement of the 1990s had corporations and government stakeholders funneling money into “underserved” countries to stimulate their local economies. However, the actual outcome was an industry of exploitation that operated under the guise of building communities’ economic infrastructure and employing local personnel but really funded the detrimental efforts of global organizations (McGloin & Georgeou, 2015). This trend soon spilled over into higher education, where more and more students found their universities providing short-term, international service-learning opportunities. While this may seem beneficial in that it brings awareness about global issues and encourages people from all backgrounds to engage in meaningful work, research shows the commodifying of the industry results in a severe lack of rigor in these programs and often a counterproductive effect (Andreotti, 2014; Illich, 1968; McGloin & Georgeou, 2016; Mitchell, 2008; Ogden, 2008). Though all efforts in service-learning are well intended, it has become clear that good intentions mean nothing unless they have researched, calculated, and sustainable efforts behind them. In this way, the education, and materials available to faculty who run these programs and the credit-bearing courses that are often attached must be reviewed for rigor and intent. This article details the research and work done over two years to eventually complete an action research study. As part of this study, I include

my experience in a service learning program at my home university as well as one abroad, my work as a student representative on the ad hoc committee for our university's programs, and the curriculum that I developed out of the work on the committee. The goal of this project was to encourage one small university to recognize the importance of evaluating their own knowledge, practice, and goals of their international service learning program, in the hopes of helping others. The curriculum created shares those goals but also now serves as a public product for other universities and programs to hopefully use to create greater benefits for all communities involved in the programs.

Methods

This project used the framework of pragmatic action research (PAR; Levin & Greenwood, 2002) to answer the following question: How can the international service learning at one university be improved and supported to better meet the needs of its students who are calling for more ethical and evidence-based practice? The project used a cycle of planning, acting, reflecting, and evaluating over four semesters and led to the development of the Good Actions For Good Intentions Collaborative Curriculum For Ethical and Sustainable Service Learning Programs. Abbreviated as the Good Actions Collaborative Curriculum, this project began with preliminary research and development and several international service-learning experiences to test and apply the previous research. Reflection and data collected throughout the development of the project helped to develop the backbone of the product and the endorsement of the committee created a place and a reason for its existence. Thus, the PAR framework allowed for the study of international service learning in context and encouraged knowledge generation through the subsequent action. The timeline of the process that led to the creation of the Good Actions Collaborative Curriculum is detailed below.

Setting

The setting of this study was a small private university located in New England, with an enrollment of approximately 1400 undergraduate students. One of the pillars of the university's learning theory is that of "connected learning"; a philosophy that provides students with opportunities to practice the knowledge they learn in the classroom in the field that they're working in. For many students, this takes the form of internships, clinicals, or practicum experiences (Lasell University, 2021). Through the collaborative efforts and research of a Think Tank in 2004, several university personnel came together to begin exploring international service learning opportunities to extend the options for "connected learning". Over the years, through committed faculty who created partnerships globally, numerous short-term service learning projects were created. In the 2018-2019 school year there were five service learning programs that had been running for at least six years, with the longest standing project running for 18 years (Athey, Lowenstein, Alcalá, LeRoux, Bucci, Sampson, & Lemieux, 2014).

The international education office of the university, which is responsible for providing logistical support for the faculty leading the projects collected data on students' thoughts on their experience before and upon returning. The data over time reflected a largely positive response in reference to the projects, with many students noting it as a pivotal part of their experience at the university. In recent years, however, the data showed that students felt there was a lack of preparation and not enough reflection for the work being done in these projects, as well as a lack of accountability for students and faculty before, during, and after travel (Weltzin, 2020).

This information was significant to my motivation as a researcher as my goal for this study was always to take the information that I found helpful as a student in multiple settings and offer it to faculty to help strengthen their courses. Beyond that, I knew I wasn't the only student who felt the call to action in revising these programs, as the data included here shows. This sentiment is also reflected in my research question, which directly aims to meet the needs of

students who are calling for more evidence-based practices.

Partners in Conducting the Study

The primary participants of the study were myself and a faculty member seeking to improve international service learning at my undergraduate institution. The faculty member I worked with was a co-leader of a short-term international service learning program on campus. This faculty member invited me onto an ad hoc committee as a student representative that was created in the spring of 2019 to take stock of the programs, comparing the courses to best practices in international service learning, and providing findings and actionable steps moving forward for the service learning programs. Through the PAR process, it became apparent that there was a need to create a curriculum for international service learning faculty, which then became the Good Actions For Good Intentions Collaborative Curriculum For Ethical and Sustainable Service Learning Programs.

Processes

The following table details the timeline of the study conducted. Considering the fact that the research was completed in multiple settings with myself taking on multiple roles, this serves to illustrate how the Good Actions Collaborative Curriculum came to be.

It should be noted that while the Good Actions Collaborative Curriculum is very much informed by my own experiences, I made active efforts in each cycle of my research to seek out others to discuss my findings, within the service learning world and outside of it, and continued to collaborate with my professor throughout. Much of her role was to push me to apply my findings to my work in service learning as a student but also in my career as a teacher and challenge me to examine my own bias within my findings. In addition, upon completion of the Good Actions Collaborative Curriculum, I shared it with fellow students to critique as well as other professors who were familiar with my work and those who knew nothing about it. I also sought out colleagues in the service learning industry outside of my university to evaluate the Curriculum for integrity, add in other best practices, and give feedback on their impression.

| Time Period | Location | Role | Steps in Research | Outcomes to Inform Study |
|-------------------------|------------------------|---------------------------------|---|--|
| September-December 2018 | New England University | Student participant, researcher | -Enrolled in prerequisite course accompanying project in Antigua and Barbuda -Began an independent research study on voluntourism after being introduced to topic in course -Critically explored blogs, scholarly articles, and documentaries surrounding the topic and documented early findings for best practices -Met weekly with collaborating professor to discuss bias, findings, and what the data might lead to | -Baseline data collection and analysis on the voluntourism industry, potential repercussions of it, and the beginnings of what best practices might look like -An understanding that this was an important topic to me and I wanted to present the information to a larger audience |

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| January 2019 | Antigua & Barbuda | Student participant, researcher | <ul style="list-style-type: none"> -Traveled to Antigua and Barbuda with other participants in course during a J-term -Collaborated with teachers, specialists, and locals on the island for a week | <ul style="list-style-type: none"> -Observed how the practices I researched independently and learned about in class might look on the ground |
| February-June 2019 | Stellenbosch, South Africa | Student participant, researcher | <ul style="list-style-type: none"> -Traveled to Stellenbosch, South Africa for a semester abroad -Took part in the local university's Global Service Learning (GSL) program with other international students where we participated in weekly in class lectures and taught at a local township in their kindergarten classroom once a week -Continued research on service learning in higher education by keeping journal entries of my experience and comparing the similarities and differences to my time in Antigua -Communicated weekly with the same collaborating professor to discuss my experiences and how they informed my research to date | <ul style="list-style-type: none"> -Theoretical and philosophical information from GSL course that provided backing for much of the anecdotal and experiential data that had been collected -A new perspective on how to approach service learning and community-based research from a new university, program, and cultural lens |
| September-December 2019 | New England University | Researcher, student representative on committee | <ul style="list-style-type: none"> -Ad hoc committee was called by university to revise and review service learning projects including the Antigua project -Invited by collaborating professor to be student representative on committee -Opportunity to create a curriculum for service learning programs based on recommendations from the committee using data collected -Began work on analyzing data collected previously by coding scholarly articles for themes and best practices and determining | <ul style="list-style-type: none"> -Compilation of data and analysis into objectives, guides, and resources for the Good Actions for Good Intentions Collaborative Curriculum |

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| | | | faculty and student objectives for each criteria included in curriculum | |
| February 2020 | Guanajuato, Mexico | Presenter | -Traveled to Guanajuato, Mexico to present findings and receive feedback at the Association for Academic Programs in Latin America and the Caribbean (AAPLAC) | -Chance to present Good Actions Collaborative Curriculum to international audience to receive feedback and include more perspectives on best practices |
| March 2020 | New England University | Student representative on committee | -Presented final ad hoc committee recommendations and the Good Actions Collaborative Curriculum to university's program review board to determine next steps | -Opportunity to present curriculum as part of the final recommendations and begin discussions on finding a permanent location for the Good Actions Curriculum to be accessible to faculty |

Results: Good Actions For Good Intentions Collaborative Curriculum For Ethical and Sustainable Service Learning

In the next section, I will outline the goals, structure, and criteria of the curriculum. The intended use of this product is for faculty that will be or are looking into leading a project to understand what the standards for their course are. Ideally, they would have access to the curriculum at the conception of their project or the beginning of the design of their syllabus. This way they can read through the given materials and suggestions and determine how they would look as applied to their course, academic area, and community partnerships. It should also be noted that though the community needs criteria are not first in the order for the sake of creating a logical timeline for faculty who are just beginning to design a course, the educational goal and all decisions made regarding the project should involve and revolve around the direct needs of the community partners.

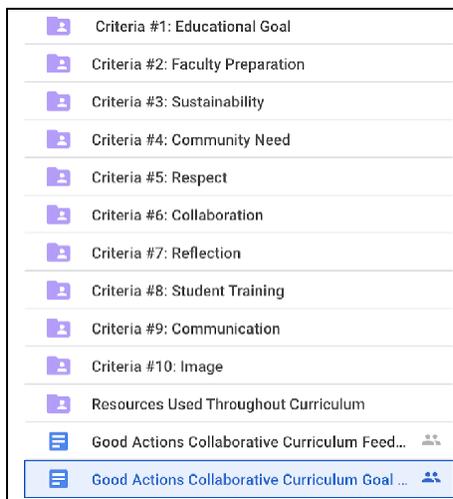
Goals of Curriculum

- To provide consistency in mindset and content of coursework attached to service-learning programs.
- To build off the Hawthorne Rubric for International Service Learning and create actionable steps that professors can work towards with their students (detailed below)
- To provide a theoretical basis for service work and applicable activities to use to accomplish themes and objectives in class.
- To guide discussion and reflection for faculty and students before, during, and after the project.
- To make faculty and participants question our practices and our understanding of what service is, why we choose to do this work, and what it is serving in hopes of developing best practices on how to instruct on culture, power, privilege, and service.

Structure of Curriculum

Figure 1

Overview of The Good Actions Collaborative Curriculum in Google Drive



Criteria are organized into individual folders in a collaborative drive. There is also a folder including all theoretical resources and a document for the goals and guidelines and feedback.

Being that the curriculum is collaborative, it exists in two public platforms, Google Drive and DropBox. On each format that the curriculum exists, it is organized

into folders that are labeled according to the themes of the Hawthorne Rubric. The Hawthorne Rubric is developed by an alumna of the Antigua project, included in Appendix A. The rubric allows faculty to assess where their projects stand in comparison to the criteria defined, which is a significant part of the review process. The rubric offers a template for professors to document the current goals, actions, and teachings they are using in their project. By providing the criteria

and best practices to compare their current practices against, faculty can target areas of improvement in their courses. The criteria included in the Hawthorne rubric and subsequently the Good Actions Curriculum are as follows: community need, sustainability, collaboration, communication, faculty preparation, student training, educational goal, image, respect, and reflection, though the order of the themes has changed to correlate with the natural progression of a college course.

The basic format of the curriculum includes separate folders for each criterion that include a guide as well as folders that include files for the activities and resources mentioned in each guide. As mentioned, the guides provide a roadmap of how professors can use the curriculum and its resources to inform themselves and then design a class to inform their students about the culture they're visiting, the work they're doing, and all the implications that come with it. The guides for each criterion are included in Appendix B.

In addition, there is a feedback form for the audience to leave detailed notes on their thoughts and additions to the curriculum, as well as documents detailing the goals and guidelines. The two formats are designed so that the audience can interact with the curriculum in a way that is collaborative but also controlled in a way. Participants can comment on the guides but only the owner can make changes, to encourage a conversation about why a change should be made intentionally, rather than allowing the general public license to significantly alter the material.

Figure 2

Sample Guide from Criteria #1: Educational Goal

Good Actions Objective and Actionable Steps:

- **Objective:** Faculty will create a course and purpose that directly relates to their area of expertise and create educational goals that support the academic area being targeted in the course and the work on the ground and keep track of progress towards the educational goal. All of this is done while determining and prioritizing the needs of the community involved.

- How will this be accomplished in class?
 - Determining what the professor's area of expertise and interest is and how they can create a purpose for the project and a course that targets educational goals.

- What theoretical resources do I have to use?
 - SMART Goals online <https://www.mindtools.com/pages/article/smart-goals.htm>
 - Investigate what SMART goals are, why they're important, how the criteria can be used to formulate the educational goal for the course.
 - Ogden (2008) The View From The Veranda: Understanding Today's Colonial Student
 - Aligning the goal of the project with the preparation
 - Mitchell (2008) Critical vs. Traditional Service Learning
 - Creating an educational goal that work towards progress and development within the community

Outlined are the objectives, an overview of the suggestions, and the main takeaways from the resources. Also included are suggested activities, discussion questions, and the connections to other criteria (not pictured).

Criteria of the Curriculum

The suggestions made for each theme vary depending on the material, but usually include a scholarly resource that the material is based on, guiding questions for exploration and discussion, and activities to engage in the theme or accomplish the objective. Some themes are

much more intangible and cannot be addressed in a class period, like respect, reflection, and sustainability. This is noted in the respective guides and it is encouraged to incorporate the activities and discussion questions before, during, and after the projects' completion. Below are the general outlines of how each theme is addressed in the curriculum.

1: Educational goal. This theme is the first in the curriculum as it is the starting point for any project or related course. The main focus is ensuring that the goal of the project aligns with the faculty members' knowledge, area of expertise, and the goals of the community involved. Beyond that, it promotes reflection on how the goal of the material of the course and work done on the ground can truly reflect that goal. This is mainly accomplished by using the SMART goal template, a tool developed to help people create goals that are specific, measurable, action-oriented, reasonable, and time-sensitive. This helps to set high expectations, as well as making sure the goal aligns with the mission of the university and its programs and that students have a way to show that they've met this goal at the end of the semester, through an extension project, reflection, or otherwise.

2: Faculty preparation. Ensuring that faculty are well informed and ready to lead students in a service project is essential to the longevity of the program. This includes not only equipping them with skills and information for the culture they'll be traveling to and the problem they'll be addressing but providing faculty members with access to information on ethical and sustainable service learning and encouraging them to become active participants in the community. In the guides, this looks like structuring critical reflection on the previous accomplishments of the project and the subsequent development of the community and determining how this can be used to inform the goal and structure of that year's goal.

3: Sustainability. One of the hallmarks of all service projects should be its sustainability; in that, it is designed to change and develop its goals and efforts as the cohorts and community they're working with change as well. In this way, it's also important to ensure that the conversations and work done during the project do not simply vanish upon returning. Rather, that students are encouraged or required to take action in their own community or stay active in the community they visited. Whether it's participating in the same industry on a domestic level, or creating an extension of the work done directly in connection with that project, students must understand that there has to be follow-up.

4: Community needs. When designing an educational goal and a focus for a project, instructors must work directly with the community partners to create shared goals that directly respond to the community's needs. So often groups enter communities with an agenda that they only assume will "help" the people and economy there, but often these half-hearted plans do more harm than good. By aligning the goal of the project with the goal of the community and inviting the project partners to have an active and continuous role, there is a much higher chance of success and progress. The criteria in the curriculum addresses the importance of responding to community need and how that is accomplished. In addition, it asks some of the hard questions like, "who does this goal truly benefit?" and "who defines 'progress?'" to make sure there is critical thinking surrounding the goal of the project.

5: Respect. One of the most abstract of the themes addressed in the curriculum, this criterion is mainly concerned with how respect is defined by different people in different contexts, and what it might look like in reference to that specific project. Considering that respect and the implications of respect are so intangible, it is noted in the guide that this is a topic that should be brought up often and addressed deeply throughout the course. Some of the suggestions made to unpack the theme is having the professor and other faculty leaders speak to their journey of gaining trust with their community partner, or if they are still creating an initial relationship, what they're doing to build it.

6: Collaboration. This theme is addressed in two different objectives; one targeted towards the cohort themselves and how they collaborate and one examining how the cohort aims to collaborate with the project partners. During the course before the travel, students are encouraged to identify the strengths they bring to the group and participate in critical thinking and group bonding activities. In response to the project goal, students will work to create actionable steps that they can work on before, during, and after their travel.

7: Reflection. The topic of reflection is another theme that is specifically incorporated throughout the entirety of the curriculum. Numerous scholars on critical service-learning have cited the importance of emphasizing personal reflection at all stages of a project, and emphasize it as a component that sets traditional programs apart from those that work towards social change (Mitchell, 2008; Ogden, 2008; Yost, Setner & Forlenza-Bailey, 2000). Reflection can come in dozens of forms but focuses on building community within the group to make uncomfortable conversations more palatable to be able to address how things like privilege and power operate in an international space as people living in the United States.

8: Student training. As a counterpart for the intentional time built in for the professor to explore the community, industry, and work that will be part of the project, students need to have a base understanding as well. Student training in this criterion involves circumambulating the concept of culture and investigating the culture of the area that's being collaborated with. Furthermore, the criteria also look at the theoretical ideas of reductionism and complex systems to understand how different parts of society work to make the culture as a whole.

9: Communication. This theme mostly addresses intercultural communication and dovetails off of the student training subjects of learning to be culturally competent, communication styles, and the role that culture plays in conversation and interaction. More practically students are encouraged to explore the most effective means of communicating with their community partners, and if students are working directly with personnel in teams or partners, writing introduction statements for themselves.

10: Image. The topic of image is mostly centered around social media's role in the project. One of the first questions asked is simply, "does social media have a role in this project?". Hopefully, this opens a large conversation about how to avoid creating media surrounding the work being done that isn't self-serving, or if that's even possible. Other groups that have implemented these protocols have created expectations for social media use for the duration of the project and discuss how to address inappropriate use of social media during the project. Students must also consider how they're portraying the university, community, and themselves to the outside world with their vernacular, photos, and the narrative they create around the collaborations they're taking part in.

Discussion

Though this action research study and the curriculum created were carried out by and for one university's program, this should not limit its generalization. The programs targeted in this article have been built up by the faculty that has run them and their relationships with those community partners are individual, as well as the courses they've designed to go along with them. However, in essence, they are short-term international service programs, and very similar programs exist all over the country. In the same way, the principles and essential elements that the projects stand upon are—or should be—consistent with what is expected at other universities. If this is not the case, then the hope is that the curriculum would be of use to those programs.

With the ability to generalize this work established, the question is then how to go about making the information open and available to others. As mentioned, the product is, in essence, designed for sharing and collaboration, and therefore anyone with the link to the Google Drive

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folder or DropBox link can view and use the materials, and the link is also included at the end of this article. Through conferences, individual presentations, and the publication of this piece, the hope is to increase accessibility as much as possible. Within the university, there has also been discussion of putting the curriculum on a Canvas page that is open to all faculty, regardless of if they currently run a program, to give them an idea of what it takes and how they might go about doing it.

Over the last two and a half years, this project has developed from a small idea into something that will be hopefully long-lasting. It is the hope that other students will be empowered to take advantage of the opportunities around them or create them for themselves and question the structures in place. Through these actions, service-learning programs will become filled with student voices and passionate participants that will push universities and faculty to seek out resources to strengthen their programs and maximize the benefits for all parties involved.

*The Good Actions Collaborative Curriculum is accessible through the links below, or by contacting the author directly at tini10210@gmail.com
Google Drive:*

[Good Actions For Good Intentions Collaborative Curriculum for Ethical and Sustainable Service Learning Programs in Google Drive](#)

DropBox:

[Good Actions For Good Intentions Collaborative Curriculum for Ethical and Sustainable Service Learning Programs in DropBox](#)

Feedback Document:

[Good Actions Collaborative Curriculum Feedback Document](#)

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Appendices

**Appendix A: Hawthorne Rubric for International Service Learning
Service Learning Project Rubric**

Purpose: Use this rubric to assess current and future Service-Learning projects.

How to Use: The middle column addresses the criteria that must be met to meet the ethical standards of Service Learning. The 'Concerns' column is used to list critical feedback and areas of improvement. The 'Advanced' column is used to list areas in which the project has exceeded the standards and gone beyond what is expected. For more information please look at the sources listed on the last page.

| <p><u>Concerns</u> <i>Areas that Need Improvement</i></p> | <p><u>Criteria</u> <i>Standards for This Performance</i></p> | <p><u>Advanced</u> <i>Evidence of Exceeding Standards</i></p> |
|--|--|--|
| | <p><u>Criteria #1: Community Need</u></p> <ul style="list-style-type: none"> ● The project will be community-driven ● The project will support the local economy and/or local organizations ● Community need has been attached to an academic learning goal <i>before</i> the project will begin | |
| | <p><u>Criteria #2: Collaboration</u></p> <ul style="list-style-type: none"> ● Learners and community members will share a common long term goal ● An agreement between the two participants will be created ● Shared tasks will be created and used as a means to promote | |

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| | <p>personal interactions</p> <ul style="list-style-type: none"> ● Small NGOs or local groups will be used to connect more meaningfully, facilitate relationships, and provide perspective ● Sustaining and nurturing relationships will be the centerpiece of the project | |
| | <p><u>Criteria #3: Communication</u></p> <ul style="list-style-type: none"> ● Each party will have an understanding of their role and consistent communication will be upheld between both parties ● Faculty will remain in contact and involved with the local community and will be responsive to the needs and changing circumstances of the community | |
| | <p><u>Criteria #4 Professor Training:</u></p> <ul style="list-style-type: none"> ● Faculty involved will be educated and engage in ongoing development to ensure that they understand the diverse needs of local partners | |

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|--|--|--|
| | <ul style="list-style-type: none"> ● Administrators will provide clear guidelines to faculty along with training that involves learning about effective cross-cultural communication to develop meaningful relationships and ethical service-learning practices ● Faculty will also be skilled at facilitating learning inside and outside of the classroom, promoting skill development, and encouraging reflection for both students and the professor | |
| | <p><u>Criteria #5 Student Training:</u></p> <ul style="list-style-type: none"> ● Students will be properly educated to ensure that they understand the diverse needs of local partners ● Students will learn about monitoring progress, collecting feedback, maintaining positive relationships ● Students will be prepared to conduct an assessment and | |

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| | <p>reflection of the project by the end</p> <ul style="list-style-type: none"> ● Students will be exposed to information about the community's history, culture, language, and government ● Students will participate in discussions on responsible engagement that include self-reflection on the project as well as learning effective cross-cultural communication skills | |
| | <p><u>Criteria #6 Educational:</u></p> <ul style="list-style-type: none"> ● Faculty will connect local goals with academic goals by creating projects that benefit multiple participants such as the local communities, the students, and the college ● Goals will include a clear connection to the learning outcomes of the course while also benefiting the community partner in an ethical and sustainable manner | |

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| | <p><u>Criteria #7 Sustainability:</u></p> <ul style="list-style-type: none">● Administration will provide a commitment and a willingness to work with local communities and representatives and ensure sustainability● Faculty and Administration will ensure that the duration and intensity are enough so that students can make a positive and ethical impact● Administration and faculty will create structures to ensure that work and collaboration continues after travel | |
| | <p><u>Criteria #8 Image:</u></p> <ul style="list-style-type: none">● Photos/media will preserve the dignity of people in host communities and demonstrate the partnership between themselves and members learning together● Photos/Media that is publicly posted emphasizes the focus and goals of the project | |

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| | <ul style="list-style-type: none"> ● Photos/Media show an emphasis on respecting and working with the community first and foremost before tourism ● Members will be actively and critically conscious of their actions and motivations throughout the project | |
| | <p><u>Criteria #9 Respect:</u></p> <ul style="list-style-type: none"> ● Students and faculty will respect the people of the areas that they are visiting and value their dignity and human rights ● Unlicensed people will not do jobs they are not equipped for ● The primary focus of the project will not be about material support but rather on bringing global awareness and providing an opportunity to develop mutual understandings and shared goals | |

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| | <p><u>Criteria #10 Reflection:</u></p> <ul style="list-style-type: none">● Careful and deliberate reflection will take place by students and faculty before, during, and after travel takes place● Students will assess the project throughout its entirety● Results of the assessment will be shared and utilized to improve work● Local partners will be engaged in reflection and assessment activities whenever possible | |
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Appendix B: Curriculum Guides

Hawthorne Rubric for International Service Learning Theme:

Criteria #1: Educational Goal

- Faculty will connect local goals with academic goals by creating projects that benefit multiple participants such as the local communities, the students, and the college
- Goals will include a clear connection to the learning outcomes of the course while also benefiting the community partner in an ethical and sustainable manner

Good Actions Objective and Actionable Steps:

- **Objective:** Faculty will create a course and purpose that directly relates to their area of expertise and create educational goals that support the academic area being targeted in the course and the work on the ground and keep track of progress towards the educational goal. All of this is done while determining and prioritizing the needs of the community involved.
- How will this be accomplished in class?
 - Determining what the professor's area of expertise and interest is and how they can create a purpose for the project and a course that targets educational goals.
- What theoretical resources do I have to use?
 - SMART Goals online <https://www.mindtools.com/pages/article/smart-goals.htm>
 - Investigate what SMART goals are, why they're important, how the criteria can be used to formulate the educational goal for the course.
 - Ogden (2008) The View From The Veranda: Understanding Today's Colonial Student
 - Aligning the goal of the project with the preparation
 - Mitchell (2008) Critical vs. Traditional Service Learning
 - Creating an educational goal that works towards progress and development within the community
 - [The Updated Shoulder to Shoulder Definition and Components](#)
 - Make sure that the educational goal and structure of the class align with the guidelines
- What questions can I use to guide discussion and reflection?
 - What is my area of expertise?
 - How can I incorporate that into the goal of this project?
 - How does the course discipline align with my focus and the focus of the project? If there is dissonance- how can I solve it?
 - How does my educational goal reflect the mission of S2S?
 - How will I measure and track student reflection and feedback on the program?
 - How will I track qualitative and quantitative progress towards the educational goal of the project?
- What can I do to obtain this objective?
 - Use these resources and the SMART goal template to create an educational goal that benefits multiple partners and ties into the professors' area of expertise and the purpose of the project.
 - Determine how students will be assessed at the end of the course to determine if they've achieved the educational goal created
- What other themes does this relate to?
 - *Community needs, collaboration, respect, faculty training, reflection, sustainability*

Hawthorne Rubric for International Service Learning Theme:

Criteria #2: Faculty Training

- Faculty involved will be educated and engage in ongoing development to ensure that they understand the diverse needs of local partners
- Administrators will provide clear guidelines to faculty along with training that involves learning about effective cross-cultural communication to develop meaningful relationships and ethical service-learning practices
- Faculty will also be skilled at facilitating learning inside and outside of the classroom, promoting skill development, and encouraging reflection for both students and the professor

Good Actions Objective and Actionable Steps:

- **Objective:** Faculty will be able to articulate the relevant history of the community they're working with and how their project actively works towards sustainability and social justice.
- *Important Note: This criterion is one of the few to be considered and acted upon before and during the creation of the course attached to the Shoulder-to-Shoulder project. The objectives are meant for the professor to consider in regard to their own learning as they write their syllabus, select materials, and structure their course.*
- How will this be accomplished?
 - Independent research on the community, cause, and community partner they're collaborating with, critical reflection on the goal and progress of their program
- What theoretical resources do I have to use?
 - GlobalSL.org
 - A conglomerate resource with dozens of theoretical articles on global community development, reflection, power and privilege, health and safety, etc.
 - Ashoka
 - Community focused on higher-education and global citizenship, filled with resources, trainings and programs for faculty
 - BreakAway
 - Greater organization providing resources and training on service-based projects
 - International Association for Research on Service-Learning and Community Engagement newsletter
 - Newsletter to stay up to date on research in the ISL community
 - Seeking out local, reputable organizations and news outlets run by locals that serve in the relevant community to stay up to date on community
 - Yost, Sentner, Forlenza-Bailey (2000) Critical Reflection
 - Why reflection is important for service learning participants
 - Consider going through all the resources included in the curriculum to verse yourself on all the readings students will encounter in the course
- What questions can I use to guide discussion and reflection?
 - What parts of the culture's history are relevant to the project?
 - How can I stay up to date, in contact, and active within the community we're collaborating with?
 - How does the project work towards social change?
 - What was accomplished previously in the project?
 - How can that be built off to co-create new goals and work towards progress?
 - What is defined as "progress" in this context? Who defines progress? What does

- that mean for the people it's affecting?
- How does this information contribute to the course and its structure and content?
- What activities can I do to help obtain this objective?
 - Doing a critical review of the project in the previous year and determine strengths and areas of improvement
 - Develop an action plan to work towards progress in weaker areas
 - *Tentative* Attendance of the bi-annual meetings of all S2S program leaders to review programs and give updates on the progress, this would include creating a plan with actionable steps to make the following year
- What other themes does this relate to?
 - *community need, collaboration, communication, student training, sustainability, reflection*

Hawthorne Rubric for International Service Learning Theme:

Criteria #3: Sustainability

- Administration will provide a commitment and a willingness to work with local communities and representatives and ensure sustainability
- Faculty and Administration will ensure that the duration and intensity are enough so that students can make a positive and ethical impact
- Administration and faculty will create structures to ensure that work and collaboration continues after travel

Good Actions Objective and Actionable Steps:

- **Objective:** Faculty and administration will empower their colleagues to educate each other on service-learning programs and encourage their presence on campus to maintain and build the relationships the projects have developed.
- How will this be accomplished in class?
 - Facilitating conversations on the importance of the programs, the positive impact on faculty, students, and the university, and proving the progress and development being made within the projects.
- What resources do I have to use?
 - [The Updated Shoulder to Shoulder Definition and Components](#)
 - Based on the work of the S2S committee, the mission, definition, and essential components of a successful shoulder-to-shoulder project are outlined and the vernacular and goals outlined should be used to promote the programs and educate others
 - Shoulder-to-Shoulder Committee
 - The members of the committee themselves should be treated as an invaluable resource to faculty running programs as they all have to experience either running projects or being heavily involved in the coordination and review of the programs as part of their work on the committee and its subcommittees.
- What questions can I use to guide discussion and reflection?
 - How can faculty and administration work to sustain the relationships and community partnerships made with the current standing programs and work to develop new ones?
 - Why are S2S programs important?
 - How do they benefit students? Faculty? The university?
 - How can the people involved in Shoulder-to-Shoulder programs leverage their knowledge and experiences to benefactors and potential participants?

Good Intentions Aren't Good

- Why is it important to promote the programs to other people at the university?
- How can participants prove the value of these programs to the community?
- What can I do to obtain this objective?
 - Engage in conversations with participants of the trip to see what made their experience valuable, with committee members and personnel heavily involved in the programs
 - Advocate for and educate others on the work the university does to enrich students' experience and opportunities for affordable service learning projects.
 - Offer to be a part of the S2S committee to help strengthen and prolong the programs
- What other themes does this relate to?
 - *Communication, collaboration, faculty preparation, image*

Good Actions Objective and Actionable Steps:

- **Objective:** Students will be able to articulate, plan, and execute a project or activity that showcases the knowledge and experience they've gained from the program.
- How will this be accomplished in class?
 - Creating a project, presentation, or implementing a program that uses the information and skills used and gained through the project to make a long-lasting impact on the campus and within the community served.
- What theoretical resources do I have to use?
- What questions can I use to guide discussion and reflection?
 - What have you gained from this experience and course? What knowledge? What skills?
 - Are there any organizations, populations, or needs locally that connect or correlate with the work done in the program?
 - How can you take the information and skills you've gained and apply them locally? How can you help to educate or empower others?
 - How can you make sure that the work done during your time will continue to benefit the community?
 - How can you connect with the past and following cohort of the project?
- What activities can I do in class to help students obtain this objective?
 - Help students brainstorm group or individual projects to prolong their work; examples include
 - Digital stories: Have students collect pictures and footage throughout their time in the course and on the project to bring together in the form of a video that tells the narrative of their experience and shows critical thinking and reflection on their experience.
 - Wrap up event: have individuals or pairs create a presentation of their experience and takeaways and present in a science-fair style event shortly after their return, invite stakeholders and community members to the events to engage with students' reflections and ask questions
 - Symposium presentation: Enlist small group(s) or the entire group to put together a presentation or activity for a symposium to educate the Lasell Community on their cause, community partner, the work they did, and their takeaways from the project, including how they will continue the work.
 - Local service-learning project: Connect with a local organization working in the same field or with the same population as the community partner of the program and organize time or resources to be dedicated to

the group

- Emphasize the same principles of responding to community need, enforcing sustainable protocols, and critical reflection
- What other themes does this relate to?
 - *Communication, collaboration, respect, community need, image*

Hawthorne Rubric for International Service Learning Theme:

Criteria #4 Community Need:

- The project will be community-driven
- The project will support the local economy and/or local organizations
- Community need has been attached to an academic learning goal before the project will begin

Good Actions Objective and Actionable Steps:

- Objective: Students will be able to articulate what the goal for the project is, and how it responds to the community's needs.
- How will this be accomplished in class?
 - Examining what it means to respond to community need and why it's an essential component of ESISL, what the goal is, and if it's academic and responsive, examining how the professor/class agreed on that goal
- What theoretical resources do I have to use?
 - Mitchell (2008) Traditional vs. Critical Service Learning
 - The focus of the project- is it on the students or the community? A goal to work towards social change and equal exchange
 - Andreotti (2014) Soft versus Critical Global Citizenship Education
 - The danger of the colonial mindset going into projects internationally, looking at who you're serving through your project and goal
- What questions can I use to guide discussion and reflection?
 - What is the goal of this project?
 - Why is that the goal?
 - Is it an appropriate goal? Why?
 - How did I/we come up with that goal?
 - What is it based on?
 - How can we create actionable steps to work towards it?
 - Is this goal working toward social change? How?
 - Who is this goal serving?
 - How does this build off of the work from the last cohort?
 - How does it contribute to the overall goal of the project?
- What activities can I do in class to help students obtain this objective?
 - Circumambulate the goal created and facilitate discussion surrounding it and how it serves the community's needs
- What other themes does this relate to?
 - *Collaboration, communication, education, sustainability, reflection*

Hawthorne Rubric for International Service Learning Theme:

Criteria #5: Respect

- Students and faculty will respect the people of the areas that they are visiting and value their dignity and human rights
- Unlicensed people will not do jobs they are not equipped for
- The primary focus of the project will not be about material support but rather on bringing

global awareness and providing an opportunity to develop mutual understandings and shared goals

Good Actions Objective and Actionable Steps:

- **Objective:** Students and faculty will be able to articulate and explain the process and importance of gaining trust in a community partner relationship and how this helps to avoid exploitation of the resources and people.
- *This is a very abstract concept that is hard to explicitly address but is rather something that is understood by the students through their authentic experiences. However, the idea and its importance can also be demonstrated by detailing the journey to gaining trust and empathy with the community partner over time.*
- How will this be accomplished in class?
 - Discussion and modeling by the faculty member as to how they gained the trust of their community partner and how they express respect for them and how it's reciprocated by the community partner.
- What theoretical resources do I have to use?
 - Mitchell (2008) Critical vs Traditional Service Learning
 - Developing relationships that are truly reciprocal, not focused on materials or resources but implementation and longevity
 - Bennett (1998) Intercultural Communication
 - Avoiding exploitation during intercultural interactions by developing context and empathy
 - Illich (1968) To Hell with Good Intentions
- What questions can I use to guide discussion and reflection?
 - What is respect?
 - How does one earn respect?
 - How do *you* feel respected?
 - How could culture and experience affect people's definition of respect?
 - How can respect be built within community partner relationships?
 - Why is respect important to consider in the context of service-learning?
 - How can we avoid exploitation in our work on this project?
 - Discuss logistics of the project- are we supporting local businesses? Are we including local partners in our non-service activities if possible?
- What activities can I do in class to help students obtain this objective?
 - As a leader, share the story of how you developed a relationship with your community partner, how you gained trust, and how they earned trust from you
 - Encourage other leaders to come in and share their stories
- What other themes does this relate to?
 - *Communication, collaboration, community need, sustainability*

Hawthorne Rubric for International Service Learning Theme:

Criteria #6: Collaboration

- Learners and community members will share a common long term goal
- An agreement between the two participants will be created
- Shared tasks will be created and used as a means to promote personal interactions
- Small NGOs or local groups will be used to connect more meaningfully, facilitate relationships, and provide perspective
- Sustaining and nurturing relationships will be the centerpiece of the project

Good Actions Objective and Actionable Steps:

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- **Objective:** Students will be able to collaborate with their classmates and professor before the project to form a cohesive and trusting group
- How will this be accomplished in class?
 - Establishing trust, confidentiality, and safety within the project
- What theoretical resources do I have to use?
- What questions can I use to guide discussion and reflection?
 - Why is it important to have trust and confidentiality in group projects?
 - What strengths and areas of improvement does each member of the project bring?
 - What similarities and differences do the group members share?
 - Why is it important to acknowledge differences within the group?
 - How can acknowledging differences help us become a more cohesive group?
 - What are the important facets of an effective, trusting group?
 - How can we obtain those facets?
- What activities can I do in class to help students obtain this objective?
 - Cross the Line
 - Students acknowledge and discuss their similarities and differences in a productive way
 - Team building activities that get students comfortable with each other and promote teamwork
 - Scavenger hunt
 - Can be simply for fun/collaboration or can have students looking for important facts around campus, doing good deeds, etc
 - Two truths and a lie
- What other themes does this relate to?
 - *Communication, respect, sustainability, reflection*

Good Actions Objective and Actionable Steps:

- **Objective:** Students will be able to understand the value of the relationship with their community partner(s) and use shared tasks to form transformational relationships.
- How will this be accomplished in class?
 - Examine what it means to have a transformational relationship and why it's important, determine shared tasks that are productive, relevant, and work effectively towards the goal of the project.
- What theoretical resources do I have to use?
 - Ogden (2008) The View from the Veranda
 - The importance of authentic collaboration with community partners and equipping students with the skills to form these relationships
 - Theron (2008) The Developmental Change Agent
 - The difference between transactional and transformational relationships, intervening vs. collaborating, questioning your collaboration approach
- What questions can I use to guide discussion and reflection?
 - What does it mean to have a transformational relationship with a community partner? Who says it's transformational? For who?
 - Why/is it important to form transformational relationships?
 - How can we form and continue these relationships?
 - How is trust formed within a community partnership?
- What activities can I do in class to help students obtain this objective?
 - After establishing communication with the community partner, work to determine smaller, collaborative goals to work towards before traveling

- What other themes does this relate to?
 - *Communication, sustainability, community need, reflection*

Hawthorne Rubric for International Service Learning Theme:

Criteria #7 Reflection:

- Careful and deliberate reflection will take place by students and faculty before, during, and after travel takes place
- Students will assess the project throughout its entirety
- Results of the assessment will be shared and utilized to improve work
- Local partners will be engaged in reflection and assessment activities whenever possible

Good Actions Objective and Actionable Steps:

- **Objective:** Students will reflect on the different parts of themselves and determine how those might affect their experience and develop skills and base knowledge to understand and work through conflicts that might occur during the project.
- *Important Note: This topic is an essential understanding of international service-learning and being a conscious and self-aware citizen. Discussions and reflection on privilege, power, and identity should be integrated throughout the course and after returning from the project; suggestions for different activities are provided but encouraged to be broken up.*
- How will this be accomplished in class?
 - Allowing students a space to be reflective on what makes up them as a person and how those factors might affect their experience in the program, discussing privilege and power and how they play into service-learning internationally
- What theoretical resources do I have to use?
 - Zemach-Bersin (2008) American Citizens Can't Be Global Citizens
 - Implications of power and privilege for American students abroad
 - Yost, Sentner, Forlenza-Bailey (2000) Critical Reflection
 - Importance and need for reflection, circumambulating a subject through reflection
 - Reflection for change
- What questions can I use to guide discussion and reflection?
 - How do we identify?
 - Why do we identify that way?
 - What is the difference between personality traits and identity?
 - What kind of privilege do we hold as individuals?
 - What is privilege?
 - How will our privilege affect our experience?
 - How can we critically reflect on these aspects and prepare ourselves for potential conflicts?
- What activities can I do in class to help students obtain this objective?
 - Activities that ask students to examine their own privilege while not creating divides or polarizing the group
 - [Privilege For Sale Activity](#)
 - Identity Lesson
 - Have students examine their own identities and begin to think about what kinds of identities they might encounter during their experience and how it will affect their perceptions, observations, conflicts, and reflection
 - Consider using platforms like gosoapbox.com or other anonymous online forums that allow students to submit their thoughts without

fear of targeting from the class

- In discussions on power & privilege, but also during any in-class discussion, consider implementing the “rule of 3’s” in conversation, where you ask students that normally speak a lot in class to wait for 3 other people to talk before saying something, and for students that don't normally speak up in class, they must make an effort to speak at least 3 times during the conversation.
- What other themes does this relate to?
 - *Sustainability, collaboration*

Hawthorne Rubric for International Service Learning Theme:

Criteria #8 Student Training:

- Students will be properly educated to ensure that they understand the diverse needs of local partners
- Students will learn about monitoring progress, collecting feedback, maintaining positive relationships
- Students will be exposed to information about the community’s history, culture, language, and government
- Students will participate in discussions on responsible engagement that include self-reflection on the project as well as learning effective cross-cultural communication skills

Good Actions Objective and Actionable Steps:

- **Objective:** Students will be able to articulate the definition and nuances of culture, what it means to be culturally competent, and how it makes the complex system of society.
- How will this be accomplished in class?
 - Discussion and research on what culture is, why it’s important, what the different aspects are, what cultural competence is, what complex systems are and how they behave
- What theoretical resources do I have to use?
 - Swilling and Annecke (2010) Just Transitions
 - Complex systems and reductionism
 - Hanley (1999) Beyond the Tip of the Iceberg
 - Objective and subjective culture, cultural competence
 - Bennett (1998) Intercultural Communication: A Current Perspective
 - Cultural sensitivity, culture vs. Culture
- What questions can I use to guide discussion and reflection?
 - What is culture?
 - What are the relevant aspects of the culture of the community we’re working with?
 - What does it mean to be culturally competent?
 - What is a complex system and how does your community partner operate within the complex system of the greater society?
 - How can we properly acknowledge the complexities of our issue and not reduce it?
 - How does the culture and problem being addressed fit into the global world?
 - Does America have a role or influence on this culture? What is it and why is it so?
- What activities can I do in class to help students obtain this objective?
 - What is Culture? Presentation
 - Conduct a comparison of our culture and the host community's culture using the Hofstede Cultural Analysis
<https://www.hofstede-insights.com/product/compare-countries/>
 - Create a group definition of culture

- Start to look at what aspects of culture are relevant to look at in reference to the project goal
- Do a jigsaw of the different parts of the culture and have students present in a science fair-style
- Use the analogy of the university as a part of the complex system of America and then examine the community partner and how it operates in the complex system of the immediate society.
- What other themes does this relate to?
 - *Respect, collaboration, community need, reflection*

Hawthorne Rubric for International Service Learning Theme:

Criteria #9: Communication:

- Each party will have an understanding of their role and consistent communication will be upheld between both parties
- Faculty will remain in contact and involved with the local community and will be responsive to the needs and changing circumstances of the community

Good Actions Objective and Actionable Steps:

- Objective: Objective: Students will be able to describe the importance of and how to practice proper intercultural communication with peers and project collaborators.
- How will this be accomplished in class?
 - By discussing the implications and considerations for intercultural communication, working to communicate effectively with their community partners
- What theoretical resources do I have to use?
 - Bennett (1998) Intercultural Communication
 - Understanding the nuances of different ways that cultures communicate, how to be sensitive and aware of these factors, implications of intercultural interactions
- What questions can I use to guide discussion and reflection?
 - What kinds of things need to be considered when communicating with our community partners or people from other cultures in general?
 - What are some of the underlying factors that might contribute to our interactions with our community partners? Historically? Socially/culturally?
- What activities can I do in class to help students obtain this objective?
 - Create a biography page for each of the participants to share with the community partners
 - Make an introduction letter from the group or from each set of partners or individual with their goal and intentions going into the project to establish a line of communication
 - Determine the most effective means of communication- email, WhatsApp, etc
- What other themes does this relate to?
 - *Collaboration, respect, reflection, community need*
 - Good Action Objective and Actionable Steps:
- Objective: Students will be able to use their knowledge of intercultural communication to reflect on and further understand their interactions, conflicts, and observations during the project.
- How will this be accomplished in class?
 - Holding serious discussions about the meaning of service-learning, the vernacular

sounding it, and how our communication regarding the project feeds into our mindset going into the experience

- What theoretical resources do I have to use?
 - Mitchell (2008) Traditional vs. Critical Service Learning
 - Beginning of the discussion of helping vs. serving
 - Theron (2008) The Developmental Change Agent
 - Intervening vs. being a change agent
 - Remen (1999) Helping, Fixing, or Serving?
 - Anecdotal essay on the differences in these terms
- What questions can I use to guide discussion and reflection?
 - How do we talk about what we are doing?
 - What kind of vernacular do we use? (trip, project, service-learning, community development, etc)
 - What are the pros and cons of using these terms?
 - What is the correct way to describe what we're doing?
 - What kinds of things do we have to consider when facing miscommunications or conflicts with our counterparts?
- What activities can I do in class to help students obtain this objective?
 - Have students create scenarios (or the professor creates scenarios) centered around potential conflicts or possible interactions that could happen throughout the project
 - Consider some of the themes from the ISL rubric and how they can be incorporated or addressed in the scenarios
 - Consider having students act out some of the scenarios and address how to approach the situation or attempt to solve the problem
 - Focus on being self-aware in the situation being sensitive to the ways different cultures communicate
- What other themes does this relate to?
 - *reflection, respect*

Hawthorne Rubric for International Service Learning Theme:

Criteria #10: Image

- Photos/media will preserve the dignity of people in host communities and demonstrate the partnership between themselves and members learning together
- Photos/Media that is publicly posted emphasizes the focus and goals of the project
- Photos/Media show an emphasis on respecting and working with the community first and foremost before tourism
- Members will be actively and critically conscious of their actions and motivations throughout the project

Good Actions Objective and Actionable Steps:

- Objective: Students will explore how media works within the context of service-learning programs and determine the most effective way to use it within their project.
 - How will this be accomplished in class? Facilitating discussions surrounding proper use of social media, marketing of the programs, and determining guidelines for how/if the cohort wants to portray the project on social media
- What theoretical resources do I have to use?
 - Ogden (2008) The View from the Veranda
 - How social media skews students' experiences abroad

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- Blog posts on voluntourism and the negative potential effects of social media
 - [Does Voluntourism Do More Harm Than Good?](#)
 - [#InstagrammingISL](#)
 - [Voluntourism: What Could Go Wrong When Trying To Do Right?](#)
 - Staton (2015) 7 Reasons Why Your Two Week Trip to Haiti Doesn't Matter
- [TEDTalk. The Danger of a Single Narrative](#)
- What questions can I use to guide discussion and reflection?
 - Does social media have a place in service-learning?
 - Should social media be used during projects? If so, how can it be best used?
 - What kind of guidelines should social media posts follow?
 - How does social media influence the marketing and image of S2S?
- What activities can I do in class to help students obtain this objective?
 - Co-create community guidelines for social media usage throughout the project
 - Use scenarios to illustrate inappropriate use of social media
 - Make or find examples of exploitative social media use and ask critical questions:
 - How could you change these posts to make them more appropriate?
 - What do these posts say about the participants and the community partners?
 - Who are these posts serving/emphasizing?
 - Illustrate examples of students using social media at inappropriate times or other ethical dilemmas surrounding social media and ask students to come up with potential solutions to the problem
- What other themes does this relate to?
 - *Respect, communication, reflection*