The Third International Symposium on Service-Learning

Organized and Sponsored by:
University of Indianapolis, Indianapolis, Indiana, USA

Co-sponsored by:
University of Indianapolis–Athens, Greece
Indiana Campus Compact, USA
Miami University Hamilton, USA
Ningbo Institute of Technology, Zhejiang University, China

Proceedings

Phylis Lan Lin, Editor

2009
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I. Background, Acknowledgements, and Welcome

 Symposium Background and Purpose

Universities are increasingly embracing the notion of service-learning as a model to integrate research work, learning in the community, and civic engagement. Educators, communities, and students are working together to enhance relevant learning experiences outside of the traditional classroom setting. The essence of service-learning in higher learning must be assessed and reassessed. For example, the measurement of student outcomes, including the efforts to “identify and measure the outcomes of good practices” shall be an important part of the course evaluation (Gray, Ondaatje, & Zakaras, 1999). If we consider service-learning as a “social movement” or “social reform” in higher education, we must address a number of pertinent questions so that service-learning can be rooted in the fabric of higher education. The purpose of this symposium is to discuss and analyze these questions and, ultimately, the symposium aims to explore one of the strategic roles of higher education, i.e., the connections among educators, communities, and students.

Among the questions the conference will explore are:
1. What is the future direction for service-learning in higher education?
2. Is service-learning a social movement or a social reform in higher education?
3. What is the best design for student-university-community as mutual beneficiaries?
4. Is there any alternative future for service-learning in higher education?
5. What can we bring from service-learning international sites to service-learning domestic (community) sites?
6. Is service-learning at the expense of academic rigor?
7. How can service-learning courses be used as exemplars for an interdisciplinary approach in teaching and learning?
8. What are the new directions for Campus Compact for service-learning in higher education in terms of creating international partnerships?
9. How can we put theories and research into work? How can we use service-learning to test theories?
10. How can we get students to engage enthusiastically in service-learning projects?
11. Will service-learning replace traditional classroom learning or will it serve as a complementary tool? How do we assess the academic integrity of service-learning projects? Are the projects seen as an alternative method of learning and should not be assessed with the traditional evaluation tool?
12. How do institutions offering service-learning opportunities and those providing student volunteers work effectively together? How do service-learning programs work effectively with various institutional, governmental, and community partners?
13. In addition to student outcomes, what other kinds of outcomes should be measured?
"All three programs have provided opportunities for service-learning students that reach across disciplines of art, theater, music, dance, writing, and finally, occupational therapy.”—Marilyn Lake McElwain

“Today’s teachers must prepare tomorrow’s students to successfully manage a myriad of complex challenges and dilemmas associated with life and professional practice. Participation in service-learning experiences can provide valuable insights in the quest for authenticity in teaching and the facilitation of student knowledge and competency development for professional practice.”—Candace L. Beitman

“Service-learning, which combines the best of the teaching and service sectors, has proved to be a powerful and practical methodology and tool with far-reaching implications. Two separate yet interrelated goals—community engagement and student learning—set the nature and structure of a service-learning program in higher education.”—Mary Moore and Phylis Lan Lin

“The world is currently changing at a rate that requires a radical rethinking and reshaping of every sector of society on an ongoing basis.... In South Africa, we might need to move faster and with more urgency than is necessary in developed countries.”—Mabel Erasmus

“Through community partnerships and structural reflection activities, students will develop a sense of social responsibility and will critically evaluate and adjust their own values and perceptions as well as those of the profession.”—Berna Gerber

“Reflection is a core to adult learning, and service-learning should include reflective activities to justify its theoretical foundations.”—Teresa Carmichael

“From a policy-planning and philanthropic perspective, we should know whether service-learner participation is distributed equitably across the nonprofit sector or is rather concentrated among certain agencies according to certain organizational characteristics.”—Beth Gazley and Laura Littlepage

“The notion of community engagement in South African higher education is not new but currently has a far more intense focus as a national policy option and a criterion for auditing and scholarship development.”—C. J. Gerda Bender

“From a teaching perspective, the interdisciplinary SL model provides fulfillment thorough knowing that we are increasingly better at preparing our students for their future as both employees and engaged citizens. From a community-partnership perspective, we are convinced that this model can be of great service to NPOs and their clients. From a student perspective, this experience was reported to be a powerful, meaningful, and memorable learning experience—and hence a meaningful teaching experience.”—Karrie Kalich and Michael Hanrahan

“Service-learning is not only about the application of knowledge nor the development of skills but, at its core, is about the change of heart that takes place within the student.”—Blanche Pretorius and Juanita Bester

“It is perhaps not surprising that service-learning both continues to make progress and encounters major forms of resistance. Given that service-learning is a very complex concept—cutting across issues of pedagogy, personal development, the nature and purpose of community, the nature and purpose of higher education, etc., and in terms of connectedness on (and off) campus, having links with an enormous range of diverse groups, interests, and perspectives—it resists reduction to algorithmic toolkits, at least at the level of the institution.”—John Pomery

“Service-learning became an institutionalized part of higher education in the United States through a national social movement involving government, education, and civil society.”—Kenneth Colburn and Rona Newmark
Acknowledgements

There are many people who helped to make the first and the second symposia possible. The planning process for the Third International Symposium on Service-Learning once again has been a tremendous undertaking and has involved the time, energy, and skills of many individuals. First of all, I would like to thank Bonnie Kwan Huo, an internationally renowned artist in Hong Kong, for providing us with special permission to use one of her paintings for the cover of the Proceedings. Bonnie Kwan Huo’s works are included in museums, corporate, and private collections around the world. Her generosity is deeply appreciated.

Next, let me begin by thanking members of the planning committee. My deepest thanks go to Candace L. Beitman, Vasillis Botopoulos, Asi Boubaliki, Daniel H. Briere, Jeffrey T. Bryant, Marianna Foulkrod, Julie Gahimer, Stephanie Kelly, Fengyi Kuo, Marilyn McElwain, Kevin McKelvey, Susie Michailidis, Mary C. Moore, Elizabeth Newman, Kristene Ruddle, Antoinette Smith-Tolken, Chen Ferguson, Daniel Hall, and Weimin Xu for making time in their busy schedules to attend committee meetings and offer invaluable suggestions for the organization of this symposium.

Many thanks to Asian Programs Coordinator Patricia Cabrera, whose patience in working with me, her handling of publicity (with Elizabeth Newman) and the registration process, and the set-up of the second drafts of two charts (with Julie Gahimer, Stephanie Kelly, and Celeste J. Freeman) have enhanced the organization of the presenters’ information.

It has been my special pleasure to work closely with two colleagues from the College of Health Sciences during the planning of this symposium. Stephanie Kelly and Julie Gahimer did a wonderful job in compiling the spreadsheet for the submissions from the Call for Papers, reviewing (with Candace Beitman) the abstract proposals, and working on the first (with Dan Briere) and second draft program. They worked with me on the third and the fourth draft program. I forwarded them countless e-mail messages I exchanged with participants during the course of preparation. They have been well-informed with every detail of the planning and have been working with me closely to solve any problems or concerns that we encountered in the planning process. They brought valuable experiences from the conferences they had attended in the science field. I took their advice without hesitation.

One of the reasons for selecting Athens as the conference site is my hope to work more closely with our colleagues at our Athens branch campus. I cannot give enough thanks to our colleagues there for their prompt replies to the many questions and requests we had for logistical arrangements (including transportation, technology, space allocation, hotel reservations, invitation letters for participants to apply for their visas, meal arrangements, planning for excursion trips, etc.). Without careful logistical preparations, the conference would not be in good order. Our deepest thanks go to the host at our Athens campus for providing resources in order to make the conference procedures move forward as smoothly as possible. Special thanks must be addressed to Marianna Foulkrod, who chairs the Logistics Committee, for her talent in organizing events, her communication skills, and her utmost willingness to work with me at every stage of the planning process. Marianna, a promising young colleague, is the director of UIndy’s Community Programs Center, and her energy and devotion to service-learning projects has benefited students’ learning and the university’s recognition in the community. We are fortunate to have her serve on the symposium planning committee.

We also deeply appreciate the administrative support of Mary Moore, Vice President for Research, Planning, and International Partnerships. Vice President Moore is instrumental in providing funding to cover UIndy faculty registration fees. She has attended every planning committee meeting and has generously given the committee guidance and encouragement. Her opening keynote speech is inspiring and sets the tone for discussions for future direction of programs in service-learning in higher education at the symposium.

Organizing an international conference is extremely challenging. It requires many resources from all directions. We are very fortunate to have co-sponsors who have supported this conference not only in funds and grants, but also in sending delegations to attend the conference. We would like to express our deepest gratitude to the following symposium co-sponsors: Miami University Hamilton, Ohio, USA; Indiana Campus Compact, Indianapolis, USA; and Ningbo Institute of Technology, Zhejiang University, Ningbo, China. A special thanks goes to the University of Indianapolis–Athens.
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for hosting the conference. The Cultural Center, the conference site, is located on the foothills of the most magnificent historical site in Athens—the Acropolis. From the roof garden of the Cultural Center, we are able to overlook the ruins of ancient Greece. We are grateful to the University of Indianapolis–Athens for providing such a beautiful conference site. The site is not only enchanting but also intellectually stimulating. It adds so much to the success of this conference.

I have been working closely with Antoinette Smith-Tolken at Stellenbosch University, South Africa, since the first symposium. Antoinette is the co-founder and co-chair of this international symposium. After the success of the first symposium, when the second symposium was held on the campus of the University of Indianapolis, Antoinette led a delegation from South Africa to attend the conference. I have relied heavily on her research and field experiences in service-learning as well as her leadership skills in chairing the international conference, and she continues to bring her valuable input to the third symposium. I would like to express my thanks for her collegiality and enthusiasm, even though her institution is not one of the co-sponsors.

I have been very fortunate to have good helpers. The two student assistants, Amelia Comer and Celeste J. Freeman, have been helpful in many ways. They have been working with me tirelessly and diligently for many months. I wish I could bring them to Athens with me. They have grown with me. I see them as my junior colleagues.

Last but not least, participants from eleven countries and more than sixty universities will fly to Athens from all over the world to present papers, exchange dialogues, or be a thoughtful and responsive audience. They will make this conference one of the most exciting and enriching international gatherings. They have been most cooperative in meeting the deadlines for submitting proposals and sending pre-registrations and will actively participate in discussions. It is most comforting and encouraging to point out that many of the participants have presented papers since the first symposium. We have become close friends and colleagues even though we are halfway across the world from each other. This national and international networking is made possible because all of us have a common mission—through service-learning we are able to broaden the horizon of higher education and create a program that we trust will enhance student learning and civic engagement and will cultivate them to make healthier and better communities. That is what higher education is all about. If this conference is seen as a successful one, we must pay a great tribute to all participants—presenters and non-presenters—whose contributions and impacts are, indeed, beyond the scope of this conference.

Finally, on a more personal note, as Director of Asian Programs and Executive Director of University of Indianapolis Press, I took the privilege of providing resources and manpower for organizing this symposium and preparing the proceedings. As a means to support the symposium, the University of Indianapolis Press has published three books related to service-learning in the past five years (2005–2009). I am pleased to announce that the University Press has made plans to publish a fourth book, Service-Learning in Higher Education: Educators, Students, and Communities. The publication not only reflects one of the missions of the University Press—the emphasis on international titles—but also reflects a desire to enhance the symposium’s academic and research accountability. I hope these publications will provide colleagues a rich reference in the field of service-learning.

It has been a very rewarding experience working with all of you. On behalf of the symposium planning committee and the University of Indianapolis, I would like to salute the participants, co-sponsors, the host, and those who trust in us. Thank you.

Phylis Lan Lin
Symposium Chair
Associate Vice President for International Partnerships
University of Indianapolis
SYMPOSIUM WELCOME MESSAGE

The University of Indianapolis is privileged and honored to host the Third International Symposium on Service-Learning on our Athens campus. I am pleased and excited to learn that delegates from eleven countries, representing more than sixty institutions of higher education are attending the conference. This is a great opportunity for colleagues from so many parts of the world to share your experiences in teaching and learning all about an innovative concept, method, and practice—service-learning. More and more, higher education is aspiring to encourage students to embrace the importance of good citizenship and to cultivate in them values of social responsibility. Through this symposium, we hope to build and strengthen our international partnerships through intellectual exchange and resource sharing. I trust you will have a very productive conference and find ways to optimize the mutual benefits for universities, students, and communities via service-learning projects at both the local and international levels. I congratulate your scholarship in research, devotion in teaching, and enthusiasm in engaging communities for the promotion of meaningful learning for students and for strengthening community quality of life. I welcome you to this most beautiful historical site—Athens, Greece.

Beverley Pitts, President
University of Indianapolis
Chairs and Members of the Planning Committee

Candace L. Beitman  Occupational Therapy, UINDY (USA) (Abstract Committee)
Vasilis Botopoulous  University of Indianapolis–Athens (Greece) (Logistics Committee)
Asi Boubaliki  University of Indianapolis–Athens (Greece) (Logistics Committee)
Daniel H. Briere  College of Arts and Sciences, UINDY (USA) (Program Committee)
Jeffrey T. Bryant  The Phylis Lan Lin Program in Social Work, UINDY (USA) (Logistics Committee)
Patricia Cabrera  Asian Programs, UINDY (USA) (Publicity Committee; Registration Committee)
Chen Ferguson  Miami Ohio University Hamilton (USA)
Marianna Foulkrod  Community Programs Center, UINDY (USA) (Chair, Logistics Committee)
Julie Gahimer  School of Physical Therapy, UINDY (USA) (Chair, Program Committee)
Daniel Hall  Miami University Hamilton (USA)
Stephanie Kelly  School of Physical Therapy, UINDY (USA) (Chair, Abstract Committee)
Fengyi Kuo  Occupational Therapy, UINDY (USA)
Phylis Lan Lin  Asian Programs, UINDY (USA) (Symposium Chair)
Marilyn McElwain  College of Arts and Sciences, UINDY (USA) (Logistics Committee)
Kevin McKelvey  English Department, UINDY (USA)
Susie Michailidis  University of Indianapolis–Athens (Greece) (Logistics Committee)
Mary C. Moore  Office of Research, Planning and International Partnerships, UINDY (USA) (Program Committee)
Elizabeth Newman  Indiana Campus Compact (USA) (Publicity Committee)
Kristene Ruddle  Big Brothers Big Sisters, Indianapolis (USA) (Logistics Committee)
Antoinette Smith-Tolken  Division for Community Interaction, Stellenbosch University (South Africa) (Program Committee)
Weimin Xu  Ningbo Institute of Technology, Zhejiang University (China)
### Sponsor Websites

<table>
<thead>
<tr>
<th>Sponsors</th>
<th>Contact Person</th>
<th>Website</th>
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<tbody>
<tr>
<td><a href="www.uindy.edu">University of Indianapolis</a></td>
<td>Phylis Lan Lin, Associate Vice President for International Partnerships</td>
<td><a href="mailto:lin@uindy.edu">lin@uindy.edu</a></td>
</tr>
<tr>
<td><a href="www.uindy.gr">University of Indianapolis–Athens</a></td>
<td>Vasilis Botopoulos, Chancellor</td>
<td><a href="mailto:vbotopoulos@uindy.gr">vbotopoulos@uindy.gr</a></td>
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<tr>
<td>[Indiana</td>
<td>Campus Compact](<a href="http://www.indianacampuscompact.org">www.indianacampuscompact.org</a>)</td>
<td>Elizabeth Donovan Newman, Membership Coordinator</td>
</tr>
<tr>
<td><a href="www.ham.muohio.edu">Miami University Hamilton</a></td>
<td>Daniel Hall, Campus Dean</td>
<td><a href="mailto:hallde@muohio.edu">hallde@muohio.edu</a></td>
</tr>
<tr>
<td><a href="international.uindy.edu/ningbo.php">Ningbo Institute of Technology, Zhejiang University</a></td>
<td>Weimin Xu, Secretary General and Former President</td>
<td><a href="mailto:fao@hit.zju.edu.cn">fao@hit.zju.edu.cn</a></td>
</tr>
<tr>
<td><a href="www.sun.ac.za">Stellenbosch University</a></td>
<td>Antoinette Smith-Tolken, Deputy Director of Community Interaction</td>
<td><a href="mailto:asmi@sun.ac.za">asmi@sun.ac.za</a></td>
</tr>
</tbody>
</table>

*Stellenbosch University co-sponsored the first and the second symposia.*
II. Logistics

❖ Contact Persons at the Conference Site

Phylis Lan Lin (Symposium Chair)

Marianna Foulkrod (Logistics and Technology)

Susie Michailidis (Conference Logistics and Visa Application)
(+30)210323707

Antoinette Smith-Tolken (Moderator Coordinator)

Vasilis Botopoulos (Conference Logistics, Athens Campus)
(+30)6948600645

Asi Boubaliki (Excursion Trips and Logistics)
(210-32 36 647; 210-32 48 502)

❖ Excursion Trips

Wednesday (November 25): OPTIONAL (cost 90 euro per person)

Includes lunch and transportation to/from port; three-island cruise (whole day); Saronic Gulf Islands: Poros, Hydra, Aegina

Thursday (November 26): OPTIONAL (cost 75–90 euro per person depending on number of participants)

7:00–11:00 a.m. free time; 11:00–2:00 p.m. visit to Benaki Museum; 4:00–11:00 p.m. visit to Sounio and group dinner on the way back (dinner on your own); transportation will be provided.

Friday–Saturday (November 27–28): OPTIONAL (cost depends on number of participants and room preference.)

Two Day Excursion: Delphi, Rio, Olympia, Lagadia, Epidavros, Corinth Canal

Day One: Leave from Athens and heading for Delphi, the tour passes through Livadia and the picturesque village of Arachova on Mount Parnassos. Arriving in Delphi you will visit the archaeological site, Apollo’s sanctuary with the famous Oracle. Here the museum is rich in examples of Greek art including the masterpiece—the Charioteer. After Delphi you are guided along the Corinthian Gulf to Antirrio where you will cross the Gulf to Rio and the Peloponnese peninsula via the magnificent new bridge. Traveling along the west coast of the Peloponnese, you will arrive at Olympia for the night (Hotel Olympion Asty, 4 stars). Dinner is included.

Day Two: Dedicated to Zeus, Olympia is the birthplace of the Olympic Games. You will explore the temples of Zeus, Hera, and the stadium and gymnasium where athletes competed. Then visit the museum where the masterpiece—Hermes of Praxiteles—is housed. After Olympia, the tour takes you through Arcadia and the village of Lagadia on the mountainside. On our return to Athens, we visit the ancient theatre of Epidavros and make a photo stop at the Corinth Canal.
III. The Program

Theme Tracks

The Symposium will be underpinned by five parallel conference tracks that should address one or more of the symposium questions (see Symposium Background and Purpose on page 5):

(1) Paradigms for Institutionalizing Service-Learning and Models for Enhancing Institutional Support and Community Collaboration in Service-Learning
(2) Interdisciplinary Paradigms for Service-Learning in Higher Education
(3) Paradigms for Integrating University, Community, and Students as Mutual Beneficiaries
(4) Paradigms for International Collaboration in Service-Learning Projects
(5) Paradigms for Curriculum Development and Good Practice in Service-Learning
GUIDELINES FOR PRESENTERS

Introduction
Thank you for participating in this symposium that has become a formidable biannual event on the service-learning calendar. We believe that it will be a positive experience for everyone. We acknowledge that some of you may be experienced presenters, but the guidelines will ascertain that we have uniformity in all the sessions and a common understanding of the operational rationale of the symposium. The contribution of every presenter to the success of the symposium by keeping to the guidelines for concurrent sessions is greatly appreciated. The coordinator for moderators of concurrent sessions at the symposium is Antoinette Smith-Tolken: asmi@sun.ac.za. Please feel free to contact her at any time before or during the conference. A telephone contact number will also be available during the conference.

Before the session:
• Please familiarize yourself in advance with the room in which you will be presenting. It might be worth your while to test your presentation on the electronic equipment to be sure that it is working.
• You may save your presentation on a CD, DVD, or memory stick. Introduce yourself to the moderator and assist him/her to load your files on the desktop of the computer.
• The moderators will discuss the time arrangements with you and agree on time management procedure. The moderator will indicate when you have respectively five, three, and one minute left. Keep within the time limit, as moderators are requested to be strict with time limits.
• Please rehearse your presentation before the presentation and refrain from reading your presentation from a paper or the screen. Visuals can be a creative way to present your work and we strongly encourage the use of alternatives such as graphics or photographs.

During the session:
• You will be introduced by the moderator and assisted with distribution of materials when necessary.
• Workshops/Panels are structured to be 90 minutes. The rationale of those sessions is meant to be interactive and should not be dominated by presentations from the panel.
• Workshop sessions will be structured as follows: Each presentation is given 70 minutes for the presentation and followed by 20 minutes of discussion.
• Paper sessions will be structured as follows: Each topic/presentation is given 20 minutes for the presentation in the first hour followed by a combined discussion of 30 minutes.
• Moderators are instructed not to allow presenters to exceed their time limit.
• Moderators will facilitate the discussion time and allow presenters to respond to questions directed to them. Please be concise when answering questions to allow maximum discussion on all presentations. At the end of the discussion, you will be granted two minutes to respond to the discussion.

After the session:
• Please ascertain that you remove all your materials and memory stick (CD) after the session.

After the symposium:
• If you wish to submit your paper for the inclusion in a forthcoming book, Service-Learning in Higher Education: Educators, Students, and Communities, please review the Guidelines for Submission on pp. 132-134.
**Program Schedule at a Glance**

**DAY 1: Monday, November 23, 2009**

<table>
<thead>
<tr>
<th>Time</th>
<th>Session I 9:15–10:45</th>
<th>Session II 11:00–12:30</th>
<th>Session III 2:00–3:30</th>
<th>Session IV 4:00–5:30</th>
<th>Poster Presentations:</th>
</tr>
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<tbody>
<tr>
<td>7:30–8:15</td>
<td>Registration</td>
<td>First Plenary: Opening</td>
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<tr>
<td>8:15–9:10</td>
<td>Presided by: Phylis Lan Lin</td>
<td>Welcome: Vasilis Botopoulos</td>
<td>Keynote: Mary Moore</td>
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<tr>
<td><strong>Room:</strong></td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
<td>E</td>
</tr>
<tr>
<td>Session I</td>
<td>9:15–9:45</td>
<td>Savage, Grimes, Lee, Wehman, &amp; White (4)</td>
<td>Carmichael (3)</td>
<td>Vernon &amp; Palaia (1)</td>
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<tr>
<td></td>
<td>10:15–10:45</td>
<td>Mapp &amp; McFarland (4)</td>
<td>Tasker (3)</td>
<td>Pomerly (1)</td>
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<tr>
<td>Session II</td>
<td>11:00–11:30</td>
<td>Altenschmidt &amp; Miller (1)</td>
<td>Scarfino &amp; Bell (3)</td>
<td>Gringeri &amp; Solórzano (4)</td>
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<tr>
<td></td>
<td>11:30–12:00</td>
<td>Rocha (1)</td>
<td>Christian &amp; Green (5)</td>
<td>Phillips &amp; Blackburn (4)</td>
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<tr>
<td></td>
<td>12:00–12:30</td>
<td>Zhang &amp; Lin (1)</td>
<td>Scarfino, McMillen, &amp; Wrisinger (3)</td>
<td>Marthakis (2)</td>
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<tr>
<td>Session III</td>
<td>2:00–2:30</td>
<td>Bender (1)</td>
<td>Bester (5)</td>
<td>Beitman &amp; Wall (2)</td>
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<tr>
<td></td>
<td>2:30–3:00</td>
<td>Slamat (1)</td>
<td>Naude (5)</td>
<td>Carmichael (5)</td>
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<td>3:00–3:30</td>
<td>Slaton &amp; Slongo (1)</td>
<td>Briere, Foulkrod, &amp; Wallace (5)</td>
<td>Kelly, Worden, &amp; Bradley (3)</td>
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<tr>
<td>Session IV</td>
<td>4:00–4:30</td>
<td>McNeal &amp; Byrd-Verizzani (1)</td>
<td>Wren &amp; Smiley (5)</td>
<td>Adamson (4)</td>
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<td></td>
<td>4:30–5:00</td>
<td>Finley (1)</td>
<td>Bender, Wolvaardt, &amp; Blitz (5)</td>
<td>Wood &amp; Williamson (5)</td>
<td></td>
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<tr>
<td></td>
<td>5:00–5:30</td>
<td>Hanrahan (1)</td>
<td>Prospero (5)</td>
<td>Pak (5)</td>
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**Poster Presentations:**

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<tbody>
<tr>
<td>Monday, November 23 4:00–4:30</td>
<td>Waggie &amp; Khondowe (2) Wehman, Savage, White, Grimes, &amp; Lee (4) Sowers &amp; Rowe (4) Stuckart (3)</td>
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### Session V

**8:15–9:45**

**Room:** A

<table>
<thead>
<tr>
<th>8:15–8:45</th>
<th>Ruiz, Warchal, Chapdelain, &amp; Wells (3)</th>
<th>Hall &amp; Ferguson (4)</th>
<th>Fu (1)</th>
<th>Bender, Ebersoehn, &amp; Malekane (5)</th>
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</thead>
<tbody>
<tr>
<td>8:45–9:15</td>
<td>Palmer (1)</td>
<td>Killian &amp; Wills (1)</td>
<td>Gahimer (5)</td>
<td></td>
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<tr>
<td>9:15–9:45</td>
<td>Mualem &amp; Moore (1)</td>
<td>Davis (1)</td>
<td>Smith-Tolken &amp; du Plessis (5)</td>
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**Session VI**

**10:00–11:30**

**Room:** A

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<th>10:00–10:30</th>
<th>Higgins (3)</th>
<th>Ball &amp; Knapp (5)</th>
<th>Gazley, Littlepage, &amp; Bennett (1)</th>
<th>Topor (3)</th>
<th>Voss &amp; Harrington (1)</th>
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<tr>
<td>10:30–11:00</td>
<td></td>
<td>Kunce (5)</td>
<td>Waghid &amp; Newmark (1)</td>
<td>Dolan &amp; Mercer-Ballard (3)</td>
<td>Beukes (1)</td>
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<td>11:00–11:30</td>
<td></td>
<td>Clark (5)</td>
<td>Xu, Liu, Li, &amp; Zhao (1)</td>
<td>van Schalkwyk (5)</td>
<td>Cameron (1)</td>
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**Session VII**

**1:00–2:30**

**Room:** A

<table>
<thead>
<tr>
<th>1:00–1:30</th>
<th>Frumkin, Gonzalez-Acquaro, &amp; Rosenberg (5)</th>
<th>Pontikis (5)</th>
<th>Pang &amp; Zhang (5)</th>
<th>Mai (5)</th>
<th>Boakye-Boaten &amp; Ruffin (4)</th>
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<tr>
<td>1:30–2:00</td>
<td></td>
<td>Horrigan &amp; Doble (5)</td>
<td>Nothnagel (5)</td>
<td>Steyn (5)</td>
<td>Ulloa (4)</td>
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<tr>
<td>2:00–2:30</td>
<td></td>
<td>Shall (5)</td>
<td>McKelvey (5)</td>
<td>Bryant (5)</td>
<td>Wiegand &amp; Brosky (1)</td>
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**Session VIII**

**2:45–4:15**

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<tr>
<th>2:45–3:15</th>
<th>Marais &amp; Slamong (3)</th>
<th>Gong (1)</th>
<th>Jarosinski (1)</th>
<th>Soto-Rojas (4)</th>
</tr>
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<tr>
<td>3:15–3:45</td>
<td>Wilson &amp; Curtis (3)</td>
<td>Palmer (1)</td>
<td>Erasmus (1)</td>
<td>Martinez-Mier (4)</td>
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<tr>
<td>3:45–4:15</td>
<td>Weintrob (3)</td>
<td>Reynolds (1)</td>
<td>Miller, Klawowec, &amp; Konstans (5)</td>
<td>McCain &amp; Rozycki (5)</td>
</tr>
</tbody>
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**4:40–5:00**

University of Indianapolis Press: Publications on Service-Learning
Presided by: Phylis Lan Lin
Co-authors: Phylis Lan Lin, Mary Moore, John Pomery, & Rona Newmark

**5:00–6:00**

Reflective Discussions
Presided by: Antoinette Smith-Tolken, Stellenbosch University, South Africa

**6:00–6:15**

Closing Plenary & Announcement for Next Symposium: Phylis Lan Lin & Weimin Xu, Ningbo Institute of Technology, Zhejiang University, China

**6:15–7:15**

Closing Reception at the Cultural Center

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**Participants (No Paper Presentations):**

- Salome Achilleos
- Vasilis Botopoulos
- Xiwen (Ashley) Chen
- Joann Drnach
- Karen Hanrahan
- Cheryl Hough
- Christie Joel
- Margie Maistry
- Roseanne R. McDowell
- Susie Michailidis
- Yingxian Zhao
- Tom Reynolds
- Kevin Richins
- Pete Tasker
- Denise Wise
- Craig Yale
- Vickie Yale
- Jiangang Yang

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**DAY 2: Tuesday, November 24, 2009**

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## MODERATOR TABLE*

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<tr>
<td><strong>Session I</strong></td>
<td><strong>Session V</strong></td>
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<tr>
<td>9:15–10:45</td>
<td>8:15–9:45</td>
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<tr>
<td>Cheryl Hough</td>
<td>Kyriakos Pontikis</td>
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<tr>
<td>Margie Maistry</td>
<td>Vivian Gales</td>
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<tr>
<td>Karsten Altenschmidt</td>
<td>Roseanne McDowell</td>
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<tr>
<td>Julie Gahimer</td>
<td>Rona Newmark</td>
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</tbody>
</table>

| **Session II**           | **Session VI**            |
| 11:00–12:30              | 10:00–11:30               |
| Daniel Briere            | Firdouza Waggie           |
| Jeff Jarosinski          | Jacob du Plessis          |
| Mary Moore               | Karen Sowers              |
| Kevin McKelvey           | Daniel Stuckart           |
|                         | Juanita Bester            |

| **Session III**          | **Session VII**           |
| 2:00–3:30                | 1:00–2:30                 |
| Patricia Wien            | Toni Tasker               |
| Catherine Kunce          | Laurie Wood               |
| Jacob du Plessis         | Andrea Vernon             |
| Wollor Topor             | Christa Slaton            |
|                         | Jeff Bryant               |

| **Session IV**           | **Session VIII**          |
| 4:00–5:30                | 2:45–4:15                 |
| Raed Mualem              | Gerda CJ Bender           |
| Jerome Slamat            | Paula Horrigan            |
| Candace Beitman          | Laura Littlepage          |
| Mabel Erasmus            | Jacqueline Wall           |
|                         | Chen Ferguson             |

* Assigned and Complied by Phylis Lan Lin & Antoinette Smith-Tolken
  Coordinator for Moderators: Antoinette Smith-Tolken
Presentations (The Program)

The Third International Symposium on Service-Learning

“Service-Learning in Higher Education: Educators, Communities, and Students”

Sunday (November 22, 2009)
1:00–3:00 p.m. ....................... Visit to the Acropolis (Optional)
5:00–6:00 p.m. ....................... Registration and Pickup Registration Packages
6:00–7:30 p.m. ....................... Welcome Remarks from the Sponsor and Co-sponsors
7:30–8:30 p.m. ....................... Opening Reception and Entertainment
                                          Greetings from Belize, China, Cyprus, France, Germany, Greece, Israel, Liberia, South Africa, United Kingdom, and United States

Monday (November 23, 2009)
7:30–8:15 a.m. ....................... Registration
8:15–9:10 a.m. ....................... First Plenary: Opening
                                      Presided by: Phylis Lan Lin
                                      Welcome: Vasilis Botopoulos
                                      Keynote: Mary Moore

9:15–10:45 a.m. ....................... Session I
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Cheryl Hough, North Warren Regional High School, USA
#1 Service-Learning: Utilizing Local, Regional, and International Experiences: The Creation and Assessment of a Comprehensive Service-Learning Program (2)
Craig Ruby and Mark Drnach, Wheeling Jesuit University, USA

30-Minute Sessions

Room B
Moderator: Margie (Savathrie) Maistry, Rhodes University, South Africa
#2 Lessons Learned: Establishing Successful Domestic and International Community-Campus Service-Learning Partnerships (4)
Michael Savage, Judith Grimes, Nancy Lee, Therese Wehman, and Jeanne White, Elmhurst College, USA
#3 New-Generation Approaches to International Student Assessment (4)
Marilyn Lake McElwain, University of Indianapolis, USA
#4 Creating Effective International Collaborations for Short-term Service-Learning Trips (4)
Susan Mapp and Peggy McFarland, Elizabethtown College, USA

Room C
Moderator: Karsten Altenschmidt, Universitaet Duisburg-Essen, Germany
#5 Moving Beyond Academic Boundaries to Make a Difference in the Real World (3)
Teresa Carmichael, University of Witwatersrand, South Africa
#6 Communicating across Cultures (3)
Pamela V. Morris and Myron McClure, Purdue University, USA
#7 From Pilot Program to Sustainable Service: One Program’s Journey (3)
Toni Tasker, Simmons College, USA
Room D
Moderator: Julie Gahimer, University of Indianapolis, USA

#8 Blending Theory and Practice: Service-Learning and National Service (1)
Andrea Vernon and Marian Palaia, University of Montana, USA

#9 Re-thinking University-Community Partnerships as “Unbounded Sectoral Fields” of Engagement (1)
Antoinette Smith-Tolken and Jacob du Plessis, Stellenbosch University, South Africa

#10 The Source of the Incompatibility Between Positive Science and the Worldviews of Boyer, Dewey, Kolb, and others (1)
John G. Pomery, Purdue University, USA

11:00–12:30 p.m..............Session II
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Daniel Briere, University of Indianapolis, USA

#11 Service-Learning as a Vehicle & Catalyst for Social Change: Reframing Education in a Global Context & Extended Application (3)
Vivian E. Gales, Franjeska Brison-Chraniotis, and Dina Skias, University of Indianapolis, Athens, Greece

30-Minute Sessions

Room B
Moderator: Jeff Jarosinski, Our Lady of the Lake College, USA

#12 Service-Learning in German Higher Education: Development, Design, and Evaluation (1)
Karsten Altenschmidt and Joerg Miller, Universitaet Duisburg-Essen, Germany

#13 Curriculum Development in Service-Learning: Increasing Students’ Sense of Social Responsibility (1)
Cynthia Rocha, University of Tennessee, USA

#14 The Feasibility of Building Service-Learning Experience into Higher Education Curriculum in China (1)
Zhang Ping, Ningbo Institute of Technology, Zhejiang University China and Phylis Lan Lin, University of Indianapolis, USA

Room C
Moderator: Mary Moore, University of Indianapolis, USA

#15 Using the SIFE Team Model to Advance Academic and Community Partnerships (3)
Linda Bell and Deborah Reed Scarfino I, William Jewell College, USA

#16 Beyond Tracking Hours—Techniques for Assessing the Value of Service-Learning (5)
Devin Christian and Cynthia Green, William Jewell College USA

#17 The Economic Impact of Innovative Community Partnerships (3)
Deborah Scarfino, Dan McMillen, and Cole Wrisinger, William Jewell College, USA

Room D
Moderator: Kevin McKelvey, University of Indianapolis, USA

#18 Crossing Borders: Transformative Journeys in Community-Based Service-Learning (4)
Christina Gringeri, Armando Solórzano, University of Utah, USA

#19 Establishment of International Collaboration for Agricultural Advancement with Service-Learning as the Implementation Methodology (4)
Jerry M. Phillips and E. Eugene Blackburn, Morehead State University, USA

#20 Preparing Future Undergraduate Students: Understanding the Ethical Needs in Underserved Communities through the Incorporation of Service-Learning in an Interdisciplinary Medical Ethics Course (2)
Nancy B Marthakis, Purdue University North Central, USA
12:30–2:00 p.m. Informal Luncheon
2:00–3:30 p.m. Session III
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Patricia A. Wren, Oakland University, USA

#21 “Community & Change:” A Course for Communities, Students, and Educators (3)
Trinh Mai, Tiffany Sandberg, Abdi Mohamed, Stanley Lloyd, and Kendra Richins, University of Utah, USA
University Neighborhood Partners, USA

30-Minute Sessions

Room B
Moderator: Catherine Kunce, University of Colorado, USA

#22 Community Engagement and Service-Learning in a Faculty: Reform for Mainstreaming and Institutional Support at a South African University (1)
Gerda CJ Bender, University of Pretoria, South Africa

#23 How Does Service-Learning Support a Pedagogy of Hope? (1)
Jerome Slamat, Stellenbosch University, South Africa

#24 Institutional Barriers and Incentives for Promoting Service-Learning: Auburn University as a Case Study (1)
Christa Slaton and Fonda Slongo, Auburn University, USA

Room C
Moderator: Jacob du Plessis, Stellenbosch University, South Africa

#25 Enhancing the Educational Potential of a Service-Learning Module within an Allied Health Sciences Context (5)
Juanita Bester, Stellenbosch University, South Africa

#26 Using Reflection to Open Our Minds to Diversity (5)
Luzelle Naudé, University of the Free State, South Africa

#27 Factors Contributing to Success in Community Service and Service-Learning (5)
Daniel Briere, Marianna Foulkrad, and Katie Wallace, University of Indianapolis, USA

Room D
Moderator: Wollor Topor, University of Liberia, Liberia

#28 Development of an Interdisciplinary Service-Learning Course with Undergraduates and Older Adults (2)
Candace Beitman and Jacqueline Wall, University of Indianapolis, USA

#29 Service-Learning and Academic Rigor in MBA Programs in South Africa (5)
Teresa Carmichael, University of Witwatersrand, South Africa

#30 Service-Learning in Physical Therapy to Improve Senior Fitness: A Mutually Beneficial Partnership (3)
Stephanie P. Kelly and Sharon Worden, University of Indianapolis, USA, Terri Bradley, Baxter YMCA, Indianapolis, USA

3:30–4:00 p.m. Tea and Refreshments
4:00–5:30 p.m. Session IV
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Raed Mualem, Mar Elias, Israel

#31 The Use of Standards of Practice in Service-Learning Experiential Learning Coursework: Ensuring Authenticity (2)
Ronald J. Kovach, Purdue University Calumet, USA
30-Minute Sessions

Room B
Moderator: Jerome Slamat, Stellenbosch University, South Africa
#32 Designing Scholarly Service-Learning and Community Service Opportunities for Health Professional Students that Enhance Community Collaborations (1)
Meryl McNeal, Morehouse School of Medicine, USA and Daphne Byrd-Verizzani, Southeastern Primary Care Consortium Inc. Model AHEC (SPCC Atlanta AHEC), USA
#33 The Impact of Service-Learning on Student-Level and Institutional-Level Outcomes: Longitudinal Findings from a National Research Project (1)
Ashley Finley, Dickinson College, USA
#34 Faculty Motivation and Service-Learning: Using an Open-Source Content Manager to Offload Institutional Memory (1)
Michael Hanrahan, Keene State College, USA

Room C
Moderator: Candace Beitman, University of Indianapolis, USA
#35 Challenges of Faculty-Student-Agency Partnerships: Examples from a Community-Based Participatory Health Course (5)
Patricia A. Wren, Oakland University, and Melissa Smiley, University of Michigan, USA
#36 Monitoring and Evaluation: Stories of Our Collaboration in Fifth-Year Medical Education (5)
Gerda CJ Bender and Liz Wolvaardt, Julia Blitz, University of Pretoria, South Africa
#37 A Service-Learning Exemplar for Developing Reciprocal University-Community Partnerships (5)
Moisés Próspero, University of Utah, USA

Room D
Moderator: Mabel Erasmus, University of the Free State, South Africa
#38 Sustainable Development in Belize and Service-Learning Curriculum (4)
Nancy L. Adamson, Galen University, Belize
#39 Contending with Whiteness: Towards a Transformative Understanding of Race (5)
Laurie Wood and Lisa Williamson, Utah Valley University, USA
#40 When All Participants Become Both Community Service Providers and Recipients: A Service-Learning Project Meeting the Needs of Campus and Community (5)
Chin-Sook Pak, Ball State University, USA

7:30 p.m.-----------Trip to Glyfada, transportation provided (Group dinner at 30 Euros per person or dinner on your own; group dinner payment and sign-up sheet at the registration desk)

Tuesday (November 24, 2009)

8:15–9:45 a.m.-----------Session V
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Kyriakos Pontikis, California State University, Northridge, USA
#41 International Service-Learning: Who Benefits? (3)
Ana Ruiz and Judy Warchal, Alvernia University, Andrea Chapdelaine, Albright College, and Carole Wells, Kutztown University, USA
30-Minute Sessions

Room B
Moderator: Vivian Gales, University of Indianapolis–Athens, Greece

#42 Service-Learning in University Promotion and Tenure (4)
Daniel Hall and Chen Ferguson, Miami University Hamilton, USA

#43 Student and Academic Staff Perception of Service-Learning at the Central University of Technology, Free State (1)
EP Palmer, Central University of Technology, South Africa

#44 Service-Learning as the Bridge for Educational Partnerships (1)
Raed Mualem, Mar Elias, Israel and Mary Moore, University of Indianapolis, USA

Room C
Moderator: Roseanne McDowell, University of Notre Dame, USA

#45 Effectiveness of Service-Learning in Achieving Cognitive Learning Outcomes (1)
Yao-Yi Fu, Indiana University—Purdue University at Indianapolis, USA

#46 The Service-Learning Economy (1)
Larita J. Killian and Katherine Wills, Indiana University Purdue University Columbus, USA

#47 Research Center Model of Service-Learning: Providing a Metropolitan Impact (1)
Timothy Davis, University of Michigan-Dearborn, USA

Room D
Moderator: Rona Newmark, Stellenbosch University, South Africa

#48 Critical Engagement with Service-Learning and Good Practice Practicum in Educational Psychology (5)
Gerda CJ Bender, Liesel Ebersöh and Wendy Mapule Malekane, University of Pretoria, South Africa

#49 Can Service-Learning be Successfully Embedded into an On-Line Course? A Description of a Creative Community-Based Learning Project (5)
Julie Gahimer, University of Indianapolis, USA

#50 The Significance of Emotions in Enhancing Effective Learning through Reflection in Service-Learning (5)
Antoinette Smith-Tolken and Jacob du Plessis, Stellenbosch University, South Africa

10:00–11:30 a.m...............Session VI
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Firdouza Waggie, University of the Western Cape, South Africa

#51 Beyond the Books: Life-long Lessons and Lasting Community Partnerships through Service-Learning (3)
Carolyn Higgins, Purdue University–North Central, USA

30-Minute Sessions

Room B
Moderator: Jacob du Plessis, Stellenbosch University, South Africa

#52 Responding to Economic Downturn Through Service-Learning and Web 2.0 Technology (5)
Mary Alice Ball, Indiana University and Wendy Knapp, Indiana State Library, USA

#53 Picturing Now and Then, the West: Service-Learning in Nursing Homes (5)
Catherine Kunce, University of Colorado, USA

#54 Integrating Teaching Methodologies in a Service-Learning Course for Medical Students (5)
Claire H. Clark, University of Utah, USA
Room C
Moderator: Karen Sowers, University of Tennessee, USA

#55 Understanding Service-Learning from a Volunteer Management Capacity Perspective (1)
Beth Gazley, Indiana University–Bloomington, Laura Littlepage and Teresa Bennett, Indiana University-Purdue University at Indianapolis, USA

#56 Integrating Service-Learning: A Reflection on the Faculty of Education Stellenbosch University (1)
Yusef Waghid and Rona Newmark, Stellenbosch University, South Africa

#57 A Case Study of Service-Learning Theory (1)
Weiming Xu, Jianmin Liu, Chenggang Li, and Yingxian Zhao, Ningbo Institute of Technology, Zhejiang University, China

Room D
Moderator: Daniel W. Stuckart, Wagner College, USA

#58 Agricultural Students Cooperatives: Agents for Change (3)
Wollor Topor, University of Liberia, Liberia

#59 Service-Learning in the Design Studio (3)
Timothy D. Dolan and Jeanne Mercer-Ballard, Appalachian State University, USA

#60 An Evaluation of Service-Learning Outcomes for Community Members (1)
Frances E. van Schalkwyk, Central University of Technology, South Africa

Room E
Moderator: Juanita Bester, Stellenbosch University, South Africa

#61 Internships and Service-Learning: Pedagogical Insights from Texas (1)
Eden Harrington and Tanya Voss, University of Texas, USA

#62 Implementing a Service Internship Model within a Primary Health Care Context—Lessons Learned (5)
Susanna Beukes, Stellenbosch University, South Africa

#63 Bold Integration of Service-Learning in Training Health Professionals (1)
Donna Cameron, Georgetown University, USA

11:30–1:00. Luncheon
1:00–2:30. Session VII
Concurrent Sessions/Workshop

90-Minute Workshop

Room A
Moderator: Toni Tasker, Simmons College, USA

#64 Study Circles & Service-Learning: Lessons Learned (5)
Rhonda Frumkin, Katia González-Acquaro, and Susan Rosenberg, Wagner College, USA

30-Minute Sessions

Room B
Moderator: Laurie Wood, Utah Valley University, USA

#65 Sustainable Design and Community Service-Learning: Working with Communities to Create Humane Environments (5)
Kyriakos Pontikis, California State University, Northridge, USA

#66 At the Boundary: Reshaping Planning, Architecture, and Landscape Architectural Education with Service-Learning (5)
Paula Horrigan, Cornell University and Cheryl Doble, SUNY-ESF, USA

#67 Respecting Service and Learning (5)
Scott Shall, Temple University, USA
The Third International Symposium on Service-Learning

Room C
Moderator: Andrea Vernon, University of Montana, USA

#68 Service-Learning in the Curriculum: Apprenticeship in Public Written Discourse (5)
Jixian Pang and Jingyan Zhang, Ningbo Institute of Technology, Zhejiang University, China

#69 Service-Learning: Students Encounter with Strangers (5)
Jeanine Nothnagel, University of the Free State, South Africa

#70 From Red Ink Marks to Published Product: Service-Learning in Writing, Editing, and Publishing (5)
Kevin McKelvey, University of Indianapolis, USA

Room D
Moderator: Christa Slaton, Auburn University, USA

#71 Institutionalizing & Sustaining Service-Learning & Community-Based Research (5)
Trinh Mai, University of Utah, USA

#72 Service-Learning in Pastoral Care: The Story (5)
Jeannette Steyn, University of the Free State, South Africa

#73 Service-Learning in Distant Communities: How Students and Communities Benefit from Selfless Service (5)
Jeffrey Bryant, University of Indianapolis, USA

Room E
Moderator: Jeffrey Bryant, University of Indianapolis, USA

#74 From the Classroom to the Streets: Empowering the 21st Century Students through the Ghana Street Vehicle to Literacy Initiative (4)
Agya Boakye-Boaten and Tiece M. Ruffin, Morehead State University, USA

#75 Service-Learning Within the Acquisition of a Second Language (4)
Sara Ulloa, Utah Valley University, USA

#76 Service-Learning as a Vehicle to Meet the Mission, Needs, and Goals of Stakeholders (1)
Mark R. Wiegand and Joseph A. Broksy, Bellarmine University, USA

2:30–2:45 p.m. ................Tea and Refreshments
2:45–4:15 p.m. ................Session VIII
Current Sessions & Workshop

90-Minute Workshop

Room A
Moderator: Gerda CJ Bender, University of Pretoria, South Africa

#77 Collaboration Provides Dietetic Students with the Opportunity to Invest their Talents in the Community
Maritha Louisa Marais and Nazia Slamong, Stellenbosch University, South Africa

#78 Making Service-Learning Valuable and Visible
Kim Wilson, University of Nebraska, USA & Susan Curtis, Purdue University, USA

#79 Courage, Critical Thinking and Civic Innovation: When an Academic Department Commits to Social Change (3)
Lori R. Weintrob, Wagner College, USA

30-Minute Session

Room B
Moderator: Paula Horrigan, Cornell University, USA

#80 Modernization in China and Service-Learning in Higher Education (1)
Yingyan Gong, Ningbo Institute of Technology, Zhejiang University, China

#81 Service-Learning as a Learner-Centered Pedagogy (1)
EP Palmer, Central University of Technology, South Africa

#82 Curriculum Sequence for Preparing Health Professionals for Social Responsibilities (1)
Pamela Reynolds, Gannon University
Room C
Moderator: Laura Littlepage, Indiana University-Purdue University at Indianapolis, USA

#83 Documentation of Service-Learning Gains (1)
Jeff Jarosinski, Our Lady of the Lake College, USA

#84 In Pursuit of Good Practice: Utilizing a Web-based Database to Gauge Service-Learning Outcomes (1)
Mabel Erasmus, University of the Free State, South Africa

#85 Addressing Professional Accreditation Standards through Service-Learning and Interdisciplinary Collaboration: A Model for Best Practices in Higher Education (5)
DeMond Miller, Jennifer Kladowec, and Eric Konstans, Rowan University, USA

Room D
Moderator: Jacqueline Wall, University of Indianapolis, USA

#86 International Service-Learning Program, Mexico: Cultural Competence of Dental Students (4)
Armando E. Soto-Rojas, Indiana University School of Dentistry, USA

#87 International Service-Learning Programs at the Indiana University School of Dentistry (4)
E. Angeles Martinez-Mier, Indiana University School of Dentistry, USA

#88 International Service-Learning Programs at the Indiana University School of Dentistry (5)
Lillie McCain and Paul Rozycki, Mott Community College, USA

4:00–4:30 p.m. .................................................Poster Session Presentations
9:15–4:30 p.m (November 23-24)....Poster Display

#89 Service-Learning in a Rural Community: An Interprofessional Practice Example
Firdouza Waggie and Oswell Khondowe, University of the Western Cape, South Africa

#90 Using Research to Enhance Service-Learning Courses: An International Perspective on the Pedagogy of Teaching Children “At Risk”
Therese Wehman, Michael Savage, Jeanne White, Judith E. Grimes, Nancy L. Lee, Elmhurst College, USA

#91 Service-Learning Goes Global: Challenges and Opportunities in Higher Education
Karen Sowers, University of Tennessee and William Rowe, University of South Florida, USA

#92 The Assessment of College Students’ Civic and Critical Thinking in a Service-Learning Program in a High Needs Community
Daniel W. Stuckart, Wagner College, USA

4:40–5:00 p.m. University of Indianapolis Press Publications on Service-Learning
University Press Executive Director: Phylis Lan Lin
Co-authors: Phylis Lan Lin, Mary Moore, John Pomery, and Rona Newmark

5:00–6:00 p.m. Reflective Discussions
Presided by: Antoinette Smith-Tolken, Stellenbosch University, South Africa

6:00–6:15 p.m. Closing Plenary & Announcement for Next Symposium: Phylis Lan Lin & Weimin Xu, Ningbo Institute of Technology, Zhejiang University, China

6:15–7:15 p.m. Closing Reception at the Cultural Center
Participating Institutions

1. Albright College, USA
2. Alvernia University, USA
3. Appalachian State University, USA
4. Auburn University, USA
5. Ball State University, USA
6. Baxter YMCA, USA
7. Bellarmine University, USA
8. California State University–Northridge, USA
9. Central University of Technology, South Africa
10. Cornell University, USA
11. Dickinson College, USA
12. Elizabethtown College, USA
13. Elmhurst College, USA
14. Galen University, Belize
15. Georgetown University, USA
16. Indiana State Library, USA
17. Indiana University–Bloomington, USA
18. Indiana University-Purdue University at Indianapolis, USA
19. Indiana University-Purdue University–Columbus, USA
20. Indiana University, School of Dentistry, USA
21. Keene State College, USA
22. Kutztown University, USA
23. Mar Elias, Israel
24. Miami University Hamilton, USA
25. Morehead State University, USA
26. Morehouse School of Medicine, USA
27. Mott Community College, USA
28. Ningbo Institute of Technology, Zhejiang University, China
29. North Carolina Agricultural and Technical State University
30. North Warren Regional High School, USA
31. Oakland University, USA
32. Our Lady of the Lake College, USA
33. Purdue University, USA
34. Purdue University–Calumet, USA
35. Purdue University–North Central, USA
36. Rhodes University, South Africa
37. Rowan University
38. Simmons College, USA
39. Southeastern Primary Care Consortium Inc., Model AHEC, USA
40. Stellenbosch University, South Africa
41. SUNY–ESF, USA
42. Temple University, USA
43. The House of Representatives (The Parliament), Cyprus
44. The University of Cumbria, United Kingdom
45. Universitaet Duisburg–Essen, Germany
46. University of Colorado, USA
47. University of Indianapolis, USA
48. University of Indianapolis–Athens, Greece
49. University of Liberia, Liberia
50. University of Michigan, USA
51. University of Michigan–Dearborn, USA
52. University of Montana, USA
53. University of Nebraska, USA
54. University of Pretoria, South Africa
55. University of South Florida, USA
56. University of Tennessee, USA
57. University of Texas, USA
58. University of the Free State, South Africa
59. University of the Western Cape, USA
60. University of Utah, USA
61. University of Witwatersrand, South Africa
62. Utah Valley University, USA
63. Wagner College, USA
64. Wheeling Jesuit University, USA
65. William Jewell College, USA
IV. Abstracts

Keynote Speech Abstract

Presenter: Mary C. Moore

Key words: process education; methodology; service-learner; dimensions to service-learning experiences; typology for service-learning; learning outcome assessment

Title: Process Education™ and Typology for Service-Learning

Abstract:

What is it that we as educators share in the design of service-learning experiences? One response to what is shared is a methodology for the development of service experiences as key learning opportunities. By identifying critical elements to service-learning, educators then are able to design progressively engaging opportunities which, in turn, allow students to grow their performances as service-learners.

Process Education™ (http://perest.com/PC/PE/index.html) is both a philosophy of education that is learner-centered as well as being pedagogy for the development of learning opportunities. It is particularly useful as an approach to service-learning because it provides methodologies for designing key learning opportunities and for assessing the increased learning through participation in the experiences.

There are multiple dimensions to service-learning reflected in the many papers and workshops presented at the Third International Symposium on Service-Learning. These dimensions can serve as critical elements for the creation of a typology by which educators can define key learning opportunities and subsequently by which the characteristics of quality performances or learning outcomes can be assessed.

Four dimensions are defined as critical elements in the design of a typology for service-learning: (1) type of learning experience, (2) type of activities involved in the experience, (3) the learner’s level of self-engagement, and (4) the learner’s relation to the other. Across the dimensions are also five levels of performance which measure the extents to which the learners are engaged with the others whom are being served. Across the dimensions then students become increasingly engaged in acting on behalf of, or in partnership with, others as set out in Table One.

Table One: Dimensions of Service-Learning by Levels of Engagement Continuum

<table>
<thead>
<tr>
<th>Design of Learning or Service Experience</th>
<th>No Service-Learning Component</th>
<th>Classroom Study of Societal Problems</th>
<th>Volunteering</th>
<th>Service</th>
<th>Service-Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Type of Activities</td>
<td>No Field Experiences; (Traditional-Learning)</td>
<td>Literature Review; (Critical Thinking)</td>
<td>Performs Singular Acts of Kindness, Caring, or Giving; sense (of Social Responsibility)</td>
<td>Repairs, Replenishes, Rebuilds; (Extension of volunteerism)</td>
<td>Shares conditions, struggles and goals (Giving and Taking; Educator and Learner)</td>
</tr>
<tr>
<td>Learner’s Level of Self Involvement</td>
<td>Naive Viewpoint; passive</td>
<td>Identifies Differences Through Critical Inquiry; non-engagement</td>
<td>Cooperates with the Other; some degree of engagement</td>
<td>Collaborates with the Other; mutual engagement</td>
<td>Engaged with the Other; proactive; creative; self actualization; self-other mutuality; total mutual engagement</td>
</tr>
<tr>
<td>Learner’s Relation to the Other</td>
<td>No Relation</td>
<td>Imagines the Other’s Point of View; some sense of social awareness of other but no relation to the other</td>
<td>Encounters the other through discrete activities intended to meet the other’s needs; some relation</td>
<td>Identify respective roles and define interdependence through collaboration on a joint project; more relation but short duration</td>
<td>Develop common identities and new relationships through shared experiences; close relation with the other and longer duration</td>
</tr>
</tbody>
</table>
What are the relationships of the dimensions to one another? Does the learning increase as the degree of engagement increases so that service-learning is always preferable to volunteerism? Or is there a quality performance that can be defined for each level of engagement so that students can grow in the role as volunteers as well as the role of service-learners? Are the levels of engagement sequential where the learner moves from one to the other or can the levels be experienced concurrently with multiple levels of engagement possible for one student or within one service experience? In other words, there are four definitions one must take into account for service-learning experience to be meaningful and reflective: (1) definition of situation (2) definition of location or the social structure, (3) definition of self, and (4) definition of other.

By examining cases set forward in the papers of the Symposium, these questions are explored in relation to the dimensions of service-learning.
Presenters’ Abstracts

#38

Presenter: Nancy L. Adamson (track 4; 30-minute presentation)

Key words: sustainable development; curriculum

Title: Sustainable Development in Belize and Service-Learning Curriculum

Abstract:
Galen University, founded in Belize in 2003, is committed to integrating sustainable development (SD) across its curriculum. The university examines four areas of sustainable development—economic, environmental, social, and institutional—and all students take at least the introductory course in sustainable development. The aim of the SD courses is to integrate theoretical and academic examination of the issues facing the world today with practical and field experience that develop leadership for change. Service-learning is an ideal way to apply what has been discussed in the classroom and to give students the opportunity to develop personal and leadership skills. When done in an international setting, service-learning allows students to explore a new culture and gain new insights about themselves as they experience that culture.

This presentation will explore how Galen University integrates service-learning into a number of courses across the curriculum—from SD to tourism to statistics to social entrepreneurship to animal science. The majority of students at Galen University are Belizeans joined each semester by students from the US, Canada, and Europe for a semester study abroad program. Faculty who build service-learning projects into their courses face the challenges of making the experience meaningful and academically relevant, as well as integrating students from diverse backgrounds into teams.

Service-learning poses institutional challenges, which will be the second focus of this presentation. As a university located in a developing country, Galen receives many requests to assist U.S. universities in organizing service-learning projects. The valuable lessons from those partnerships will be outlined and explored, and recommendations will be made for improving international partnerships in service-learning projects.
The Third International Symposium on Service-Learning

#12

**Presenters:** Karsten Altenschmidt & Joerg Miller (track 1; 30-minute presentation)

**Key words:** German higher education; campus/community connection; experiential education

**Title:** Service-Learning in German Higher Education: Development, Design, and Evaluation

**Abstract:**
In German higher education, service-learning is a rather new method. After service-learning’s introduction at the beginning of the millennium, few universities systematically try to establish service-learning and take part in the increasing but still controversial discussion about it. As Germany is often and fittingly described as a “welfare state,” the idea of connecting campus and community is rather unfamiliar for both students and nonprofits. For a nonprofit organization, the university wasn’t exactly the first place to look for support in the past; nor was it the place to get hands-on work experience as a student. Since 2005, Duisburg-Essen University has been actively working to shift this view. Service-learning (and other forms of civic-student engagement) have been introduced to complement “conventional” classes, providing campus-community connections, and experiential education. Service-learning is considered to be of particular use for both subject-specific seminars as well as interdisciplinary seminars, which focus on the introduction and application of practical work methods and tools (such as personal, social, communication, and planning skills).

Against this background, we outline the present development of German higher education service-learning initiatives and introduce Duisburg-Essen University’s Center UNIAKTIV as one of the institutional spearheads. We then describe UNIAKTIV’s understanding of service-learning as a project-oriented supplement to “conventional” teaching and present an evaluation design developed and used by UNIAKTIV. The evaluation focuses on both student self-assessment and community partner self-assessment with regard to interdisciplinary service-learning courses. The results presented offer interesting insights into student and community partner satisfaction as well as into the societal and academic usefulness of the course work.
Presenters: Mary Alice Ball & Wendy Knapp (track 5; 30-minute presentation)

Key words: graduate education; professional identity; civic engagement; Web 2.0 Technology; information resource; WikiforWork

Title: Responding to Economic Downturn through Service-Learning and Web 2.0 Technology

Abstract:
In the Library Systems class at the Indiana University School of Library & Information Science at Indianapolis, service-learning is articulated using a professional-consulting model in which teams of master’s-level students conduct projects for libraries, archives, and museums rather than serve at these agencies for a set number of hours each semester. Students learn basic analytical, critical-thinking, and project-management skills by blending course materials with the service-learning experience. During the spring semester of 2009, when the state of Indiana was hit particularly hard by the economic crisis and experiencing high unemployment, teams of students were jointly developing “WikiforWork.” This wiki gathers and organizes resources on a national, state, and regional level to help libraries assist the unemployed, jobseekers, and small businesses. Working librarians who previously took Dr. Ball’s Library Systems class serve as an advisory board to students, reviewing WikiforWork, and making suggestions to enhance it. The Indiana State Library will host the wiki after the semester ends and sustain it as a model that public libraries can copy and supplement with local information.

This presentation reports on designing a service-learning class to optimize the benefits for students, universities, and communities while serving a pressing societal need. We discuss the use of emerging technologies that are the final product of a wiki and its accompanying video training materials as well as an integral part of class communication. The authors, representing the library school and the state library, discuss the issues and challenges of building a strong partnership. Reflection is an integral part of this class, and this presentation shares students’ perceptions of their involvement on the WikiforWork project and their personal development as civically engaged professionals. Students are especially motivated because they recognize the positive impact that WikiforWork may have on their communities.
#28

**Presenters:** Candace Lee Beitman & Jacqueline Remondet Wall  (track 2; 30-minute presentation)

**Key words:** interdisciplinary; wellness; undergraduates; older adults

**Title:** Development of an Interdisciplinary Service-Learning Course with Undergraduates and Older Adults

**Abstract:**
This presentation describes an innovative interdisciplinary service-learning class involving a community-based intervention for older adults that was designed to empower participants through instruction in optimal aging techniques. The program was delivered by two faculty members, one from Occupational Therapy (OT) and one from Psychology, with undergraduate psychology and graduate students from both disciplines working as part of a vertical team. The program, developed through internal and external grant funding, allowed eleven undergraduates to enroll in an elective course in psychology and offered three graduate students teaching assistantships. Course content included a mixture of didactic methods, including lecture and discussion, with an emphasis on the experiential component of the course.

Experiential components included observing faculty and graduate students lead group, followed by developing and delivering program activities in the classroom. Students rotated through classroom and community-based learning aspects of this program. Students also maintained personal journals related to their experiences and communicated with others in the class via group and discussion-board Web sites. Students presented final papers on their experiences to faculty and older-adult participants in a culminating course-program celebration. Presenters will discuss strengths, weaknesses, and lessons learned through this endeavor.
Abstracts

#15

**Presenters:** Deborah Scarfino & Linda Bell  (track 3; 30-minute presentation)

**Key words:** Library System class; academic and community partnerships; critical thinking; WikiforWork

**Title:** Using the SIFE Team Model to Advance Academic and Community Partnerships

**Abstract:**
This presentation will review how we use the SIFE (Students in Free Enterprise) USA team model to provide meaningful experiential learning by connecting community partners with students. SIFE is committed to community interaction and investment through applying knowledge achieved in the classroom to community projects that will impact others. Applied learning programs require students to make connections on many levels. Service-learning raises student awareness of good corporate citizenship opportunities. Solving challenges in the larger community requires one to create order out of chaos, think creatively and develop strategies without jumping ahead to erroneous conclusions. Setting goals, identifying strategy, assessing relevant previous knowledge, monitoring and measuring progress, and evaluating results, are all significant components of SIFE teamwork.

Our project examples will illustrate how we addressed current global concerns and how we generated sustainable program funding support for extended learning opportunities.

The first project presented is a program targeting college peers that highlighted credit, saving, and investing issues. Accounting majors joined and partnered with financial literacy outreach programs of the US accounting profession. Programs were developed to convey knowledge utilizing interactive teaching techniques that compelled target audiences to not only learn, but change money management behaviors. This project was another means of elevating the professional ethic of service to society.

The second project will explain an annual program that funds our team’s operational costs, while teaching important success skills topics to scout troops. This partnership between our campus, multiple community professionals, and a non-profit organization produces impressive results. This program model generates revenue to support interests that could not happen without institutional funding.

Service-learning work demonstrates to our students that affecting positive change in our world is possible even with small initial steps. Project teams then can take larger strides as goals, enthusiasm, and opportunities grow.
The Third International Symposium on Service-Learning

#22

**Presenter:** Gerda CJ Bender (track 1; 30-minute presentation)

**Key words:** institutionalizing service-learning; institutional support; social reform

**Title:** Community Engagement and Service-Learning in a Faculty: Reform for Mainstreaming and Institutional Support at a South African University

**Abstract:**
The purpose of this paper is to report on the *status quo* of community engagement in the Faculty of Education as a reconstruction and social reform process at a research university. The presentation consists of three sections that answer the questions: How do we conceptualize community engagement (CE)? What are the current initiatives, academic programs, and projects (practices in teaching-learning and research)? and What are the community-engagement indicators of strengths and growth points in the faculty? The focus is on curricular community engagement (CCE) and research-related community engagement (R-CE), which are integrated in the formal academic programs. Social reform actions for mainstreaming community engagement were identified: (1) A greater number of courses/modules with academic service-learning (ASL) and community-based research projects should be presented in academic programs. (2) More modules in programs that integrate ASL and community–based research into the core curriculum should be offered. (3) The Mamelodi Campus in a township should be one of the primary sites. Also discussed are the HOW of partnerships. The integration of different forms of CE activities in teaching-learning and research should be stated more specifically in the strategic and faculty plans and should be more evident in all undergraduate and postgraduate academic programs in the faculty (institutional support). With the newly established Committee for CE, structures are needed to oversee the planning and management of CCE and R-CE so as to support academic staff and students and to build university-service community partnerships. Indicators for social reform relating to mainstreaming and institutional support are presented.
Presenters: Gerda CJ Bender, Julia Blitz, & Liz Wolvaardt  
(track 5; 30-minute presentation)

Key words: academic service-learning; medical students; public health; collaboration, monitoring, and evaluation

Title: Monitoring and Evaluation: Stories of our Collaboration in Fifth-Year Medical Education

Abstract:
Health Sciences faculties in South Africa have a rich potential for contributing to good citizenship and social responsibility by transforming community-based service delivery into service-learning, but the initial changes have to come from within the university, academic staff, and students. Academics with an interest in educational strategies are the most likely change agents and role models who could make the small pivotal shifts that could make an innovative difference. Authors representing the three partners of academic staff, students, and community (clinics) used an evaluation research approach to tell their stories of collaboration. To encourage colleagues to reassess their teaching and learning methodologies, it is essential that authors share with colleagues the lessons learned and the outcomes of the monitoring and evaluation project of a module in fifth-year medical education that moved from a predominantly didactic method to service-learning. Evaluations, by means of questionnaires and focus groups, obtained from all the stakeholders confirmed that the service-learning used in the module enhanced students’ sense of social responsibility and their integrative and reflective learning and also met the needs of the clinics in terms of contributing to improving their service delivery. The results are presented by academics who will share their different experiences about the collaboration with a view to enhancing future research on monitoring and evaluation.
**Presenters:** Gerda CJ Bender, Wendy Mapule Malekane, & Liesel Ebersöhn (track 5; 30-minute presentation)

**Key words:** postgraduate students; community engagement; experiential and reflective learning

**Title:** Critical Engagement with Service-Learning and Good-Practice Practicum in Educational Psychology

**Abstract:**

The issue of community engagement in academic programs is often a cause for confusion. The purpose of this presentation is to critically engage the community with engagement and service-learning, which is a commitment to constantly deepening understanding and improving practice, and compare with a good-practice practicum in a postgraduate program. Service-learning within a module is different from community service, clinical practical, practicum, and other forms of experiential education, but this does not dismiss the good practices in the other forms of experiential education, as was evident in the research study about students’ experiences of a community-engagement practicum in a postgraduate program. The study consulted relevant literature relating to community engagement, the experiences of students in community-engagement activities, the asset-based approach, positive psychology, and the learning strategies relevant to the community engagement practice, namely experiential and reflective learning. A qualitative research approach was applied, guided by an interpretive epistemology. An instrumental case-study design was employed, and a department of a research university in South Africa that was involved in the community-engagement practicum was conveniently selected, including eight master students. Focus-group interviews, reflective journals, and visual data served as data-collection methods. Four main themes emerged as the result of thematic analysis and interpretation of the students’ experiences of the practicum.

Based on the findings, community engagement in the Educational Psychology practicum, in comparison with good-practice service-learning, can be regarded as being a valuable inclusion to the training program of these students, as it gave them the opportunity to interact with diverse clients in a South African setting. As a result of experiential learning during the practicum, students acquired several skills they would not have gained in a classroom setting, such as the ability to work with diverse groups, with different age groups, and in different contexts.
Presenter: Juanita Bester (track 5; 30-minute presentation)

Key words: service-learning module; occupational therapy; allied health sciences; evaluation

Title: Enhancing the Educational Potential of a Service-Learning Module within an Allied Health Sciences Context

Abstract:

A service-learning module was introduced in the Occupational Therapy Division, Faculty of Health Sciences in 2006. In this module, final-year students are placed in various role-emerging communities, where they have to execute an extensive situation analysis to determine and prioritize the main problems and needs of the community and its members. A program to address these needs is then designed, implemented, and evaluated for its value, contribution toward addressing the identified needs, impact on the wider community, and sustainability.

The service-learning module needs to be evaluated in terms of its structure, management, course materials, and especially its outcomes related to student learning in order to identify those program-elements that need to be retained, adapted, and redesigned to optimize the learning opportunities for students. The overall aim of the module in terms of student learning is to expose them to the primary health care setting in preparation for their compulsory community-service year after graduation. The discussion focuses on:

- The experiences of final-year undergraduate students regarding their own learning in this module (2006 and 2007).
- Information gathered from 2006 and 2007 graduates regarding the skills acquired in the undergraduate training and the application thereof in their community-service year.
- The results of the evaluation of the processes and the perceived successes and failures of the module.
- Implementing changes suggested by the evaluation of the module to maximize student learning.
Presenter: Susanna Beukes  (track 5; 30-minute presentation)
Key words: service-learning internship; occupational therapy; HIV support group
Title: Implementing a Service Internship Model within a Primary Health Care Context—Lessons Learned
Abstract:
A service-learning module was implemented in the division of Occupational Therapy, Stellenbosch University in 2006. Due to the success of services rendered by students within this module, the Occupational Therapy Division was approached at the end of 2007 by an NGO for service provision in the Kayamandi area. Kayamandi is a low socioeconomic area in the Stellenbosch Wine Lands area with a high unemployment rate.

During consultation with the service provider, they identified the HIV support group as a potential group in need of Occupational Therapy services. The service provider expressed its concern that the sick roles were prevalent in the group and that group members became increasingly dependent on the support group.

The occupational therapy lecturers consulted with the group members to identify the factors that limited their participation in activities of daily living. One of the needs they expressed was their desire to be employed. They identified the domestic area as a possibility for future employment. It was decided that within the framework of a service internship model, a work-rehabilitation program for the group members would be designed and implemented under the management of final-year occupational therapy students.

In this presentation, the process of needs identification, planning, implementation, and evaluation of the work-rehabilitation program for the HIV support group will be discussed using the participatory action research framework. The focus will be on the experiences of the group members, service providers, and the eight final-year students who were involved over 2008 and 2009.
**Presenters:** Agya Boakye-Boaten & Tiece M. Ruffin  (track 4; 30-minute presentation)

**Key words:** international partnerships; service-learning in higher education

**Title:** From the Classroom to the Streets: Empowering 21st Century Students through the Ghana Street Children Literacy Initiative

**Abstract:**

This presentation highlights global experience and international activism as an important component for the 21st century college student. Through qualitative inquiry (interviews, field observation, and document analysis), this presentation sheds light on how student learning is further deepened on contemporary world issues through service-learning. Global experience and international activism raise the moral consciousness of students, initiate them into the community of global citizens, and enhance their understanding of intricate global dynamics. The Ghana literacy initiative is an example of how a college classroom becomes a transformational tool for students to engage in global service, leadership, civic responsibility, and the formation of continuous international partnerships.

Given the flow of economics and culture in the era of globalization, students benefit greatly from face-to-face interaction with individuals in other countries and cultures. For students to be competitive and well-rounded in a global economy, learning about other cultures is exponentially enhanced by academic exchange and service through leadership with members of other cultures. Participants of this initiative have acknowledged how the Ghana experience has ignited a sense of inner reflection, dream adjustment, and overhaul of expectations, making them more reflective, better focused, and ever ready to lend a helping hand to the disadvantaged.
#27

**Presenters:** Daniel Briere & Marianna Foulkrod  
(track 5; 30-minute presentation)

**Key words:** good practices; sustainability

**Title:** Factors Contributing to Success in Community Service and Service-Learning

**Abstract:**
A review of the literature on community service (CS) and service-learning (SL) illustrates some significant common practices, including proper placement, selectivity of applicants, sound supervision, active participation, and reflection. The presenters of this session intend to apply these common practices to a study of the University of Indianapolis’ Laurelwood Project, a community-service and service-learning experience that has been in existence since 1996. Besides exploring practices contributory to the success of the Laurelwood Project, the presenters will highlight an aspect that is less often mentioned in the literature: sustainability. As a thirteen-year project, Laurelwood is well known and valued, and easily attracts, annually, forty-five participants between the ages of four and seventeen as well as fifteen to twenty-five college students who are volunteers or members of service-learning classes. The present session will, moreover, examine the design features of the Laurelwood experience that cultivate sustainability.
Abstracts

#73

**Presenter:** Jeffrey Bryant  
(track 5; 30-minute presentation)

**Key words:** distance learning; selfless service; experiential; benefits

**Title:** Service-Learning in Distant Communities: How Students and Communities Benefit from Selfless Service

**Abstract:**
Service-learning provides an excellent model of learning that transcends culture, economics, ethnicity, and language. This learning model adapts well to local communities as well as to communities at a distance and even has global applications. This presentation focuses on how a distant, impoverished community in the state of Alabama and a comparatively affluent group of students from the University of Indianapolis in the state of Indiana mutually benefited from the students’ service-learning experiences. The presentation will focus on two major topics:

- The ways students benefit from selfless service to others.
- A replicable model for implementing a distant service-learning trip.

After learning about the culture and the people of Sylvania, Alabama, in the classroom setting, four groups of University of Indianapolis students have traveled hundreds of miles to serve a community of largely impoverished and Hispanic individuals. As a result of these trips, students have returned changed. During classroom instruction prior to the trip, students began to cognitively invest themselves in the motto, “It is not about me; it is about serving others.” Through the experiential element of service to the Upper Sand Mountain Parish in Sylvania, Alabama, the students internalize the motto and are changed. Implementing a plan for service-learning at a distance requires additional planning beyond what community service-learning experience requires; however, because students and communities benefit immensely, the rewards are worth the effort.
Presenter: Donna D. Cameron (track 1; 30-minute presentation)

Key words: curriculum development; lessons learned; assessment; challenges

Title: Bold Integration of Service-Learning in Training Health Professionals

Abstract:
Social-economic challenges nationally and internationally require better preparation for students to meet the needs of diverse populations, diverse communities, and vulnerable populations. Cultural and linguistic competencies combine in service-learning to enhance a sense of social responsibility and responsiveness to community assets and needs. Since 1996, our urban medical center has partnered with more than 40 community-based organizations in Washington, DC, to train medical students to (1) effectively identify and respond to healthcare needs of diverse, vulnerable populations and (2) advocate for change in social conditions that result in vulnerability. Each year, approximately 30 community leaders and their constituents, 30 university leaders, and the entire first-year class collaborate to assist medical students in developing certain educational competencies that are not easily attained in the classroom setting alone.

Right from the beginning of the service-learning experience, our students receive opportunities to identify factors that contribute to their community’s resilience. A specific learning instrument, the Community Asset Mapping Tool, provides a new lens for observing and describing their community settings. With their heightened appreciation of the community’s resilience factors, students develop appreciation for the importance of community-campus partnerships and the value of community-based participatory research as a mechanism to strengthen and improve communities. They also develop awareness of community problems at the national and local levels, which we hope will lead to a lifelong commitment to community service. Workshop participants will be engaged by:

1. Commenting on the current student roles and suggesting new goals, activities, and assessment methods.
2. Suggesting methods to recruit faculty who have a heart for community-based learning and partnership development.
3. Identifying characteristics of community partners who are successful coeducators.
4. Suggesting strategies to encourage community-campus engagement in participatory research.
Presenter: Teresa Carmichael (track 5; 30-minute presentation)

Key words: service-learning; MBA programs; action research; South Africa; management education

Title: Service-Learning and Academic Rigor in MBA Programs in South Africa

Abstract:

At the ISSL 2005, a proposed model combining service, learning, and research into MBA programs in South Africa was presented. The underpinning principle was the newly legislated transformation imperative for higher education, obliging universities to engage with communities in a more structured way to mutual benefit. Four years and one PhD later, the findings from that research are presented.

The final version of the model was implemented through action-research–based interventions in two MBA programs. Heavily triangulated data was gathered from seven populations using a variety of techniques.

It was found that MBA students acting as consultants implemented the theories of organizational development in practical ways to the stated benefit of the community organizations with which they worked. Assessment at Kirkpatrick’s four levels suggested that, generally, academic learning had been enhanced. Many students also reported deep personal growth, empathy, and an appreciation for the complex social and economic needs that make up the fabric of South Africa.

This exploratory research is not intended to be generalized to all MBA programs in South Africa or elsewhere; however, the findings suggest that service-learning may be a valuable and underutilized pedagogy in management education while addressing social, economic, and educational transformation needs.
#5

**Presenter:** Teresa Carmichael  
(track 3; 30-minute presentation)

**Key words:** service-learning; student activities; student achievement; community benefit; course structure

**Title:** Moving beyond Academic Boundaries to Make a Difference in the Real World

**Abstract:**
Community engagement, of which service-learning is only one aspect, has attained a critical mass of attention in higher education institutions around the world. As such, there is much activity in the form of research and implementation of various programs, along with the expected rise in the number of publications on the topic.

However, the question must be asked of academia: Does what has been written and published make the kind of positive real-world difference that is written about? Where do the boundaries of our concepts and theories make way for practice? And how do we measure the results of those practices?

Student volunteering has long existed in universities, and much good has been achieved; however, this good can be greatly amplified without necessarily increasing resources, but through various collaborative-leveraging mechanisms. Case examinations of the volunteering and service-learning activities in a South African university have demonstrated that there are numerous synergies to be exploited between stakeholders to the benefit and personal development of all the stakeholders. These activities have the potential to deliver real, visible, and lasting benefits, which accrue not only to the under-privileged communities being served, but also to those delivering the services.
#54

Presenter: Claire H. Clark (track 5; 30-minute presentation)

Key words: teaching methodology; medical students; service-learning course; community-based service-learning; classroom-based lecture; computer-based interactive learning

Title: Integrating Teaching Methodologies in a Service-Learning Course for Medical Students

Abstract:
Service-learning (S-L) is a well-documented teaching methodology spanning from kindergarten through higher education. It is less well-studied in medical education: most medical schools adhere to very traditional and inflexible curricula; there is a lack of trained, experienced faculty to teach S-L courses; there is a reluctance to staff and fund the unique needs that S-L courses require; there is a lack of trained preceptors and staff at community-based sites for “partnering;” and few medical-school courses are of adequate length to complete a thorough S-L project. This presentation describes an S-L–designated course that teaches community-oriented primary care (COPC) to fourth-year medical students, a design that recognizes the above challenges and our efforts to resolve them by integrating the complementary pedagogies of (1) community-based S-L, in which students work with community partners to negotiate mutually beneficial community projects and, upon completion, present them to community, faculty, and peers for a grade; (2) classroom-based lecture, which orients students to course expectations, principles of the three-step COPC model, and how the model’s principles guide and organize their project design; (3) computer-based interactive learning, which is an interactive program that transcends chronological time, thus enabling students to also “virtually experience” the entire COPC experience that limited classroom time cannot permit. Students choose one of two simulated communities, computer programs that must meet their future practice needs—rural or urban—that include Spanish components (both demonstrated). Recent course-computer-program evaluation suggests that this integrated teaching methodology is an example of best design for student-university-community as mutual beneficiaries, in that students evaluated the course very positively; the quality of S-L projects and presentations was excellent; students at off-campus and international sites had no difficulty; learning outcomes were achieved; and positive attitudes toward future community engagement increased.
#16

**Presenters:** Cynthia Green & Deven Christian  
**Key words:** assessment; cyber behavior  
**Title:** Beyond Tracking Hours—Techniques for Assessing the Value of Service-Learning  
**Abstract:**

This presentation will review two service-learning projects completed within our SIFE (Students in Free Enterprise) program that created meaningful impact and added academic value. Both projects received considerable attention from the community at large, mostly because of the value provided.

Responding to suggestions by educators, clients, parents, and students concerning the effects of cyber behavior on personal and professional relationships, this presentation will share how undergraduate students, working with cyber crime professionals from the FBI, helped educate parents of middle-school students about cyber ethics and how they measured the success of their program.

A second program targeted the important topic of financial literacy with elementary-aged students. The children learned how to handle money through four lessons on saving, spending, investing, and donating. A partnership with a local bank extended the learning impact and helped launch the program into local schools with a custom cow bank named “Moolah.” We will explain how we assessed the impact of this project on several levels while providing benefits to college students and the extended community.

Survey results from data collected with the sample group will also be shared as an example of how service-learning and scholarship work are easily combined.
Abstracts

#47

Presenter: Timothy Davis     (track 1; 30-minute presentation)
Key words: institutional support for service-learning; community collaboration; mutual benefit for university, community, and students

Title: Research-Center Model of Service-Learning: Providing a Metropolitan Impact

Abstract:
iLabs, the University of Michigan–Dearborn’s Center for Innovation Research, is a model for service-learning with a vision of making an impact on a major metropolitan region. Embracing the university’s metropolitan vision, iLabs engages students and faculty in applied-research studies that assist community partners in shaping strategic decisions and planning for the future. Approaching participation in iLabs as an applied internship allows upper-level undergraduate business students to complement their classroom learning with hands-on experience. Under faculty guidance, student teams spend an academic term as researchers examining a specific organizational or regional concern, which culminates in presenting empirically based solutions to create value for the community. Additionally, faculty lead time-sensitive studies while providing academic rigor and high-level analysis for partner organizations. The research-center model of service-learning creates a “front door” for community partners to access the university’s resources. The center provides an environment where students can both learn about and experience the challenges they will encounter as they transition to careers and consider their method of community involvement in the future. The center also acts as a clearinghouse for the sharing of the best practices learned from individual studies and a collaborative home for scholarly publication.
#59

**Presenters:** Timothy D. Dolan & Jeanne Mercer-Ballard (track 3; 30-minute presentation)

**Key words:** community connections and partnership; student development; interior design; architecture

**Title:** Service-Learning in the Design Studio

**Abstract:**

Architecture and design have long been viewed as luxuries few can afford. The introduction of service-learning into design curricula is changing this expectation and creating a supply of emerging professional designers eager to serve their communities and create partnerships to better society and the lives of those living in these communities. The success of community engagement, partnership, and design cannot be overstated. In the few short years that our interior design program has integrated service-learning as part of the required curriculum for our students, the request for services has been unprecedented. As the needs of community begin to be researched, explored, and understood, students not only develop skills directly related to their studies, but also become students of society, culture, and the world they inhabit. These lessons can be subtle or overt but consistently impress the importance of community service to a new generation.

The nonprofit clients provide real-world scenarios for the students, often including great challenges. Utilizing research-based design, local organizations, board members, and community members begin to understand the importance of design in community as students experience first-hand design as an impetus for social change. Through case studies of several service-learning projects, we will share the pros, cons, challenges, opportunities, and satisfaction of service-learning projects. Perspectives will include student reflection and evaluation, client satisfaction, community networking, alumni impact, and the instructors’ insight.

Service-learning is changing the face of “town and gown” as we serve each other and our communities.
Presenter: Mabel Erasmus (track 1; 30-minute presentation)

Key words: good practice management; holistic service-learning course

Title: In Pursuit of Good Practice: Utilizing a Web-based Database to Gauge Service-Learning Outcomes

Abstract:

As the number of service-learning courses offered by a higher education institution grows, it becomes increasingly difficult to collect and utilize the information that is required for management purposes. It also becomes more challenging to manage the quality of these courses and gauge the various outcomes in a systematic, scholarly manner. In response to the urgent need to have both management information and evidence of good practice readily available, what now seems like “the mother of all databases” was developed at the University of the Free State.

This Web-based database has various promising purposes and functionalities, which will be expanded on in the presentation. Although the introduction of the database toward the end of 2008 initially drew enthusiastic responses from administrators, managers, and faculty it soon became clear that gentle persuasion will be required before enough data will have been captured to make the system really useful and effective.

My personal research interest lies in establishing whether the database could influence the way in which joint knowledge-construction is perceived by faculty and becomes their focus. In the hope that, over time, a gradual epistemological paradigm shift will be encouraged in this way, a section was included in which various forms of reciprocal learning are to be reported. As the driving force behind the design and development of this database, the presenter of this paper will introduce the database, reflect on its usefulness, and invite discussion on mechanisms that can be used to gauge outcomes of service-learning courses in a holistic, inclusive manner.
**Presenter:** Ashley Finley  
(Tracks 1 and 5; 30-minute presentation)

**Key words:** civic development; student well-being; social capital; institutional change

**Title:** The Impact of Service-Learning on Student-Level and Institutional-Level Outcomes: Longitudinal Findings from a National Research Project

**Abstract:**
Over the past decade, much national attention has been given to sources of student disengagement in higher education characterized by student apathy or dissatisfaction with classroom learning, low civic participation, and unprecedented increases in student drinking and mental health concerns. In response, the Bringing Theory to Practice research project began in 2004 to examine the interconnections on college campuses among engaged-learning pedagogies, students’ civic development, and students’ mental health and well-being. Drawing on four years of data collection across ten major project sites at colleges and universities, we have gathered data on the implementation, efficacy, and sustainability of engaged-learning pedagogies that incorporate service-learning and community-based learning. This presentation will offer empirical findings on the impact of service-learning on students’ civic development and their mental health and well-being (measured primarily in terms of alcohol and substance use). Although this research indicates trends in lower alcohol use among more civically engaged students, the more compelling findings may lie in the mediating effects of social-capital building among students participating in pedagogies centered in service-learning experiences. Specifically, the collaborative, interactive atmospheres of these learning environments between peers, students and faculty members, and students and community partners or residents suggest positive effects on students’ psychosocial well-being related to coping, isolation, and care-taking behaviors.

Additionally, this research views service-learning as a component of a larger movement within higher education that places value upon learning that is experientially based and community oriented to model active citizenship beyond college for students within their local, national, and global communities. Because of this, we have also gathered data on best practices from project sites regarding the implementation of service-learning initiatives and pathways to institutional change on campuses. These findings suggest the necessity for intentionality within specific elements of programming, strategic message building, and thoughtful attention to stakeholders.
Abstracts

#64

**Presenters:** Rhoda Frumkin, Katia González-Acquaro, & Susan Rosenberg  (track 5; 90-minute presentation)

**Key words:** adult learning theory; andragogy; online course management

**Title:** Study Circles & Service-Learning: Lessons Learned

**Abstract:**
This workshop is designed to provide participants with the knowledge and practical skills needed for planning and implementing study circles utilizing a problem-based learning approach to enhance the service-learning experiences of students. Utilizing concepts of adult-learning theory, specifically andragogy, as a theoretical framework, the facilitators will lead workshop participants in a step-by-step simulation of how study circles can be implemented in a college setting.

Examples of service-learning projects that were developed and implemented as a way to expand students’ knowledge of diversity-related issues pertaining to culture, sexuality, exceptionalities, civic responsibility and engagement, and socioeconomics will be provided. The workshop presentation will also include ways to utilize an online course-management system as a reflective tool to expand on the conversation held during face-to-face interaction. Specific case-based scenarios of the lessons learned from two semesters of developing and implementing study circles while collaborating with faculty, staff, community members, and students will be included.

The role of domestic and international collaboration will also be explored, with facilitators providing participants with resources that were utilized.
The Third International Symposium on Service-Learning

#45

Presenter: Yao-Yi Fu (track 1; 30-minute presentation)
Key words: student reflection; cognitive outcomes
Title: Effectiveness of Service-Learning in Achieving Cognitive Learning Outcomes

Abstract:
Metamora is a small historic town located in the southeastern part of Indiana in the US. The number of Metamora’s visitors peaked in the 1990s and has declined since then. The town would like to develop a new marketing strategy to increase its tourism business. Students enrolled in a tourism marketing course in the fall of 2009 assisted the town in conducting an on-site survey of its visitors, evaluated its current marketing effort, and made recommendations for the town’s future tourism development.

Janet Eyler (2000) mentioned that the effect of service-learning on cognitive outcomes has received little attention in the literature. She suggested there is a need to identify and measure learning outcomes that are caused by service-learning; therefore, this study measured how the project helped students gain learning outcomes. After students completed the project at the end of the semester, they assessed their learning outcomes based on the six Principles of Undergraduate Learning (PULs) developed by Indiana University–Purdue University Indianapolis. The presentation will discuss the effectiveness of the project in achieving the six PULs, which are Core Communication and Quantitative Skills; Critical Thinking Skills; Integration and Application of Knowledge; Intellectual Depth, Breadth, and Adaptiveness; Understanding Society and Culture; and Values and Ethics.
Presenter: Julie Gahimer (track 5; 30-minute presentation)

Key words: service-learning and online course; community-based learning; physical therapy; occupational therapy; community-partner building

Title: Can Service-Learning Be Successfully Embedded into an Online Course? A Description of a Creative Community-Based Learning Project

Abstract:
Online education courses pose challenges to active learning experiences. The purpose of this presentation is to describe a service-learning project that has been successfully embedded into an online course entitled Instructional Design and Delivery. This course is offered to graduate physical and occupational therapy students. Course objectives include student application of concepts of teaching and learning while designing, implementing, and evaluating learning experiences in the community. Community service is used as the vehicle for the attainment of these goals. A grading rubric has been developed that outlines the desired student tasks and outcomes. Students are asked to contact a community-based organization or agency in which they can fulfill a “real” need. The topic for their presentation must be based on an area of expertise related to physical or occupational therapy. Over the years, students have presented to a multiplicity of community organizations on a plethora of topics. Evaluations from community members have been tremendous. Students have commented positively about how their contributions to their community indeed makes a difference. Students are able to manipulate knowledge appropriate to a given population as well as develop writing and public-speaking skills. The community presentation incorporates the key ingredients of reciprocity and reflection, which are hallmarks of service-learning. In addition, the students develop a unique, individualized project; establish a community partner; participate in community building; and implement, assess, and reflect on their experience. In conclusion, we have seen that community service experiences have been a nearly inexhaustible resource for innovative teaching and active learning opportunities for students in this online course. This project helps enhance personalized and choice-driven education. These types of projects can be incorporated into numerous online learning courses related to a variety of subjects. The projects not only allow students to put content from the course into action but also teaches positive values, citizenship, and leadership.
Presenters: Vivian E. Gales, Franjeska Brison-Chraniotis, and Dina Skias (track 3; 90-minute presentation)

Key words: global/local; reframing; educational culture; social change; international dimension

Title: Service-Learning as a Vehicle & Catalyst for Social Change: Reframing Education in a Global Context & Extended Application

Abstract:
Service-learning presents significant potential as a vehicle for social change. Whether social reform or social movement, service-learning strives to produce actively engaged individuals in civil society and, in so doing, invests education with a specific purpose that orients it toward service. In the global context, it becomes increasingly important to examine service-learning in terms of its ability to foster a new educational culture—one whose architecture is characterized by specific values that have widespread application and ubiquitous meaning. If service-learning is to succeed, a reframing of education is therefore necessary—with a comprehensive operationalization of the term and a clear conceptualization of its objectives—on a global level.

Service-learning cannot be entrenched in local or fractured interpretations but requires global thinking in concert with local action. In this sense, education for service in a globalized manner necessarily involves an examination of the international dimension of education and the manner in which students from diverse economic, political, religious, and cultural backgrounds can engage in meaningful activities geared toward service through learning, which goes beyond the immediate needs of any one particular community, but which can be replicated in their own communities of origin.

To this end, the philosophical framework of service-learning in a global setting will be examined through an extended application of the Greek example, in which the international-student dimension in service-learning at the University of Indianapolis–Athens campus will be explored. These three presentations will lead to a roundtable discussion that will negotiate the issues set forth and will provide recommendations for the better fulfillment of service-learning as a vehicle for social change in a global/local context.
Presenters: Beth Gazley, Laura Littlepage, & Teresa Bennett (track 1; 30-minute presentation)

Key words: volunteer-management capacity; service-learning; community impact

Title: Understanding Service-Learning from a Volunteer Management Capacity Perspective

Abstract:
Even while policymakers call for increased student-civic engagement, substantial theoretical and practical questions remain unanswered about agency capacity to involve students effectively. Students involved in community-based projects arrive at their host agencies as both learners and volunteers. The public discourse on service-learning often overlooks the fact that supervision of student volunteers rests not on faculty but on staff within community agencies. Most of the existing research, however, has examined service-learning’s impact from the much narrower perspective of the student’s pedagogical experience and the campus’s ability to support service-learning. We suggest a need for a greater practical understanding of agency capacity to involve students and the management tools that are most effective in supporting service-learning.

Our presentation will report on a 2009 survey of 1200 nonprofit agencies in two Indiana counties involving multiple college campuses. Random selection of survey respondents supports generalizability of the results. We use a comparative, multidisciplinary theoretical framework to understand how various kinds of students (e.g., interns, service-learners, and general volunteers) are involved by these agencies as volunteers and as learners. Drawing on both service-learning research and national studies of volunteer management capacity (which offer excellent conceptual frameworks for understanding service-learning as a volunteer management activity), we address the extent to which agencies understand service-learning as similar to or different than other forms of student volunteerism, and the extent to which they use volunteer management tools to support the pedagogical goals of service-learning. The quantitative study on which we report follows extensive field testing and qualitative research (Gazley and Littlepage, 2009).
Presenter: Yingyan Gong  (track 1; 30-minute presentation)

Key words: modernization in China; service-learning; higher education

Title: Modernization in China and Service-Learning in Higher Education

Abstract:
With the development of China’s modernization, China’s higher education has experienced a great change from elite education to popular education. Inevitably, this change has produced three results. The first result is the increase of students in both colleges and society. The second result is the uncertain employment situation. Under the planned economical system, all the students were employed by the government after they graduated. In other words, students were educated for the government. But now, students are educated for society; that is to say, they have to find the jobs themselves instead of being appointed by the government. The third result is the gap between what students have learned and what they will do. In the past, most college graduates would engage in jobs relating to their majors after graduation. By contrast, many of them are now doing or will do jobs that have no direct relation with their major, and it is very possible for a graduate to change several jobs during his or her life.

These results make service-learning in higher education more important than ever. Students could know better about the needs and problems of society and put more emphasis on the training of those qualities needed by the society. Colleges could understand the existing problems in society better and then would make efforts to seek relevant solutions or to carry out targeted teaching. Both colleges and students would serve society better by fostering service-learning and would promote China’s modernization.
Abstracts

#18

**Presenters:** Christina Gringeri & Armando Solorzano    (track 4; 30-minute presentation)

**Key words:** international service-learning, international collaborations; US–Mexico service-learning; interdisciplinary collaboration

**Title:** Crossing Borders: Transformative Journeys in Community-Based Service-Learning

**Abstract:**

Studying abroad helps students cross physical borders in their intellectual and academic objectives; service-learning nudges students to cross elusive and slippery borders of the self and society. We have combined study abroad and service-learning in one program to facilitate students’ reflection on their affective, behavioral, and cognitive realms in an integrative fashion as a means to enrich their university education and nurture their sense of global citizenship.

We direct a three-week program in Cuernavaca, Mexico, in which US students study language and culture intensively, and co-participate in a service-learning course with Mexican university students. The students form teams and deliver the service projects in the communities. The curriculum is co-taught by faculty from both countries and is taught simultaneously in Spanish and English. The service projects are developed in collaboration with the local community leaders, according to needs expressed within each community. Students learn, in dialogue with one another, to develop new perspectives, question previously held assumptions, and apply this knowledge to their professional studies and development. We will present a thematic discussion of written work from the students, in which they reflect upon their experiences, to analyze the complexities, accomplishments, and transformations in students’ lives. Our goal is to delineate processes and experiences of combined study abroad and service-learning with regard to professional development in university students.
**Presenters:** Daniel Hall & Chen Ferguson (track 4; 30-minute presentation)

**Key words:** Miami University; service component in faculty evaluation; promotion and tenure

**Title:** Service-Learning in University Promotion and Tenure

**Abstract:**

Miami University Ohio, as a traditional higher-education institution, focuses on teaching and research; however, Miami’s two regional campuses in Hamilton, Ohio, and Middletown, Ohio, have a differentiated mission from the Oxford Campus. Whereas the Oxford Campus is a traditional, residential, and selective-admission campus, the regional campuses are community-based, nonresidential, open-enrollment campuses. As a result, they are committed to both community and civic engagement. The faculty at the regional campuses believed they were not adequately rewarded and supported in their service.

To address this issue, the provost established a committee to study and make recommendations about how to better define, reward, and document faculty service. The effort resulted in an official document with clear guidelines for faculty on the regional campuses who chose service as their second criteria for tenure and promotion. The document defines different types of services, especially community outreach and engagement, expected from faculty. In addition, the document specifically requires the creation of service plans early in a faculty member’s career and the development of service portfolios, which describe service philosophy and agenda, service activities, and the scholarly expertise contributed by the faculty member at the time of promotion and/or tenure. Under this university initiative, this presentation will highlight an empirical study of a service-learning project, which was integrated into a marketing class, to help the local chamber of commerce in marketing and recruiting more members. The feedback from the chamber president as well as student survey on the assessment of their learning outcome is also included, comparing the service-learning project to the traditional college-team project.
**Abstracts**

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**Presenter:** Michael Hanrahan  
(track 1; 30-minute presentation)

**Key words:** implementation of service-learning in teaching; teaching evaluation; Drupal

**Title:** Faculty Motivation and Service-Learning: Using an Open-Source Content Manager to Offload Institutional Memory

**Abstract:**
This study evaluated how the introduction of a Web-based database and Web site affected faculty attitudes regarding the implementation of service-learning into their curriculum as compared to the effects of working with a face-to-face service-learning coordinator. The study first identified faculty who were engaged and not engaged in service-learning, sought out underlying themes in their attitudes regarding both service-learning and the functions of a service-learning coordinator, and then introduced a database and Web site regarding service-learning designed by computer science (CS) students during a multisemester service-learning project. After the resources were introduced, the study assessed faculty knowledge and attitudes regarding these resources as compared to a face-to-face service-learning coordinator. Finally, faculty members were asked what could be added to the database and Web site to increase the motivational factors and remove barriers to the implementation of service-learning in the curriculum. The study found that key barriers to implementation included unawareness of community projects, unavailability of time to implement community projects, and that service-learning did not always fit with learning goals. Models of syllabi, curricula, forms, schedules, and testimonials from faculty and students were seen as features that could be added to motivate faculty when using a Web site. CS students then designed the service-learning Web site using Drupal®, an open-source content manager. This was found to be a sufficient way to off-load institutional memory, not requiring Web developers or programmers after initial setup. The presenter will present the study and demonstrate the implementation of a service-learning Web site created using both traditional methods and then using Drupal®.
Presenters: Eden Harrington & Tanya Voss (track 1; 30-minute presentation)
Key words: internship and service-learning; University of Texas; pedagogy; service-learning goal
Title: Internships and Service-Learning: Pedagogical Insights from Texas

Abstract:
Both service-learning and academic internships use the community as a laboratory for student learning, but the pedagogy underlying the perspectives differs significantly. We will explore the similarities, differences, and benefits of service-learning and internships, focusing specifically on the two professional graduate-education programs of the Schools of Law and Social Work at the University of Texas at Austin in the United States.

This presentation will explore how to enhance institutional support for service-learning in professional schools by clarifying the purpose, terms, efficacy, and structure of such courses in light of existing internship pedagogy. This understanding will highlight the different and valuable ways that each approach provides benefits to students, service recipients, agencies/organizations, educational institutions, and communities.

Often, the goals of service-learning are to enhance student learning, develop civically engaged citizens, and serve the community. In contrast, accreditation standards require social work programs to provide significant internship training, and an increasing number of law schools offer internships that also must meet strict standards. The overall internship approach is to put students into their future professional roles under the close supervision of experienced practitioners and faculty. Educational institutions must clearly understand varying student expectations and roles in experiential courses that place students on the spectrum from service-learner to intern. Service recipients, agencies/organizations, and communities share the responsibility of working with students in different ways depending on the student role, but those partners need the intentional support of educational institutions to operationalize that role differentiation. With service-learning becoming an increasingly significant staple in higher education, understanding and communicating educational-program expectations to community partners becomes even more important. This presentation will consider the implications of this trend of increased institutionalization of service-learning in higher education on the overall understanding of student service in the community.


#51

**Presenter:** Carolyn J. Higgins (track 3; 90-minute presentation)

**Key words:** partnerships; reflection; assessment

**Title:** Beyond the Books: Lifelong Lessons and Lasting Community Partnerships through Service-Learning

**Abstract:**

Service-learning courses can mutually and simultaneously benefit students, universities, and communities. Multiple examples of service-learning projects, specifically those offered in the Department of Communication at Purdue University North Central (PNC), will be presented. Specific course projects will relate to two courses currently offered at PNC, including Small Group Communication and Introduction to Public Relations. The strengths and weaknesses of a multi-pronged approach to assessment and reflection techniques will be discussed.

Attendees will explore the potential of incorporating service-learning into a variety of college courses. Students will learn about the benefits of participating in courses involving service-learning. Community members will better understand the rewards of collaborating with universities and students.

Following the presentation and a question-and-answer session, participants will break out into groups to network with fellow workshop participants to explore potential service-learning opportunities in their specific discipline areas or according to their interest in university, student, or community-agency issues. Topics such as assessment, curriculum design, and reflection will be addressed based on the expressed needs of participants in order to assist them in introducing or enhancing service-learning courses at their institutions.
Presenters: Paula Horrigan & Cheryl Doble  (track 5; 30-minute presentation)

Key words: academic service-learning; design education and pedagogy

Title: At the Boundary: Reshaping Planning, Architecture, and Landscape Architectural Education with Service-Learning

Abstract:
Design and planning educators take pride in “real-world projects” offered through community-based studios, but they are also deeply concerned about how their approaches and processes influence the learning process and service to the community. While the pull of traditional pedagogies continues to be strong, many educators are increasingly aware of how their pedagogies grow from and promote specific ethical positions and practices while sidestepping others. To avoid reinforcing stereotypes, promoting further misunderstanding of the issues underlying complex social problems, and deepening the divide between designers and the communities with whom they work, they are turning to a range of thinkers, theories, and practices, including Paolo Freire, bell hooks, Donald Schon, transformative adult education, praxis, community design, participatory action research, placemaking, and the pedagogy of service-learning.

This session introduces participants to the Erasing Boundaries Project (EBP), a three-year project convened by partnering faculty funded through the NY/PA Campus Compact and Learn and Serve America. EBP partners from planning, landscape architecture, and architecture have united to increase participation by faculty and students in academic service-learning, achieve better integration of service-learning in design and planning curricula, and foster new collaborations between disciplines and community partners. The session will profile a useable service-learning literature review for design educators as well as a working case-study framework for undertaking and documenting service-learning projects.

Service-learning offers design educators a framework for undertaking community-based teaching, learning, and public scholarship that powerfully enables the ethical design of places. Service-learning shifts the space of learning from its space of academic centeredness to the boundary where community and academy co-locate. This spatial shift agitates academic-centered pedagogies and activates a new teaching and learning space that welcomes real-world complexity and contestations, ethical dilemmas, and the relationship between people and places.
Presenter: Jeff Jarosinski  (track 1; 30-minute presentation)
Key words: service-learning documentation; assessment
Title: Documentation of Service-Learning Gains
Abstract:
For institutions of higher learning to begin or continue support for service-learning, convincing documentation of actual gains must be made available. This interactive session will address the most persuasive evidence that administrators seek. Assessment of the students, faculties, and community partners will be addressed, both from the service aspect and from the learning perspective, as gains are verifiable in all areas. Situations from current institutions will be presented, and dialogue will be made available to address the circumstances of people in attendance.
**Presenters:** Stephanie P. Kelly, Sharon Worden, & Terri Bradley  (track 3; 30-minute presentation)

**Key words:** physical therapy; mutually beneficial partnership; YMCA

**Title:** Service-Learning in Physical Therapy to Improve Senior Fitness: A Mutually Beneficial Partnership

**Abstract:**

The purpose of this presentation is to describe a service-learning partnership between the University of Indianapolis doctor of physical therapy program and the Baxter YMCA. The academic program’s learning goal was to engage physical therapy (PT) students in applying examination and intervention techniques early in the curriculum with an active older-adult population. The community partner’s goal was to further engage older adults in fitness and recreation. These combined goals led to the development of a free screening program for older adults conducted by PT students during which participants were provided with current fitness information and with suggested activities to improve fitness.

The results of this program have been mutually beneficial for all parties. For the academic program, the PT students were able to apply hands-on techniques early in the curriculum in a meaningful way. In addition, the students reported a new appreciation of the role of the physical therapist as a consultant and recognized previously held stereotypes of older adults. The Baxter YMCA participants reported gaining meaningful insight into fitness levels, with reports of expanded fitness routines following the screening. Now in its fifth year, the registration for this program rapidly fills, with several participants annually repeating the screening.
Abstracts

#46

**Presenter:** Larita J. Killian & Katherine Wills  
(track 1; 30-minute presentation)

**Key words:** service-learning economy; mutually beneficial economy; farmer and blacksmith; producer and consumer

**Title:** The Service-Learning Economy

**Abstract:**

An economy is an interdependent system for production, distribution, and consumption of limited resources. It is cyclical in nature. Individuals must “consume” to have the energy and tools to produce, and production creates new items to consume. Most people are both producers and consumers. In these lean times, it is more important than ever to stress the nature of service-learning as a mutually beneficial local economy. To illustrate a simple economy, take the blacksmith and farmer as an example. The blacksmith creates a plowshare for distribution to a farmer. Using the plowshare, the farmer breaks sod and plants corn. The farmer distributes corn to the blacksmith, who consumes it to sustain his energy. The blacksmith repairs and sharpens the plowshare for the farmer’s use next season, and so on. Farmers and blacksmiths play dual, interdependent roles as producers and consumers. As they exchange (distribute) resources, everyone benefits.

In a similar manner, service-learning (S-L) programs and the broader community engage in mutually beneficial economies, but this is not always clear. We can enhance institutional support for S-L and motivate collaboration by being more explicit about our respective roles as producers and consumers of scarce resources. Certainly, S-L is about altruistic goals—improving student learning and meeting community needs—but these altruistic purposes can be advanced through practical efforts to clarify and strengthen the underlying economy.

To strengthen your S-L program, stress its nature as a mutually beneficial system. Like the farmer and blacksmith, students and community-service agencies play dual roles. Students “produce” volunteer labor that is consumed by agencies, but the service agencies can also “produce” information and speakers that are “consumed” in the S-L course. And, like the farmer and blacksmith, students and service agencies mutually benefit by working together to attract external resources.
Presenter: Ronald J. Kovach (track 2; 90-minute presentation)

Key words: curriculum design; academic rigor; assessment; institutional support; challenges

Title: The Use of Standards of Practice in Service-Learning Experiential Learning Coursework: Ensuring Authenticity

Abstract:
Developing a university-wide experiential-learning curriculum with a graduation requirement that has academic integrity with clear learning outcomes and assessments is very challenging—as is applying these standards specifically to service-learning courses. This workshop provides participants with a simulated experience to understand how to establish high academic standards in service-learning courses.

The context is based on how faculty at Purdue University Calumet created a two-course experiential-learning graduation requirement for students, a new service-learning initiative, and a service-learning minor. Each service-learning course must incorporate the rigorous Standards of Practice established by the (US) National Society for Experiential Education (NSEE). Faculty are genuinely interested in how to assess academic components of their service-learning courses. This session will explore the ways in which commonly accepted and objective standards can be applied to service-learning courses to establish the efficacy of service-learning in the curriculum.

Using Purdue University Calumet as a case study, the workshop will explore the various ways that other campuses can develop curricular designs as well as curriculum processes to bring greater acceptance of service-learning courses as a more mainstream and legitimate academic enterprise with rigorous academic standards that are generally unfamiliar to campus curriculum-approval entities. The first goal of the workshop is to develop a better understanding of the principles by actively reviewing, defining, and discussing with participants the eight standards of practice and how they may be applied.

Participants will then break into groups, create a hypothetical service-learning course idea, and then apply the assessment standards to the course as they briefly design the service-learning course particulars. Each group will then briefly report back, and a group critique will occur to “adjust” the course ideas so as to comply with the NSEE standards and remain academically rigorous.
Abstracts

#53

**Presenter:** Catherine Kunce  (track 5; 30-minute presentation)
**Key words:** nursing home; benefits of service-learning course
**Title:** Picturing Now and Then, the West: Service-Learning in Nursing Homes
**Abstract:**

Above the west entrance of the University of Colorado’s library are these words: Who knows only his own generation remains always a child. Considering the frequent neglect of our nation’s elderly, one is tempted to chisel beneath the library’s inscription: And any civilization that neglects its elderly remains always uncivilized.

This past semester, I was awarded a grant to develop a fall 2009 service-learning course that will connect upper-division writing students with nursing-home residents. Students will reflect upon the changes that have taken place since the nursing-home residents were young, and residents will have the opportunity to tell their stories about growing up in Colorado. A documentary that compares and contrasts students’ and residents’ visions of the West will be the final product of the course.

I do not know yet how my planned course will turn out, but I do know that all of the Third International Symposium on Service-Learning attendees must be as fiercely committed to service-learning as I am. My talk will highlight one possible way, via documentary, to showcase the extraordinary benefits of service-learning courses. I will briefly discuss my assignments, talk about class challenges, and solicit suggestions from more-experienced service-learning faculty.
Presenters: Trinh Mai, Stanley Lloyd, Abdi Mohamed, & Tiffany Sandberg  
(track 3; 90-minute presentation)

Key words: community-based research; course evaluation; community collaboration

Title: “Community & Change”: A Course for Communities, Students, and Educators

Abstract:
The honors think tank titled “Community & Change” evolved out of five years of university-community partnership work facilitated by University Neighborhood Partners (UNP), a department under the Office of the President at the University of Utah. Neighborhoods on the west side of Salt Lake City have been rapidly diversifying in the past two decades, causing community residents and leaders to ask questions such as “How can neighbors who speak different languages and have different histories and different socioeconomic backgrounds create and participate meaningfully in a shared ‘community’? Do they need to?” Other neighborhood leaders have identified the need to celebrate this diversity by telling stories of these neighborhoods and their residents with the primary goal of improving the negative image of these communities. These community agendas provided the focus for this year-long service-learning course in which three university facilitators, 11 community leaders, and 11 students collaborated to explore how to build community through telling and hearing stories. Using principles of community-based research and tools of ethnography and life history, think tank partners have been challenged to go beyond an “ivory-tower” analysis to identify and develop concrete, grounded strategies for addressing important questions in rapidly diversifying neighborhoods. All stages and aspects of this course (curriculum design, research, resource distribution, and evaluation) are driven by five principles: centered community issues and goals, equal voice, relationships, reciprocal benefit, and sustainability.

In this interactive panel, representatives from the three stakeholder groups—students, facilitators, and community leaders—will discuss best designs for teaching and learning, engaging student and community collaboration, and achieving mutual benefit using service-learning. Evaluation, outcomes, and lessons learned will be shared. Panelists will work interactively with participants in small groups to develop their ideas or existing service-learning projects to explore and enhance reciprocal benefits for all stakeholders.
Abstracts

#71

Presenter: Trinh Mai  
(track 5; 30-minute presentation)

Key words: community-based research; University Neighborhood Partners (UNP); cultural orientation curriculum; social-work practicum

Title: Institutionalizing & Sustaining Service-Learning & Community-Based Research

Abstract:

Five years ago, the College of Social Work, University of Utah, donated a part-time faculty position to assist in developing University Neighborhood Partners (UNP), a department designed to promote civic engagement and develop campus-community partnerships. This half-time position evolved to develop a social-work practicum program at one of UNP’s community capacity-building programs, Hartland Partnership Center. This center is a community center at a large, 300-unit apartment complex. At this center, university and community residents and organizations collaborate to implement programs addressing linguistic, economic, and social barriers for the residents, the majority of whom are immigrants from around the world. Social-work students who do their practica at this center focus on building relationships with residents through the work of education and referral, supportive counseling, co-developing, and co-facilitating ethnic community forums. Through the supervision of this program, the faculty role has built relationships with other disciplines and community partners. These relationships led to the development of a new interdisciplinary, community-based, service-learning course named “Immigration & Resettlement.”

Through this work, additional social work faculty have been linked to university-community partnerships for community-engaged teaching. In addition, four grant-funded, community-engaged research projects have been integrated into this partnership, including “Cultural Beliefs and Experiences of Healthcare” and developing cultural-orientation curriculum for youth who have recently immigrated to the US. This half-time faculty role evolved into a new full-time position last August; its title is Special Assistant to the Dean on Community-based Research, and its primary role is to increase service-learning and community-based research for the College of Social Work.

This 30-minute presentation will discuss an example of how community and institutional support were cultivated through service-learning and community-based research as well as how a new position dedicated to civic engagement became institutionalized at one college.
The Third International Symposium on Service-Learning

#4

**Presenters:** Susan Mapp & Peggy McFarland  
(track 4; 30-minute presentation)

**Key words:** international service-learning; NGOs; research

**Title:** Creating Effective International Collaborations for Short-Term Service-Learning Trips

**Abstract:**

This presentation will describe the international service-learning programs developed and conducted by this small liberal arts college in the United States. The presenters have designed and led service-learning trips to several countries for undergraduate students. Building on their experiences with local service-learning projects, the presenters developed effective international experiences. They will discuss methods of designing an international experience, including developing relationships with local professionals such as non-governmental organization (NGO) employees and educators to develop partnerships for service-learning placements that meet the needs of local citizens.

Qualitative and quantitative research on the outcomes of these two-week trips established that students develop a better cultural understanding of the country which they are visiting and its people, have a deeper understanding of social problems faced by its citizens, and build relationships with those benefiting from their work, even when their communication abilities are limited. Additionally, these short-term trips increase the students’ desire for a longer-term study-abroad experience. The utilization of guided reflection is key in this process.
Presenters: Maritha Louisa Marais & Nazia Slamong (track 3; 30-minute presentation)

Key words: dietetics; community partners; collaboration

Title: Collaboration Provides Dietetic Students with the Opportunity to Invest their Talents in the Community

Abstract:
During 2008 the Department of Health (DOH) in the Western Cape (South Africa) assessed the quality of food services rendered at two step-down facilities for children (0-12 years) and scores of <40% were obtained. The Division of Human Nutrition (University of Stellenbosch) collaborated with the DOH and step-down facilities as community partners in an attempt to improve the poor food service quality. Specific needs were identified and prioritized according to the food service policy. The final-year Dietetic students were responsible for developing and implementing a training program during 2009. Four groups of students provided nutrition education, training on implementation of procedures, provided relevant educational material, and assessed progress on a weekly basis. This real world experience gave the students invaluable insight into the practical problems of implementing policies and managing change. They experienced some progress but also observed the impact of poor managerial principles and financial constraints. The community partners benefited greatly from the knowledge and creative energy of the students. During the follow-up audit the average scores showed some improvement in various areas. The partnership will continue in 2010 and further research will be conducted to investigate the impact of food donations on the nutritional status of the children.
Presenters: Nancy B. Marthakis (track 2; 30-minute presentation)

Key words: medical ethics; underserved communities

Title: Preparing Future Undergraduate Students: Understanding the Ethical Needs in Underserved Communities through the Incorporation of Service-Learning in an Interdisciplinary Medical Ethics Course

Abstract:
Health providers often lack formal training in how to approach medical ethical dilemmas. For this reason, a three credit hour course entitled “The Biology and Controversy of Medical Ethics” was developed. The course was designed with a priority to partner with organizations whose mission is to collaborate with facilities committed to meeting the health care needs of the underserved communities. The Indiana Area Health Education Center (AHEC) was chosen as a course collaborator since the mission of AHEC is to partner with organizations immersed in meeting the needs of regional underserved communities, thus providing students with an added civic dimension. As such, the facility sites served to provide powerful service-learning experiences for health profession students. Each student had the unique opportunity to take the medical ethical theory outside of the classroom and participate in hands-on learning experiences by evaluating actual patient ethical dilemmas. AHEC affiliated partners included several Federally Qualified Health Clinics that provide care for the underserved, an area hospice, nursing home, and hospitals. Patient cases were pre-selected to include those with health diversity and disparity issues. Students from different disciplines of study were placed on interdisciplinary teams that mimic actual ethics committees thus allowing students to perform panel presentations detailing real ethical issues. The collaborator facilities evaluated the student driven panel presentations, allowing the service-learning site to reflect upon the student resolutions to the patient medical ethical dilemma. Pre- and post-course surveys were administered to students providing assessment of the course, which demonstrated that students have gained better insight in understanding and providing solutions to the ethical needs facing the underserved communities.
**Presenter:** E. Ángeles Martínez-Mier  
**Key words:** international service-learning; the Indiana University School of Dentistry; service-learning curriculum; community-based health promotion  
**Title:** International Service-Learning Programs at the Indiana University School of Dentistry  
**Abstract:**
The Indiana University School of Dentistry (IUSD) international service-learning program uses a campus-community partnership approach to develop service, education, and research initiatives. IUSD has partnered with community groups and academic institutions in Brazil, Ecuador, Guatemala, Haiti, Honduras, and Mexico to connect meaningful service experiences with academic learning and research. Service-learning is integrated into a curriculum that provides structured time for reflection, enhances teaching, and fosters civic responsibility. The current presentation will describe how this program has evolved from two service-oriented international spring break trips to two countries with the participation of 15 students and two faculty to a standardized service-learning program that integrates research opportunities for both faculty and students in six countries with the participation of 50 students and 12 faculty per year. This presentation will also describe our efforts to integrate academic and community partners in the sites as well as the integration of multidisciplinary teams. The current goals of the program are to (1) develop community-based health-promotion and prevention programs, (2) provide primary dental care, (3) provide educational programs for health care providers and the community to promote self-sufficiency, (4) provide cross-cultural service-learning exchange programs for students and faculty, and (5) support research collaboration. The programs’ learning objectives have been set to have an impact on dental students’ competencies by enhancing linguistic and cultural skills through an immersion experience and by exposing students to other health care systems. They aim at preparing IUSD students to care for the growing community of Latino patients in Indiana. The program’s research fosters multidisciplinary collaborations that address the issues that impact the health status of communities where Latinos are born and where they live in Indiana. The program aims at developing and utilizing approaches and applications that are culturally relevant, practical, just, reciprocal, and always in partnership with communities.
**Presenters:** Lillie McCain & Paul Rozycki  
**Key words:** international service-learning; honors program; community-college international; service-learning outcome; role play  
**Title:** International Service-Learning Programs at the Indiana University School of Dentistry  

**Abstract:**  
This presentation will discuss the linkage between service-learning and a triad of three elements of teacher education: academic strengths of an honors program, professional development offered by a college teacher prep program, and interaction with the local community. Employing specific academically developed skills such as listening (social work), polling (political science), and critical thinking and problem solving (all disciplines), students engage with grassroots and nonprofit organizations to contribute, support, assist, and serve.  

The triad of the honors program, teacher-professional development, and community interaction is a fluid and dynamic process through which students engage with their community and learn by serving. Communities become classrooms, and growth permeates through the individual’s personal and professional development as teachers. In the face of lost jobs, limited resources, and escalating costs of living, the need for collaborations between the community and academic institutions is growing exponentially. Service-learning enables students to experience personal and educational enrichment, increase their repertoire of knowledge, and strengthen their ties to the community. The community-college interaction fosters the growth of leadership skills in future teachers. Their committed work in the community gives them a stake in the future of Flint and surrounding areas. This presentation is a case study of collaborations between Mott Community College, the Flint community, and the honors program. It models a viable program that could be adopted by other colleges.

**Sample Questions:**

What is the responsibility of academic institutions to the community?  
How can teachers engage their institutions with the surrounding community?  
In what way(s) can institutions incorporate experiential learning into their curricula?  
How can this triad promote civic engagement among students?  
What is a student’s responsibility to his or her community?  

**Activity:**  
Group dynamic role-playing that involves the honors program, the academic institution, and the community.
Presenter: Marilyn Lake McElwain (track 4; 30-minute presentation)

Key words: international service-learning; assessment; curriculum; virtual classroom; Belize; University of Indianapolis; Galen University

Title: New-Generation Approaches to International Student Assessment

Abstract:
Creating a service-learning curriculum with an international focus can provide students and faculty with abundant direct and indirect experiential opportunities. Traditional tools used for assessment of student learning and engagement, and on effect of community, however, may not present a comprehensible picture of achievement or failure. Online social-networking tools, photo-documentation, and videotaping can offer faculty methods to connect students in the process of assessment, showcasing the environments in which the agencies are located, the extent of the projects, and the level of participation by students and clients alike, while featuring technology with which students interact. In addition, online features such as Wiki, Twitter, YouTube, and Flickr provide the means for a virtual classroom.

Pre-surveys, logistical and safety documents for the international travel experience, student research topic “pages,” journaling blogs, and links to host and home communities can be created, while videotaping can be used for visual assessment and as documentation of cultural exchange, with each team working at five sites. Online journaling in the local Internet café, incorporated with group discussions during a wonderful Belizean meal, post-surveys and deeper reflective papers over the summer, and a post-experience group activity at the end of the summer, brought older generations and the new generation together.

This oral and visual presentation will not only discuss new technologies, but also reference the established ties between the University of Indianapolis and Galen University in Belize, the addition of student mentors, and the role of student assistants in assessment.
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#70

**Presenter:** Kevin McKelvey  
(track 5; 30-minute presentation)

**Key words:** service-learning in writing, editing, and publishing; service-learning pedagogy

**Title:** From Red Ink Marks to Published Product: Service-Learning in Writing, Editing, and Publishing

**Abstract:**
Editing, Publishing, and Professional Writing courses at the university level focus on longer projects like manuscript editing, report writing, and book layout. These process-based classes develop new skills such as copyediting, technical writing, and layout. Service-learning projects are a natural fit for students to apply and refine these new skills. This oral presentation will highlight ways that these courses can benefit from service-learning projects and pedagogy and will provide specific information on successful projects.

Service-learning projects in Editing, Publishing, and Professional Writing courses create situations in which students learn valuable professional skills that a lecture or textbook can only theorize about. In any project, students will deal with clients and can develop essential skills in writing, project planning, production, and, most importantly, interacting and communicating with clients. These experiences increase career possibilities and improve job portfolios.

The presentation will address three service-learning projects at the University of Indianapolis and will offer insights on pedagogy, development, and application.

**Manuscript Editing Project:** In this project, Substantive Editing students edit a 40- to 50-page manuscript from someone in the university community. This allows students to develop their editing processes with longer manuscripts. More importantly, they gain valuable experiences in editing for clients.

**School of Nursing Masters Program Project:** The School of Nursing Masters Program at the University of Indianapolis requested assistance in building on their efforts to help their students become better writers. English graduate students worked with Kevin McKelvey and Dr. Donna Konradi in Nursing to develop a writing workshop for the nursing students.

**Technical Writing Project:** Students work in small groups to locate a local community group or nonprofit that needs some kind of technical or professional writing. Students gain experience in many types of writing while learning important skills in collaboration and project management.
**Presenter:** Meryl McNeal & Daphne Byrd-Verizzani  
(track 1; 30-minute presentation)

**Key words:** community partnerships to meet university mission of service; service-learning model; community-based service-learning

**Title:** Designing Scholarly Service-Learning and Community-Service Opportunities for Health Professional Students that Enhance Community Collaborations

**Abstract:**
This workshop will present the Morehouse School of Medicine Model of Service-Learning, Community Service, and Civic Engagement, a model that has assisted the Center for Community Health and Service-Learning in moving service-learning from being seen as “a nice thing to do” to a paradigm important in the education of its students. This shift is reflected by the inclusion of service-learning as a stated objective in the newly developed institutional strategic plan.

The workshop will include a brief presentation on the required community-based service-learning course, Development of Honors in Community Health and Service, and the community service-learning and civic-engagement mini-grant program. The workshop will discuss the steps that were taken to move service-learning and community-based service-learning into the area that is recognized by faculty and administration as a rigorous educational technique that is an important addition to our curriculum. This information will be used as the basis of the group discussion and will include the following areas:

- Discussion and sharing of institutional progress in the development of service-learning as a respected method for the education of students
- Lessons learned in gaining acceptance that could help other institutions
- Ways that programs can maintain academic rigor
- Techniques for including service-learning activities in faculty promotion
- Reviews
- Things to be done at institutions to gain wide support for service-learning
- Need for service-learning to grow at institutions
Presenters: DeMond Miller, Jennifer Kladowe, & Eric Konstans  
(track 5; 30-minute presentation)

Key words: interdisciplinary service-learning; institutionalizing service-learning; accreditation

Title: Addressing Professional Accreditation Standards through Service-Learning and Interdisciplinary Collaboration: A Model for Best Practices in Higher Education

Abstract:
The application of service-learning provides Rowan University’s College of Engineering a vehicle to meet professional accreditation standards prescribed by ABET (Accreditation Board for Engineering and Technology) while building multidisciplinary and external collaborations. Each semester, students from Rowan University’s engineering program form collaborative teams and engage in hands-on projects beyond the standard classroom-education experience. The Hurricane Katrina Recovery Project was created to give students the opportunity to organize, develop, and execute student-led service initiatives. The infusion of service-learning pedagogy, the exposure of engineering students to the demands of managing a multidisciplinary work environment, and the exposure of non-engineering students to basic engineering concepts offers a rich learning environment with measurable learning outcomes. The importance of real-world experiences cannot be overemphasized as educators increasingly embrace service-learning as an essential component of higher-education curricula (Lankford & Games, 1997). Curricular integration of service-learning into existing courses or as separate courses builds bridges to local, national, and international communities by “fostering a stronger link between higher education and local communities [and] providing a mechanism for partnerships between local agencies and community members and students, faculty, and staff” (Sebastian et. al, 2002, pp. 2–3). Specifically, this case study details (1) designing courses that reflect professional accreditation standards by using Kerissa Heffernan’s Fundamentals of Service-learning Course Construction, (2) applying service-learning to work in multidisciplinary teams to address complex issues, and (3) assessing learning outcomes in engineering and other disciplines to address professional accreditation standards. This presentation illustrates how using multidisciplinary collaborative faculty-and-student teams not only enhances the quality of experience by benefiting students and communities but also benefits departments and colleges and universities seeking accreditation or reapplying to education-credentialing authorities for reaccreditation.
Presenters: Pamela V. Morris & Myron McClure (track 3; 30-minute presentation)
Key words: communicating across cultures; multiculturalism; Purdue University; Web-based curriculum; Intercultural Development Inventory
Title: Communicating across Cultures
Abstract:
Communicating across Cultures is a three-credit-hour course that provides an opportunity for students to gain an understanding of the place of themselves and others in a multicultural society, the United States. It is designed to present an academic overview of multiculturalism as it has evolved to this day. This course was developed to fulfill a newly instituted multicultural-understanding requirement in the College of Agriculture at Purdue University.

The course offers a basic review of the great variety of differences that exist within all human beings. Because the variety among individuals is endless, we cannot study all differences, but we study a sampling such as race/ethnicity, gender identity, age, social class, disability, learning styles, and religious/spiritual orientation. Issues of poverty, language, and social justice are also examined in relationship to the above major areas of emphasis.

During this fifteen-week course, specific topics on issues of diversity are introduced in lecture and reinforced during the lab/recitation session within the same week. To assist students’ learning, the following pedagogy is employed: Web-based curriculum including exercises, discussions, computer searches, demonstrations, simulations, and service-learning experiences. Students are required to participate in guided service-learning experiences throughout the semester viewed through the lens of diversity. Service-learning is used as a venue for gaining a more comprehensive understanding of human diversity and challenges each student to connect the critical-thinking goals of the course with his or her personal values and belief system. Students reflect upon (“process”) that experience, noting personal connections and relating it to topics surrounding multicultural issues. This sequence may also include a progression from individual reflection to dialogue with others in the community, all while utilizing intentionally sequenced questions to structure reflection upon what was observed or learned.
**Presenters:** Raed Mualem & Mary Moore (track 1; 30-minute presentation)

**Key words:** educational partnership; definition of service; liberal arts and service-learning; Mar Elias campus; international service-learning; service-learning curriculum

**Title:** Service-Learning as the Bridge for Educational Partnerships

**Abstract:**
Every nation has its traditions of service to others built into its ethical and religious systems. These systems define “service,” including whom the other is that is to be served, the nature of the service, and the meaning of the service for the development of the self. As service-learning requirements are designed in the curriculum as key learning opportunities, how do educators interpret and build on the traditions of service inherent in the ethical and religious systems of the local or national context. This presentation explores how the experience of the liberal arts is important to establishment of service-learning because inherent in a liberal education is the concept of diversity or pluralism.

This paper explores whether designing an educational partnership in which students study the liberal arts in addition to their academic specializations can create an appreciation for service-learning. It explores this question in the context of one case study of an educational partnership, the Mar Elias campus in Israel, a satellite campus of the University of Indianapolis until 2009 and in which Arab Israeli students participated in an American liberal-arts curriculum, including an international-travel experience. Our question is whether the concept of service-learning will be attractive to those students who were liberally educated at Mar Elias.
Presenter: Luzelle Naudé  (track 5; 30-minute presentation)
Key words: student development; reflection; cultural sensitivity
Title: Using Reflection to Open Our Minds to Diversity
Abstract:
In response to the challenges facing South African (SA) higher education institutions in the 21st century, the call for developing holistic individuals who can contribute to a democratic South Africa is heard louder than ever before. If the educational system wishes to do justice to the unique SA multicultural situation, it should focus on developing culturally sensitive and civic-minded individuals. In this regard, educational transformation (including innovative pedagogies such as service-learning (SL) and reflective practice) is imperative. Multiracial, interactive reflection activities during SL experiences may provide an opportunity to openly and safely discuss racial issues in order to facilitate maximal learning and development with regard to the cultural sensitivity and civic responsibility of students.

This research study (utilizing a mixed-method approach with both quantitative and qualitative components) aimed to investigate the effect of SL and reflective activities on the development of students enrolled in an SL module. In the quantitative section of study (investigating the significance of differences in pre- and post-data means between three groups of 25 students each, using multiple analyses of variance), it was found that a combination of group- and individual-reflective activities resulted in change and development in students with regard to, specifically, cultural sensitivity. Some racial differences (interactive effects) were also seen. The value of group reflection was thus supported and the importance of dialogue and group interaction reiterated. The quantitative data was triangulated with continuous data gained from reflection journals. In this presentation, themes from these journals will be interpreted and discussed in the context of the philosophical and theoretical perspectives of developmental and social psychology, as well as experiential and service-learning. An argument will be made for how learning principles, informed by a psychological understanding of student development, can enhance educational practice in the field of SL and reflective practice.
Abstract:
Service-learning has become more popular throughout the world. Eyler and Giles (in Ngai, 2006) noted that service-learning is specifically designed to counter the isolation of learning from experience and the artificial division of subject matter into disconnected disciplines. When it comes to the service component of service-learning, the idea of mutuality exists. Mutuality does not imply that the reciprocal relationship found in this relationship could eliminate differences, in particular cultural differences. The reciprocal interaction called for in mutuality will be educative beyond what any classroom alone can provide. These regular encounters can soften and ultimately eliminate the power relationship that exists between student and stranger. At the end, the stranger will no longer be the stranger. Instead, the community connection and a “feeling with” will replace the “stranger” relationship (Sheffield, 2005. pp. 52–53).

The readiness for the encounter and the readiness for future encounters with strangers in service activities bring students to the important realization of “persistent otherness,” or diversity. According to Sheffield (2005, p. 52) diversity is the realization that we have an ethical responsibility to connect with each other through community service. For the lecturer in service-learning, this means making sure that, throughout the process, there are opportunities to feel diversity and even celebrate differences. Data will be collected through a structured questionnaire completed by each student participating in the service-learning module at the Department of Music. This module is a music program focusing on music tuition for children from historically disadvantaged areas. A post-test questionnaire will be completed by the students at the end of the module. The research will provide a description of the service-learning program implemented at the University of the Free State as well as a description of the students’ experiences when they encountered strangers while doing service-learning.
Abstracts

#40

**Presenter:** Chin-Sook Pak     (track 5; 30-minute presentation)

**Key words:** student learning; community partnerships; Latino community; campus diversity

**Title:** When All Participants Become Both Community Service Providers and Recipients: A Service-Learning Project Meeting the Needs of Campus and Community

**Abstract:**

In the majority of service-learning classrooms, faculty and students work with community partners to deliver a meaningful and relevant “community” service while they gain an enhanced academic and civic learning experience. This presentation examines a service-learning project that serves a campus trying to diversify its student body and the Latino community seeking a greater access to higher education. In an interdisciplinary service-learning seminar at Ball State University, students explored the benefits of having a diverse student body and strategies to cultivate practices to better recruit and retain Latino students. The Hispanic population constitutes the largest minority group in the US; however, this group is alarmingly underrepresented in higher education. While shadowing Latino students on campus and partnering with local Latino families to better assess the challenges Latino youths face, the class partnered with the admissions office and various community organizations to develop culturally sensitive recruitment and retention practices for Latinos. In this unique context, the higher institution and the broader community became both service providers and recipients, creating a truly collaborative reciprocal process. The presentation will delineate final service products delivered to all parties involved, student learning outcomes, and effective service-learning partnerships that blur the traditional definition of community partners.
Presenter: Esther P Palmer (track 1; 30-minute presentation)

Key words: learner-centeredness; service-learning; learner needs

Title: Student and Academic Staff Perception of Service-Learning at the Central University of Technology, Free State

Abstract:
Service-learning became part of teaching and learning at the Central University of Technology, Free State (CUT) during 2003; the institution’s academic policy states that all academic programs must contain at least one service-learning module by 2008. The assumption is that positive perceptions with regard to the academic and personal benefits derived from participation in service-learning by academic staff members and students will be an indication that it is a valuable teaching methodology. In addition, an enhanced sense of civic responsibility among academic staff members and students will imply that the practice of service-learning at the CUT is, indeed, what it ought to be.

Little research has been done at South African higher-education institutions with regard to the perceptions of both students and academic staff after completing or offering service-learning modules. The purpose of this study, therefore, was to determine the perceptions held by both students and academic staff with regard to the students’ participation in service-learning at the CUT, as positive perceptions would indicate it being a worthwhile endeavor for the institution.
Abstracts

#81

Presenter: Esther P Palmer  
(track 1; 30-minute presentation)

Key words: learner-centeredness; service-learning; learner needs

Title: Service-Learning as a Learner-Centered Pedagogy

Abstract:
Learner-centeredness is a concept that is evolving as a contemporary counter to the traditional teacher-centered approach to education. The traditional approach was mainly characterized by the teacher, who determined the content, structure, sequence, presentation, and evaluation of instruction.

The shift to learner-centeredness demands that “teachers” explore ways of making teaching responsive to learner needs and interests. Learners are furthermore allowed to play a more active and participatory role in the day-to-day teaching-learning processes.

The aim of this presentation is to establish service-learning (SL) as a learner-centered approach to teaching and learning at the Central University of Technology (CUT). Through the presentation, it will furthermore become evident that SL as pedagogy coincides with the principles of learner-centered learning. SL can also be a powerful tool in creating a learner-centered environment in which learners contribute to module design, undergo meaningful assessment, and take responsibility for their own learning.
Presenters: Jixian Pang & Jingyan Zhang (track 5; 30-minute presentation)

Key words: service-learning; curriculum design; discursive practices in the workplace

Title: Service-Learning in the Curriculum: Apprenticeship in Public Written Discourse

Abstract:
Service-learning is generally characterized by combining community work with classroom instruction and thus distinguishes itself from volunteerism by its emphasis on reflection and interaction between service and learning. This presentation examines the case in which service-learning is organically incorporated into a writing course, a required subject offered in the discipline of English studies at institutions of higher education in China. The presentation proposes that service-learning be implemented at local government offices and travel agencies with a need for international communication. A number of issues pertinent to service-learning at the higher education level are explored, including the role of service-learning in the curriculum; ways to ensure the mutual benefit of student, college and community; and characteristic features of discursive practices at colleges and in the real world of work. Interviews of course tutors and office workers, and analysis of discourses in textbooks and in the place of work were conducted in the study. With insights from genre theory and activity theory, the presentation proposes a guiding framework that educators, offices, agencies, and students may use to ensure the success of service-learning projects in the curriculum. The presentation argues that courses like English writing at the undergraduate level are skill based and practice oriented in nature and that service-learning can transcend the limitations of classroom instruction. Consequently, service-learning in the curriculum provides an apprenticeship to the kind of quality college graduates that society needs.
Presenters: Jerry M. Phillips & E. Eugene Blackburn (track 4; 30-minute presentation)
Key words: international collaboration; service-learning
Title: Establishment of International Collaboration for Agricultural Advancement with Service-Learning as the Implementation Methodology

Abstract:
An international, collaborative effort was initiated in May 2007 between Kentucky Campus Compact (KyCC) and Bryansk State Agricultural Academy (university; BSAA) in Kokino, Russia. The purpose of the partnership was to develop a student-professor exchange program, identify and share current technologies, determine existing challenges to overall success, introduce service-learning methodologies, and share data dissemination and publication. To date, two visits have been made to Russia, in which signed agreements were developed. Our Russian colleagues (president and two administrative cabinet members) visited Kentucky in April 2008. Our second visit to Russia included visits to three campuses at the university. Our lectures introduced the service-learning methodology for implementing “no-till farming” at the university and the surrounding community. The historic ideas of collective farm concepts, impediments of transportation infrastructure, and lack of global thinking provided challenges to teaching service-learning concepts. As a result of the visits, a better understanding of technologies, marketing systems, teaching practices, and the importance of serving communities has served to remove barriers. Following our second visit to Russia, our lectures have been published at the Russian university. Two professors at the university are currently teaching service-learning methodologies. Additionally, a student SKYPE Conference has been conducted between KyCC and BSAA.
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#10

**Presenter:** John G. Pomery  
(track 1; 30-minute presentation)

**Key words:** positive science; institutionalization; Boyer’s Scholarship(s) of Engagement

**Title:** The Source of the Incompatibility between Positive Science and the Worldviews of Boyer, Dewey, Kolb, and others

**Abstract:**

It is widely recognized that service-learning, in the US at least, has more difficulty establishing a strong foothold in the natural sciences and other disciplines that tend to follow a positivist style of methodology, as well as in large, research-intensive institutions. Descartes, and sometimes Kant, are sometimes seen as potential villains in this respect, but here, attention is drawn to the “disquotational” theory of truth, in the spirit of Tarski’s Theory of Truth, where the presuppositions seem to allow only a meaningful role for Boyer’s Scholarship of Discovery, and to rule out a place for separate Scholarships of Application and of Integration, and to trivialize any Scholarship of Teaching. This observation points to both potential limitations of a purely positive notion of science, arguably as evidenced in the current economic crisis, and to a major challenge to institutionalizing service-learning in settings where the Scholarship of Discovery is paramount.
Presenter: Kyriakos Pontikis (track 5; 30-minute presentation)

Key words: curriculum; sustainability; interior design; architecture; urban design

Title: Sustainable Design and Community Service-Learning: Working with Communities to Create Humane Environments

Abstract:
The Graduate Interior Design program at California State University, Northridge primarily focuses on the integration of humane design with green design to produce livable and sustainable environments. In the spring of 2008, the author introduced into his graduate interior-design course FCS 690 H—Interior Design of Selected Settings—sustainable design and community service-learning projects. The class is used as an atelier where community service-learning projects are brought to the classroom and students either design or design and build projects in Los Angeles. Projects range in scale from small interior designs such as remodeling of a room, to medium landscaping designs for outdoor spaces, to large-scale neighborhood designs such as a preliminary design proposal for a community project. Clients are nonprofit organizations such as CSUN Child and Family Studies Center, Mission Community Hospital, the Tseng College, Pacoima Beautiful, and Habitat for Humanity San Fernando/Santa Clarita Valleys. This presentation will first introduce the community service-learning teaching and research model implemented by the author and then continue with the presentation of case studies describing the projects, experiences, findings, and future implications.
**Presenter:** Moisés Próspero  
(track 5; 30-minute presentation)

**Key words:** university-community partnership; program development; community intervention

**Title:** A Service-Learning Exemplar for Developing Reciprocal University-Community Partnerships

**Abstract:**
A university-community partnership was formed specifically to offer social-work students the opportunity to provide service to the community while upholding academic rigor in both student learning and faculty responsibilities (research, teaching, and service). A two-semester required course (Research in Social Work Practice) was tailored to include service-learning as an integral part of the course objectives and competencies.

Six community organizations presented to the students a general description of the organization and client needs. This initial stage ensured that services provided were elicited from community needs and not from faculty interests. To increase student engagement, the practical purpose of the course is reframed by developing the concept of service to community to replace grade achievement as the primary goal. Three examples of community intervention will be discussed in the presentation: dating-violence–prevention programs for high school students, nonviolent–problem-solving programs for prisoners, and gang-violence–intervention models.

Student groups first evaluated evidence for interventions that addressed the community needs. Keeping with the rigor of the university’s research focus, the students assessed the interventions’ theoretical frameworks, program evaluations, threats to validity, cost-benefit analyses, and generalizability to community clients. Student groups, in conjunction with the organization’s staff, then implemented the interventions selected by the community organizations. Finally, student groups evaluated the effectiveness of intervention.

Partnership outcomes were mutually beneficial for the community and the university. Organizations and clients received an evidence-based intervention that was evaluated and a report with findings to be used for future funding (e.g., grants); students learned social-work practices through service and learned practical aspects of research (e.g., program evaluation); and faculty received data for publications and grants. Establishing sustainable evidence-based practices through service-learning in higher education will be discussed.
Abstracts

#82

Presenter: Pamela Reynolds (track 1; 30-minute presentation)

Key words: curriculum; physical therapy; community-based learning; program development

Title: Curriculum Sequence for Preparing Health Professionals for Social Responsibilities

Abstract:
A primary goal of service-learning is for students to not only provide direct community service but also learn about the context in which the service is provided, the connection between service and academic coursework, and their roles as citizens. This is a lot to accomplish within the structure of a single course in a single semester; thus, in redesigning the curriculum for Doctor of Physical Therapy degree at Gannon University, we developed a five-course Community Health Initiative sequence. The goal of this course sequence is for students to understand and develop their professional role in the community and society through experiential community-based learning (service-learning). Each course has a service component that builds in complexity, beginning with students’ involvement in an established community project chosen by the program, to a capstone project that they develop with a community agency to meet an identified need or goal of that organization. Students are expected to demonstrate their role as educator, consultant, and/or advocate through the 100 hours of required service. Didactic content of these courses includes basic concepts of educational theory related to teaching and learning; evaluation of health, fitness, and wellness for a specific community dwelling population; and development of appropriate interventions that promote health and wellness for that specific population. Social responsibility is linked with students’ professional role through reflective discussions, writing, and readings in each course. We have an annual celebration of all the Community Health Initiative projects completed by all three levels of students in our program. Students share their projects, network, and make plans to continue many of the projects, which promote sustainability for many of our projects. The purpose of this presentation is to detail this course sequence, identifying objectives, didactic content, evaluation components, demonstrated outcomes, and sustainability opportunities.
Presenter: Cynthia Rocha (track 1; 30-minute presentation)

Key words: social responsibility; community-based education; self-efficacy

Title: Curriculum Development in Service-Learning: Increasing Students’ Sense of Social Responsibility

Abstract:
Service-learning is an experiential approach in the classroom in which students learn course content while applying their knowledge in the community. It requires student reflection on their experiences, with the goal of greater student development and increased civic engagement (Lemieux & Allen, 2007). Although there is renewed interest in community-based education and civic engagement in higher education (Ostrander, 2004; Tomkovick et al., 2008), whether service-learning provides a greater sense of social responsibility in civic engagement is still not well understood. Service-learning has been found to increase feelings of self-efficacy in students, enhance volunteerism, encourage future nonprofit service, and provide more meaningful college experiences (Reed et al., 2005; Tomkovick et al., 2008; Williams, King, & Koob, 2002); however, this same body of research indicates that service-learning projects do not necessarily translate into a greater sense of social responsibility, nor always result in increased civic engagement or encourage community change. Hollis (2004) goes on to say that depending on how the experience is structured, students may actually come away from the experience with a reinforced tendency to blame the victim. There is interest in shifting the focus of service-learning efforts from a charity model toward a collaborative and community-based model of social justice, which would make it more congruent with an interest in civic engagement (Lewis, 2004). Further, the structure of service-learning methods has been found important in whether students see the connection between social problems and structural conditions (Hollis, 2004; Rocha, 2000). This presentation will focus on an approach to curriculum development found significant in promoting a more change-oriented model of service-learning and report on research that has found that students who use this model feel more competent and are more actively engaged in civic and political action after graduation.
Abstracts

#1

**Presenters:** Craig Ruby & Mark Drnach  
(track 2; 90-minute presentation)

**Key words:** assessment; international service-learning; curriculum development

**Title:** Service-Learning Utilizing Local, Regional, and International Experiences: The Creation and Assessment of a Comprehensive Service-Learning Program

**Abstract:**
Physical-therapist education programs can address selected goals of the American Physical Therapy Association’s (APTA) Education Strategic Plan, support the development and nurturing of professional core values, and develop cultural awareness in students through the thoughtful implementation of multiple and varied service-learning experiences integrated throughout the curriculum. This session will present a physical-therapist education program’s perspective for integrating service-learning experiences throughout the curricula to meet program and university mission and educational philosophy.

The purpose of this presentation is to help educators create a working framework for the assimilation of sequential service-learning experiences across curricula to support student learning. Participants will be engaged in the development of an outline of service-learning experiences that would reflect their university’s mission, program structure and needs, and the identification of relevant outcome assessments.

At Wheeling Jesuit University (WJU) in Wheeling, West Virginia, USA, the commitment of program faculty and resources to embracing service-learning and community engagement has brought rewards to students, faculty, community partners, and the clients served. Supported by the university, school, and program missions, service-learning is a focal point of the program’s curricular pedagogy for student experiential and self-directed learning and reflection experiences in cultural understanding, professional development, leadership, public policy advocacy, and civic responsibility. Students are provided sequential opportunities to serve a wide range of constituents locally, regionally, and internationally. The university’s Doctor of Physical Therapy Program experiences of developing and assessing service-learning experiences within the program, school, and university with outreach into the greater global and professional communities will be used as examples.
#41

**Presenters:** Ana Ruiz, Andrea Chapdelaine, Judy Warchal, & Carole Wells  
(track 3; 90-minute presentation)

**Key words:** international service-learning; mutual benefits; ethical issues

**Title:** International Service-Learning: Who Benefits?

**Abstract:**
This proposal highlights the importance of recognizing ethical concerns when engaging in international service-learning. Through the exploration of ethical issues in international service-learning, we will address two paradigms posed for this conference. First, we contend that ethics are a necessary component of the practice of international service-learning to meet the standards of best practice. Second, ethical considerations ensure mutual benefits from relationships among various institutional, governmental, and community partners. From a best-practice perspective, we will highlight issues such as how one creates an ethical service-learning project, the cultural context of the service, possible unintended consequences, fair allocation of resources, and characteristics of community partners. Further, the understanding of roles and responsibilities of each partner during creation, development, and sustainability of the process will be proposed as essential to determining to what extent the service-learning projects benefit the parties involved, creating lasting relationships. In the book *Service-Learning Code of Ethics*, Chapdelaine, Ruiz, Warchal, and Wells (2005) “call for the recognition and examination of the ethical challenges one faces in service-learning experiences” (p 8). Although the book concentrates on service-learning in the US, the need for a deliberate concern of ethical issues is even more imperative when considering the complexities of international service-learning. In this presentation, the authors will address ethical issues as they (1) propose best-practice guidelines for the creation, development, and sustainability of international service-learning projects, (2) discuss the roles and responsibilities of the faculty, students, administrators, and community partners as an essential element in creating mutually beneficial relationships, and (3) present steps to identify and resolve situations that raise ethical considerations. Finally, the authors will provide cases for the application and discussion of the ethical guidelines proposed for an audience both interested in preparing and already engaged in international service-learning projects.
Presenter: Michael Savage, Therese Wehman, Jeanne White, Judith Grimes, and Nancy Lee  (track 4; 30-minute presentation)
Key words: service-learning; site identification; principles of negotiation; maintenance; shared agendas; competing agendas; consensus; shared learning; shared resources; shared governance; cultural interdependence.
Title: Lessons Learned: Establishing Successful Domestic and International Community-Campus Service-Learning Partnerships

Abstract:
The establishment of sustainable community-campus partnerships involves four distinct stages: identification, development of trust, implementation, and maintenance. Further, it is important that all members of these partnerships promote and share mutual respect, common principles, similar interests, and goals and are in agreement with the delegation of roles and responsibilities to ensure the success of the project. When one member of the partnership is faced with intrinsic concerns (e.g., poverty, lesser resources), establishing a sustainable and mutually beneficial partnership may be even more challenging. In this presentation, the authors describe the planning, scheduling, and evolution of domestic and international partnerships between Elmhurst College and schools and agencies in underserved and resource-challenged areas. The authors highlight what has been learned and how these lessons are practiced to enhance and maintain these exemplary ongoing service-learning partnerships.
#17

**Presenters:** Deborah Scarfino, Dan McMillen, & Cole Wrisinger  (track 3; 30-minute presentation)

**Key words:** community partnerships; SIFE; economic impact; sustainable program

**Title:** The Economic Impact of Innovative Community Partnerships

**Abstract:**
This presentation will describe an innovative job-club program that involved college students, business professionals, faculty members, and residents of our larger community and worked with small-business owners on environmental-sustainability concerns.

As a response to rising levels of unemployment, our SIFE (Students in Free Enterprise) team connected with other concerned constituents in the community. The project outcome was our job-club program, which reached out and taught unemployed community members about current job-search techniques and the power of networking. The program assists participants with resume empowerment and interview practice as well as life-balance coaching. Students coach those in job transition with technology-assisted job-search techniques.

A savings initiative from thinking green was the focus of our environmental-sustainability work that addressed energy usage. Students worked to point out neglected profits and identify opportunities for change with local organizations and community partners. Work began with a personal audit visit to examine “greener” potential in member business candidates to identify opportunities and recommend ways to increase their profits while making better choices for the planet. Connecting concern for our environment, economy, and community has been an outcome of our work.

These sustainable programs have received media attention and offer an interdisciplinary approach to service-learning that captured talents from several college majors. Quantitative and qualitative impact will be shared. Additional value has come from the students’ realization, up close and personal, that these are tough issues they must face proactively to avoid negative consequences in the near future.

Impact was measured through time sheets, people reached, media impressions, and oral feedback. This information will be shared in the presentation.
Abstracts

#67

Presenter: Scott Shall (track 5; 30-minute presentation)
Key words: collaborative; process-based; humanitarian; multidisciplinary; pedagogies
Title: Respecting Service and Learning

Abstract:
In the summer of 2008, a team of art, architecture, and design students from seven universities and six disciplines traveled to India, where they redesigned school and health centers for children living on construction sites of Mumbai. Working side by side with people who speak a different language, have different customs, and carry different values, our students used their creative talents to uncover new techniques of design and construction based on undervalued materials and indigenous methods of working. Tailors, educators, designers, laborers, and students from two continents gathered around the work, creating a design language that was neither a replication of existing local methods nor an imposition of foreign solutions. Rather, it was a synthesis of both traditions—a hybrid address that empowered those served to possess and evolve the given strategy in a meaningful way. The process began to describe a new service-learning methodology—one that could potentially help students and educators to articulate a much more sensitive, humane, and sustainable response to the world around us.

This presentation will clarify and advance the methodologies unearthed through this experience by assessing the merits of service-learning and community-based classroom activities in light of the active pedagogical models described by thinkers such as John Dewey, Claude Levi-Strauss, Donald Schon, and Jerome Bruner. This inquiry will be matched by a parallel inquiry asking similar questions related to the value of these activities to the community at large, as demonstrated by the promises and pitfalls seen within the work of various service-learning organizations, including Architecture for Humanity, the Rural Studios, Design Corp, and the International Design Clinic, the organization that helped to sponsor the work described above. From this base, the presentation will offer key strategies for integrating service-based pedagogical aspirations with the hopes of the community and creating a reciprocal relationship between service and learning.
Presenter: Jerome Slamat
Key words: Stellenbosch University; Pedagogy of Hope
Title: How Does Service-Learning Support a Pedagogy of Hope?

Abstract:
Prof. Russel Botman, Vice-Chancellor of Stellenbosch University, introduced the concept of a Pedagogy of Hope into the institutional life of the university in his inaugural address on 11 April 2007. In this address, he reinterpreted Paulo Freire’s original articulation of the concept within the historical context of Stellenbosch.

I shall argue in the first part of this presentation that the concept of a Pedagogy of Hope is under-theorized, both in its original use by Paulo Freire and in its reinterpretation by Russel Botman. I shall in this presentation propose what I (from my own experience and from the writings of prominent contemporary philosophers) regard as “constitutive meanings” (Charles Taylor, 1997) of a Pedagogy of Hope.

In the second part of this presentation, I shall describe the understanding of service-learning that is used at Stellenbosch University and explore ways in which service-learning (thus understood) can support a Pedagogy of Hope in meaningful ways.
Abstracts

#24

**Presenters:** Christa Slaton (track 1; 30-minute presentation)

**Key words:** international service-learning; Auburn University; assessment; development

**Title:** Institutional Barriers and Incentives for Promoting Service-Learning: Auburn University as a Case Study

**Abstract:**
Nearly ten years ago, the Auburn University senate adopted an outreach mission that recognizes that there is expertise in communities that can “enhance the university’s knowledge base.” The mission was revised to develop “a thriving partnership between Auburn University faculty and students, and citizens and communities to solve problems and improve quality of life in Alabama and beyond.”

As a member of the senate during the two-year debate on this change, I participated in the debate, listened to the concerns, discussed the impact on faculty review for promotion and tenure, and assessed how this change would affect the way classes were taught. As a political scientist, I understood that policy is only half of the work. Implementation requires as much work, if not more.

This presentation will discuss how slowly the new policy was adopted and how it has escalated in the past two years with a new president and campus-wide strategic planning. I served as a facilitator of university focus groups and coordinated strategic planning for the college of liberal arts. As an associate dean for educational affairs, I created a Community and Civic Engagement Planning Committee that has led the initiative in the college and been at the forefront of university plans to create an engaged campus. I am serving on the university task force on service-learning, which has been charged with developing the plan that will require every student to complete 60 hours of community service.

This presentation will discuss the collaborations that have taken place across the campus, reward structures that have been changed to help faculty engage in the new mission, credit and noncredit opportunities for students, hurdles that were overcome, hurdles that remain, and partnerships that have been formed. The goal is to offer a candid view of the difficulties as well as the successes.
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#9

**Presenters:** Antoinette Smith-Tolken & Jacob du Plessis  
(track 1; 30-minute presentation)

**Key words:** partnership; community; reciprocity

**Title:** Rethinking University-Community Partnerships as “Unbounded Sectoral Fields” of Engagement

**Abstract:**

The notion of partnerships is a key concept in any academic discussion about service-learning. Literature underpins reciprocity as a key characteristic of the partnership relation. This presupposes that benefits are equally distributed among all stakeholders. Scholars in service-learning agree on the importance of partnerships, but universities across the globe conceptualize and facilitate this notion differently. South African universities generally subscribe to a triad model for service-learning as developed by CHESP (Community Higher Education Service Partnerships), the previous national agency for the proliferation of service-learning in South Africa. This model describes the partnership relation in terms of university students and staff, service organizations and the community. After engagement with various community partners since 2006, when service-learning was institutionalized at this university, it has become evident after much reflection that this model poses some challenges in terms of reciprocity. These challenges will be discussed, and alternatives will be presented, especially in relation to the meaning-giving context of university-community partnerships. The discussion will critically look at how “community” is conceptualized in this relation. At present, partnerships are formed by a university department and partnering organizations. The community organization becomes a system through which the community is accessed and viewed, and also how the university is perceived. Within this paradigm, partnerships become unequal and problematic. This also lacks a sustainable, long-term vision of making and building university-community connections. What is proposed in this presentation is to reconsider “community” and reposition community organizations “within” the broader community context of this relationship. This requires that an alternative paradigm should be considered, challenging existing service-learning partnership models. The paradigm that will be presented conceptualizes university-community partnerships in terms of “unbounded sectoral fields” of engagement.
Presenters: Antoinette Smith-Tolken & Jacob du Plessis (track 5; 30-minute presentation)

Key words: reflection; assessment; linking theory and practice

Title: The Significance of Emotions in Enhancing Effective Learning through Reflection in Service-Learning

Abstract:
Service-learning is a teaching approach in which students learn through experience. Reflection is the bridge between the experience itself (physical, affective, and cognitive processes) and academic learning. Students are exposed to the experiences when engaging with community organizations and community members at the sites of placement within the setting of their particular academic programs. Reflection is the bridge between dissonance (which happens when students encounter problematic situations) and problem-solving by applying academic knowledge. This presentation reports on a case study in which students are guided to reflect on the affective level by describing their emotions during a particular incident or experience. Through this process, they become aware of their own perceptions, attitudes, and the impact of prior experiences. They are then guided to step back from their experience and analyze their experience cognitively by viewing it through a theoretical lens. Through this process, they develop new perspectives and understanding, which form the basis for experimenting toward problem-solving. Reflection becomes the vehicle through which theory is applied in practice and theoretical constructs can better be understood and applied in different settings. Students move away from merely regurgitating information, resulting in deeper learning. Student learning can also be assessed through reflection. Participants in this session will be familiarized with the concept of reflection as learning and assessment methodology as well as understand the technique of implementing it, as presented around the particular case study. What makes this case study particularly interesting is the fact that international students (mostly American) enroll for the particular course in community development in South Africa. The challenges that students face through immersion in a different cultural context will be a central narrative in this presentation to illustrate the value of reflection.
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*Presenter:* Armando E. Soto-Rojas (track 4; 30-minute presentation)

*Key words:* international service-learning; Mexico; cultural competence; dental students

*Title:* International Service-Learning Program, Mexico: Cultural Competence of Dental Students

*Abstract:*

The International Service-Learning (ISL) Calnali program aims at connecting meaningful community-service experiences with academic learning, personal growth, and civic responsibility. The experience’s objectives were developed to have an impact on health professionals’ competencies by enhancing linguistic and cultural competency through an immersion experience that exposes students to other health care systems. The current study is aimed at assessing if the Calnali ISL’s students meet its objectives and improve their cultural knowledge, sensitivity, and awareness. Surveys that assessed participants’ ISL experience and progress toward cultural competency were developed and administered using CoursEval™. Twenty-six dental students completed the surveys before (PRE) and after (POST) their participation in the Calnali ISL experience. A third, similar, survey was sent to IUSD alumni (ALUM) who participated in the Calnali ISL experience while they were in dental school. Forty-eight surveys were sent and 23 received (48% response rate). Using a Likert scale in which 0 = very low and 5 = very high, PRE, POST and ALUM survey results were 3.9, 3.8, and 3.6, respectively, indicating moderate understanding of barriers faced by Latinos. For students’ and alumni perceptions of the frequency at which disparities in health outcomes are observed in Latino patients, values were 3.2, 3.2, and 3.1, indicating moderate understanding. For students’ and alumni perceptions of the frequency at which disparities in health outcomes are observed in Latino patients, values were 2.5, 2.9, and 2.9, indicating a moderately low understanding. Students and alumni reported feeling moderately confident in their professional ability to provide services to Latino patients (3.4, 3.6, and 3.7). No significant differences were found between the pre- and post-surveys and with groups. Barriers, cultural differences, and disparities faced by the Latino population were moderately understood by students and alumni. This study was supported by a Boyer Scholarship and a Service-Learning Assistantship from the CSL-IUPUI and from the Binational/Cross-cultural Health Enhancement Center.
Abstracts

#92

**Presenters:** Karen M. Sowers & William S. Rowe (track 4; poster presentation)

**Key words:** international service-learning; higher education; assessment

**Title:** Service-Learning Goes Global: Challenges and Opportunities in Higher Education

**Abstract:**

International service-learning offers opportunities for programs to integrate service-learning with substantive volunteer service. This can create a powerful dynamic between direct cultural exposure and academic learning. Developing effective relationships with service partners in target countries is critical to ensuring that the service component is meaningful and reflects the best practices in the country. With creativity and viable partnerships, international service-learning can occur in the home country or outside the home country. The service component of the experience must include opportunities for students to enter the lives of others and include an immersion experience such as interacting around a communal event.

This poster presentation will highlight two international service-learning projects from two U.S. universities. One service-learning project focuses on an “in-country” experience in which U.S. students engaged in a service-learning project with 15 students from Haiti, Honduras, El Salvador, Guatemala, and Nicaragua who were in the US to obtain training on youth intervention and prevention initiatives. Students were paired with mentors and developed projects that could be translated into their own cultures and countries. Students received high levels of training from numerous instructors and had community service and internship experiences in which they were able to take on leadership roles. The second service-learning project focuses on the out-of-country experience of students who worked in several projects in a poor rural area of Mexico. Projects included working on micro-business development in a rural village, working with a women’s collective in establishing banking and lending, and working with residents on child development and parenting in a small housing project.

The poster presentation will conclude with suggestions for best practices in international service-learning, creative approaches to exposing students to activities designed to promote cultural understanding and appreciation and the importance of providing opportunities for international leadership skill development.
Presenter: Jeannette Steyn (track 5; 30-minute presentation)

Key words: service-learning; pastoral care; spiritual care; holistic development

Title: Service-Learning in Pastoral Care: The Story of the Geese—a Metaphor Unfolded at REACH

Abstract:

Background: REACH is an NGO (non-governmental organization) offering educational programs to orphans and to socially and financially deprived children in Heidedal, Bloemfontein, RSA. Schools identify these children and submit the names to REACH. Primary-school pupils visit REACH every day from 13:30 to 17:00, and secondary-school pupils attend programs on Saturdays.

Focus: The manager at REACH voiced a need for spiritual leadership training of the volunteers at REACH, because better-equipped caregivers might impact positively on the spiritual growth of children. More than 90% of both the children and volunteers are from Christian churches, yet they fail to address their problems from a Christian spiritual angle. The Christian-counseling approach signals hope: “living life in abundance.”

The Pastoral Therapy program (theory) has become a “doing theology” with communities in need.

Program: This presentation will outline the manner in which the volunteer group at REACH is equipped through the Caring for the Caregiver (CFC) program to work with the students in Pastoral Care to address the needs of children. Volunteers and students are paired off to facilitate small numbers of children. Mentoring ensures that the aims of the program are kept in focus.

The metaphor: The day we started the CFC program, one of the volunteers could not introduce herself because of laryngitis. One volunteer commented, “She sounds like a goose!” Another reflected, “Geese help one another in flight.” The metaphor came alive. We identified ourselves in the CFC program as geese on a journey, helping one another to take the lead.

Impact:

1. The students and volunteers have grown holistically. Their own life stories have found meaning in the stories of others.

2. REACH is fulfilling its vision: “Each one, Reach one, Teach one.”
Abstracts

#93

Presenter: Daniel W. Stuckart  
(track 3; poster presentation)

Key words: assessment; civic thinking; critical thinking; experiential learning

Title: The Assessment of College Students' Civic and Critical Thinking in a Service-Learning Program in a High-Needs Community

Abstract:
This poster session will present the results of a two-year effort to create assessment instruments to measure civic and critical thinking in a service-learning program at Wagner College in Staten Island, a borough of New York City. Wagner College is a small, practical liberal arts institution with a national reputation for civic engagement. In 2008, the U.S. President’s Higher Education Community Service Honor Roll recognized Wagner College with distinction for its innovative community partnerships. As part of a three-year $550,000 Learn and Serve grant, Wagner College developed close relationships with several partners, including a high-needs, diverse elementary school and an organization that provides services to homeless and poor community members. Six of the college’s academic departments created learning communities specific to the needs of the partner organizations and the disadvantaged youths they serve. More than 1,200 Wagner students have participated in the program, which has served approximately 8,000 local youths. Every Wagner College student is required to join a learning community in the freshman, sophomore, or junior and senior years. One of the challenges of evaluating the effectiveness of the learning communities was developing assessments for the goals of fostering civic thinking and critical thinking. Adopting an instrument developed by the college’s science department with the aid of a National Science Foundation grant, the civic-engagement faculty utilized a pre- and post-test assessment design using a seven-point scale along the two measures of civic- and critical thinking. The poster session will present the instruments, the rationale for them in the context of civic engagement, preliminary results of the study, and corroborating qualitative data. Moreover, preliminary results have already guided policy decisions to concentrate efforts in a particularly needy area of Staten Island.
**Presenter:** Toni Tasker  
(track 3; 30-minute presentation)

**Key words:** sustainable service; BHCHP; physical therapy; the Hand to Hand program

**Title:** From Pilot Program to Sustainable Service: One Program’s Journey

**Abstract:**
The Hand to Hand program (H to H) was developed in 2006 as a collaboration between Simmons and the Boston Health Care for the Homeless Program (BHCHP). BHCHP identified a need for assistance in improving the care for patients at the Barbara McInnes House, its 90-bed interim-care medical facility, to the Scott/Ross Center for Community Service, Simmons’ resource center for SL opportunities.

Two physical therapy (PT) students developed the H to H program with the assistance of BHCHP staff and Simmons faculty. They administered 15-minute hand rubs to 42 patients from January to May 2007, surveyed their (very positive) responses, and made recommendations to make the program sustainable in their semester-end assessment.

The H to H program grew in 2008, with four students providing hand rubs to 63 patients. The students expanded the survey and translated it to Spanish, assisted in developing a program manual, and were spotlighted in the *Boston Globe* as a model of campus-community collaboration. All parties involved—students, BHCHP, and Simmons faculty—recognized the success of the program from positive surveys from patients and extraordinary reflections by students.

Simmons worked to sustain the program on a year-round basis. Funds from the PT program were used to establish a paid student-coordinator position, and student volunteers from the first and second year of the three-year PT program were recruited to volunteer on a year-round basis. Financial support was sought by a grant from a community philanthropy to fund the student-coordinator role. BHCHP identified a second appropriate location, a veteran’s shelter that BHCHP supports, as another site for the expanded H to H program.

At present, 14 students are volunteering at these two locations. A plan to recruit, train, and support volunteers from each year of the PT program during each semester has been developed, and two paid student-coordinator positions have been created. It is hoped that this collaboration will continue to grow as a sustainable program that unites the college, community, and students in a mutually beneficial endeavor.
Abstracts

#58

**Presenter:** Wollor Topor

**Key words:** cooperative; food security; resource base; integrative disciplinary approach

**Title:** Agricultural Students Cooperatives: Agents for Change

**Abstract:**

The concern of the students at the College of Agriculture and Forestry, in the University of Liberia are long-term sustainability-of-agricultural systems. The students’ cooperatives were not the usual cooperatives under the Cooperative Act of 1936 of Liberia wherein the Ministry of Agriculture brought a group of people together and organized them into cooperatives and financed them toward specific projects. Such cooperatives provided inadequate training and untimely inputs, which subsequently led to inefficient management. This reduced the vigor and the involvement of the rural people, which thwarted the community’s ability to transform.

The effort by the students to organize themselves into cooperatives that provided practical illustrations from the classroom is novel to food security. Most importantly, these students allow the locales to interact with them through learning and information sharing on traditional and theoretical agriculture. This innovation helped in finding the appropriate agricultural technologies to increase food production and development of farmers’ institutions, which are indispensable to rural development.

Providing the relevant agricultural training to students created positive impact on poverty reduction and food security through socioeconomic upliftment of poor communities. The outcome of the students’ cooperatives and the effect of the project on the surrounding communities are presented. This presentation argues that with adequate training and resource base-empowerment, poor communities can initiate, plan, and manage their development programs; that a poor student’s community can use its resources to achieve and sustain development—i.e., increasing the competence of students in critical and creative problem-solving, collective decision-making, and team-building, leading to an integrative disciplinary approach (indigenous and theoretical knowledge) to community development would be more effective than a sartorial approach.
Presenter: Sara Ulloa
(track 4, 30-minute presentation)

Key words: learning foreign language; Peru; communication

Title: Service-Learning within the Acquisition of a Second Language

Abstract:
The most efficient way to learn a foreign language is to participate in a community in which the target language is used to communicate in an authentic context. In such an environment, language learners are left with no place to hide. They are required and encouraged to think, speak, and write in the target language. In other words, they become immersed in a natural and significant framework in which the target language can be spontaneous. This research determines how learners perceive their experiences in the virtual space and use communication strategies in the process of advancing communicative proficiency through service-learning.

This study demonstrates a holistic approach to International Service-Learning: Hope for Peru.

Learning a foreign language involves learning about its people and culture. Students are provided with a genuine tool to be used at a multidisciplinary level. Students perfect the target-language knowledge not only by memorizing new grammatical rules but also by applying this knowledge in different contexts. Anton E. Lawson (1995) emphasized that the development and ability to think cannot be divorced from context, which means that a person cannot develop the ability to think without some object, event, or situation to think about. By thinking, students are enabled to choose what to believe and what actions to take.

Language material taught has to be remembered, understood, analyzed, and applied for the learner to communicate and contribute to society. By being involved in a service-learning project, the individual is given an opportunity to become a better person and reach his or her full potential to become a better citizen to society, nationally and internationally.

Students have to exercise some critical thinking to fulfill duties to society nationally and internationally. Thinking involves mental manipulation of information to form concepts, solve problems, and make decisions—decisions that impact all individuals involved in this project because “the giver” and “the given” will definitely grow from this experience.
Presenter: Frances E. van Schalkwyk (track 1; 30-minute presentation)
Key words: evaluation; community; student-community collaboration
Title: An Evaluation of Service-Learning Outcomes for Community Members
Abstract:
To date, most research on service-learning, especially in the USA, has been conducted for purposes of gauging student outcomes, while outcomes for community partners have received very little attention. In South Africa, there is still a rather limited body of published research outputs in the field of service-learning in general. A gap also exists due to the few impact studies done on service-learning in South Africa that actively incorporate the voice of the community; therefore, this study was aimed at evaluating the predetermined long-term outcomes in the case of a specific service-learning module.

The researcher decided to adopt an evaluation research design for this case study and employed a mixed-method research approach. From the results, the researcher deduced that most of the participants experienced their interaction with students very positively. Responses of the community members on their understanding of the purpose of the service-learning showed different levels of understanding. Regarding the collaboration between the community and the students, the researcher concluded from responses that the partnership context within which the service-learning module was implemented provided an enabling environment for the achievement of community outcomes.

To achieve greater levels of success regarding long-term outcomes for community members in future, it is recommended that more regular communication among the members of the triad partnerships take place to ensure that the voice of the community will be heard in the planning of the service-learning modules. In addition, there should also be a specific focus on enhancing the role of the service-sector partner in service-learning initiatives with regard to the building of capacity in the community, community empowerment, and thus—in the long term—more sustainable community development.
Presenters: Andrea Vernon & Marian Palaia (track 1; 30-minute presentation)

Key words: student-university-community as mutual beneficiaries; building community partnerships between higher education and national service programs

Title: Blending Theory and Practice: Service-Learning and National Service

Abstract:
National service programs such as AmeriCorps and AmeriCorps*VISTA provide rich service-learning partnerships between higher-education institutions and community-based organizations. At the University of Montana, the unique Academic Learning Integrated Volunteer Experience (ALIVE) program provides national service participants with structured service-learning opportunities that connect their service experience with academic work such as applied research projects. This distinctive service-learning model benefits national service members/students by providing them with an opportunity to begin graduate-level study for service-learning work that is directly connected to the goals and objectives of their service sites. This adds academic rigor to their service and a more in-depth service and learning experience. Community-based organizations in which the members/students served benefit from faculty-directed, discipline-based research work. The program provides organizations with well-researched, tangible products that benefit their programs and services and thus their beneficiaries. This service-learning program benefits the campus by creating opportunities for faculty to become more integrated into community-based efforts to meet identified needs and connects the campus with national service programs across the state in mutually beneficial partnerships. It serves to strengthen the campus-community engagement efforts with the local community and those throughout the state. This session will provide an overview of the ALIVE program model at the University of Montana and the way in which it enhances the integration of university, community, and students as mutual beneficiaries of service-learning.
Abstracts

#90

**Presenters:** Firdouza Waggie & Oswell Khondowe (track 2; poster presentation)

**Key words:** service-learning; inter-professional practice; rural communities

**Title:** Service-Learning in a Rural Community: An Inter-professional Practice Example

**Abstract:**
The South African Higher Education Policy (1997) advocates for inter-professional programs and collaboration between higher education institutions and communities. Inter-professional education within a service-learning paradigm provides students with the skills and tools needed to operate successfully in the ever-changing health care context. An inter-professional service-learning module was designed and implemented during 2008 in a rural community. The course was specifically designed within a service-learning paradigm that allowed students to experience learning and working inter-professionally and to develop an ethos of collaboration and inter-professional health service. The inter-professional service-learning course was rooted in the primary health care approach and provided a comprehensive inter-professional health care plan.

**Aim:** To explore the experiences and perceptions of all the stakeholders involved and identify some key factors that contributed to the challenges and successes of the program.

**Methodology:** A combined qualitative and quantitative methodology was employed. Final-year undergraduate students completed inter-professional practice pre- and post-questionnaires. All stakeholders were interviewed face to face. Interviews were video recorded and transcribed verbatim. Finally, inferences were drawn from both quantitative and qualitative data.

**Results:** After the intervention, students reported a better understanding and greater importance of inter-professional practice and processes involved and had a better perspective of inter-professional practice. Health care users including their careers were contacted, and interventions were successfully done in inter-professional teams; however, long-term goals were limited by the short span of the program.

**Conclusion:** The inter-professional practice program created an environment in which students could learn and practice in interdisciplinary teams and improved students’ perception of the practice. Such practice should be continuous to create long-term goals. A well-coordinated program and involvement of all stakeholders is key to successful implementation of inter-professional practice.
Presenters: Yusef Waghid & Rona Newmark  
(track 1; 30-minute presentation)

Key words: service-learning module; faculty-communities-students; mutual beneficiaries

Title: Integrating Service-Learning: A Reflection on the Faculty of Education, Stellenbosch University

Abstract:
In its commitment to contribute to the notion of an engaged institution, the Faculty of Education, Stellenbosch University, South Africa, initiated an office for service-learning in March 2009. Although a number of service-learning modules had been established in the Faculty of Education over the past four years, progress had been slow in the overall integration of faculty, community, and students as mutual beneficiaries. The new portfolio for service-learning created an opportunity to establish service-learning in the Faculty of Education in collaboration with the Division for Community Interaction. In this presentation, we critically reflect on the first phase of this project, sharing challenges and successes. There will be a specific focus on the value of a service-learning portfolio placed at a trans-departmental level in a faculty.
Presenters: Therese Wehman, Michael Savage, Jeanne White, Judith Grimes, & Nancy Lee (track 4; poster presentation)

Key words: infusing research findings into service-learning course curricula; teaching at risk children

Title: Using Research to Enhance Service-Learning Courses: An International Perspective on the Pedagogy of Teaching Children “at Risk”

Abstract:
This interdisciplinary cross-cultural research project defined and identified best practices used in teaching children considered to be “at risk” for academic failure in five countries: the United States, Australia, South Africa, England, and Jamaica. Common organizational and instructional strategies was identified across the five countries. A teacher interview questionnaire was developed and piloted in Australia. Pilot data were reviewed, and additional teacher interviews were then conducted in the US; South Africa; England; and Jamaica to determine how classroom teachers defined children “at risk” and identified children “at risk” in their classrooms and what educational interventions and strategies teachers implemented to make learning meaningful for children “at risk” for academic failure in their classrooms. Findings from this research project were then used to infuse the Elmhurst College course curriculum in four international service-learning courses that take students into schools for work experiences in South Africa, Jamaica, England, and Australia. These research findings were also used to enhance courses in our Teacher Education curriculum to better prepare our teacher-education candidates to work in high-needs schools with students who are “at risk” for school failure in the United States.
**Presenter:** Lori R. Weintrob  
**Key Words:** institutionalizing service-learning and good practice  
**Title:** Courage, Critical Thinking and Civic Innovation: When an Academic Department Commits to Social Change  
**Abstract:**

History offers abundant evidence of the interconnectedness of courage, critical thinking, and civic action, from the Atlantic Revolutions to the Holocaust to the Civil Rights movement. Whether tutoring refugees in a course on imperialism, planting community gardens in a course on leadership, working with uninsured youth in a course connecting health and family history, or teaching local African-American history in a course on public history, attention to the multiple beneficiaries of services has generated abundant opportunities for reflection on the interconnectedness of courage and civic acts.

Wagner College, a liberal arts college in Staten Island, New York, was fortunate to receive funding from a “Learn and Serve” Grant from the Corporation for National Community Service to promote Civic Innovations (CI). CI is a strategic initiative where six academic departments partner with a single agency or neighborhood for three years to benefit disadvantaged youth. The History Department, for a decade at the forefront of teaching civic engagement to first year students, took up the challenge to integrate service-learning across our discipline.

As a Community-Connected Department (CCD) we have focused on one of the poorest neighborhoods in New York with a large concentration of refugees from Liberia. This paper will analyze the varieties of partnerships—with grassroots groups and new coalitions (e.g. Asian, Hispanic, and African immigrant groups) as well as more established agencies (e.g. schools)—made possible with college administrative support.

Our department’s model of genuine partnership and civic activism has impacted not only our students and the community. We have also promoted interdisciplinary coalitions with other departments, notably Education, Business, Art History, Economics, and Government, that led to their community involvement. In recognition of these efforts, and testifying to the importance of partnerships for social change, the History Department recently won the designation of “most engaged department” at Wagner College.
Presenters: Mark R. Wiegand & Joseph A. Brosky (track 1, 30-minute presentation)

Key words: service-learning mission, needs, and goals; curriculum development; community

Title: Service-Learning as a Vehicle to Meet the Mission, Needs, and Goals of Stakeholders

Abstract:
With thoughtful development and implementation, faculty-directed student-community engagement can support the mission and goals of the community, university, department, and faculty while also meeting the curricular needs of professional graduate education. The purpose of this presentation is to demonstrate how mission and goal-driven service-learning curricular themes can attend to the multiple needs and goals of stakeholders in the academy and community. In the Doctor of Physical Therapy Program at Bellarmine University in Louisville, Kentucky, service-learning is a tool to support instructional goals, faculty scholarship, student professional-behavior development and self-directed learning, and community needs. Four required integrated service-learning courses are sequentially structured to meet curricular objectives, allow for the development of clinical-practice skills and professional behaviors appropriate to the instructional level, develop mentor-and-mentee relationships, and provide incremental outreach to an expanding community as students progress through the three-year curriculum. An added benefit for faculty and students is the facilitation of traditional and community-based participatory research and the opportunity to experience true collaborative learning. Challenges of this paradigm include developing appropriate assessment strategies to measure student learning and community-partner outcomes, determining course credit and workload assignments, and ascertaining issues related to institutional review boards and liability. Based on our experience, we will discuss the benefits and challenges of using integrated service-learning experiences in professional education.
Presenters: Kim L. Wilson & Susan Curtis (track 3; 30-minute presentation)

Key Words:
Title: Making Service-Learning Valuable and Visible

Abstract:
In the past century, colleges and universities in the United States conferred tenure and promotion primarily on the basis of research, although in many fields it was understood that faculty deserving tenure and/or promotion would perform well in the classroom and in service to the university, profession, and community. Faculty members have learned how to make the products of their research visible on curriculum vitae and promotion documents and to mentor younger colleagues on the conventions of their fields.

With the emergence in recent years of a renewed commitment to engagement and the growing acceptance of teaching as one of the central missions of higher education, colleagues seeking promotion on the scholarship of teaching or the scholarship of engagement have fewer resources at their disposal as they present their credentials to colleagues in their fields and to colleagues at their home institutions who have the power to confer tenure and/or promotion. How can they make the impact of their work in these two fields visible in convincing ways?

In this presentation we report our assessment findings and map how service-learning is valued and made visible in different colleges and disciplines at Purdue University. In the second half of the presentation, we will provide guidelines for mentoring colleagues whose careers focus on engagement and/or service-learning.
Presenter: Laurie Wood (track 5; 30-minute presentation)

Key words: race; social awareness; whiteness; student culture

Title: Contending with Whiteness: Toward a Transformative Understanding of Race

Abstract:
As a teacher of composition and service-learning, I can, along with my students, harness the potential within rhetoric for peaceful alternatives to potentially explosive social conflicts. And I believe the composition classroom is exactly where these conflicts should be addressed; therefore, at my conservative, predominantly white university, I embrace a kind of agitated pedagogy that creates opportunities for greater social awareness and justice. That I achieve some (agitated) success is evidenced by my composition students’ resistance to and discomfort with confronting their privilege of whiteness. Through a combination of service-learning projects, cultural texts, and George Lakoff’s “Nation-as-Family Metaphor,” I challenge my students to think about race and racial identity in new ways. This presentation presents my pedagogical model—including discussion topics, readings, reflective writing prompts, and student-research project descriptions—for creating an educational climate intended to achieve a transformative understanding of the social-ideological workings of my students’ culture and to provide them with aptitude to address social concerns with complexity.
**Presenters:** Patricia A. Wren & Melissa Smiley  
(track 5, 30-minute presentation)

**Key words:** service-learning; partnerships; challenges; student outcomes

**Title:** Challenges of Faculty-Student-Agency Partnerships: Examples from a Community-Based Participatory Health Course

**Abstract:**
We will describe the challenges and advantages in offering a community-based participatory health course from the faculty and student perspectives. Students in this class are taught to select the most appropriate medium and material for their health-education program’s goals and target audience; review existing materials and adapt them for use; develop new health-education materials; pilot test materials with the intended audience; and evaluate outcomes. These experiences benefit faculty by enhancing their credibility in vulnerable communities. Students gain from having a practice setting in which to apply classroom lessons. The relationship benefits organizations by giving them access to students who provide valuable technical assistance. For interested faculty, we will address such issues as developing a matrix to select community partners and how to link lectures to lived experiences, and offer suggestions for means by which such community-based courses can be institutionalized. In addition, we will highlight some of the challenges students face, including how to resolve the tension between learning and doing at the same time, how to serve as consultants to an existing agency, completing project work with a minimal budget, and how to juggle the time and energy required to meet the course requirements.
#57

Presenters: Weiming Xu, Chenggang Li, & Yingxian Zhao  (track 1; 30-minute presentation)

Key words: service-learning; walking news; mode of talent cultivation

Title: A Case Study of Service-Learning Theory: The Activities of “Walking News” in China

Abstract:
The “service-learning” theory was first established in America, and has been advanced by movement of voluntary service to the innovation of curriculum and specialty education from elementary and middle schools to universities. The key intention of service-learning is to integrate school learning and social service, and reform the traditional concept of education and the mode of talent cultivation. This paper presents a case analysis on application of service-learning theory in the teaching-learning activities of “walking news” practiced in Ningbo Institute of Technology, Zhejiang University, and gives several new insights into various activities of service-learning education.
#14

**Presenters:** Ping Zhang & Phylis Lan Lin (track 1; 30-minute presentation)

**Key words:** service-learning in China; service-learning curriculum

**Title:** The Feasibility of Building Service-Learning Experience into Higher-Education Curriculum in China

**Abstract:**

Service-learning is an innovative pedagogical approach that integrates volunteer community service and active reflection with academic coursework. Service-learning curriculum is an important form of service-learning in America’s higher education. Although service-learning has been widely recognized and promoted in Taiwan, Hong Kong, and many other countries across the world, it is a relatively new concept in mainland China, and thus deserves great attention and serious research from educators. This presentation explores the feasibility of incorporating America’s advanced service-learning pedagogy and successful curriculum practice into the context of China’s ongoing higher-education reform. It presents some possible approaches that Ningbo Institute of Technology, Zhejiang University, can take to pioneer the service-learning practice in the process of establishing a practical teaching system and cultivating students’ overall practical and innovative abilities. Moreover, some challenges to practitioners in higher education are also presented.
Service-learning is a powerful, yet challenging, method of teaching. It has the potential to transform learners, deepen understanding, stimulate instructors, bring community and campus into closer partnerships, and provide additional assets to meet community needs. Understanding the possibilities of service-learning is not very difficult—at least for those who have ears to hear and eyes to see—but mastering the art of teaching it well, and understanding all its nuances and tensions, can take much longer.

The multiple facets of service-learning, coupled with the differing ways in which different people understand knowledge, higher education, and society, may go a long way to explain why it is a topic worth exploring. Service-Learning: Intercommunity and Interdisciplinary Explorations is purposed to contribute to community that exploration.

Service-learning is the pedagogy of the focus on higher education civic engagement. This book is the project of a class of the Indiana Campus Compact (ICC) Faculty Fellows Program, and includes chapters written by several former Faculty Fellows. The variety of the approaches to the impact of service-learning is intentional and the book offers plenty of ideas, examples, intuition, and encouragement, as well as a few warnings, about how to develop effective service-learning projects, and about why service-learning can be so valuable and stimulating. It also provides an illustration as to why Indiana Campus Compact, in the first ten years or so of its existence, has emerged as one of the innovative leaders among state-level Campus Compacts.

It may be the variety of backgrounds among the authors that gives an added depth to this volume. While the authors were not asked to address specifically any differences arising from their varied backgrounds, the volume does contain a significant range of perspectives on service-learning that influence how, for each author, service-learning was seen to contribute to the understanding of their student learners, benefit the community, and enhance the author’s sense of purpose and commitment as a civically engaged scholar and educator.

John G. Pomery is associate professor of Economics at the Krannert School of Management, Purdue University, West Lafayette, Indiana. Pomery’s undergraduate degree is in Philosophy, Politics, and Economics from Oxford University. His master’s degree (with Distinction) is in Economics from the University of Essex, with a PhD in Economics from the University of Rochester. From June 1997 to June 2002, Pomery led an ad hoc Task Force on Citizenship Education at Purdue University, promoting service-learning on the West Lafayette campus. Pomery has been an ICC Faculty Fellow (1999–2000) and Senior Faculty Fellow (2003–2004). Pomery has taught numerous service-learning courses and led several workshops and has been instrumental in initiating a resolution by the Indiana legislature affirming support for service-learning.

Mac Bellner was the assistant director for Faculty Development at Indiana Campus Compact and was with the organization for nine years. Bellner’s undergraduate degree is in Sociology and her background is in social work, youth development, K–12 teaching, arts education, and the performing arts. She is a recipient of both an Individual Artist Master Fellowship from the Indiana Arts Commission and a Creative Renewal Artist’s Fellowship from the Arts Council of Indianapolis.

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“Service-learning experiences are a valuable way to help students get the most out of their education while developing what we hope will become a lifelong practice of applying their knowledge and talent toward service to their communities.” —Beverley Pitts, President, University of Indianapolis

The papers in this volume have been selected primarily from the presentations at the International Symposium on Service-Learning, cosponsored by Stellenbosch University in South Africa and the University of Indianapolis in the United States. It aims to explore service-learning paradigms for the 21st century:

- New Paradigms for Theory, Research, and Curriculum Development
- New Paradigms for Teaching and Learning
- Paradigms for Intercommunity and Interdisciplinary Collaboration

“This volume provides clear evidence that the paradigm of service-learning has gone global and international. Service-learning has become the new coin of the academic and civic realm for issues of connecting teaching, scholarship, and community services.”

**Kenneth Colburn** is a professor of Criminology, Sociology, and Urban Affairs at Butler University. He also serves as director of the Urban Affairs Program and is the internship coordinator in the department. Colburn also serves as an adjunct fellow with the Hudson Institute, Washington, D.C. He has published papers in several sociological journals, and he teaches and conducts research in many areas including deviance and social control, social policy, and entertainment studies. He has a PhD in sociology from York University, Canada.

**Rona Newmark** is an associate professor in the Department of Educational Psychology, Education Faculty, at Stellenbosch University, as well as the head of the Unit for Educational Psychology, a center for community interaction. Her research interests include service-learning, Down Syndrome and intellectual disability, inclusive education, psychotherapy, transpersonal psychology, and the training of educational psychologists. Dr. Newmark has supervised more than 30 Med theses. She has published articles in both national and international journals and has presented at various conferences.

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Service-learning, which combines the best of the teaching and service sectors, has proved to be a powerful and practical methodology and tool with far-reaching implications. The concept has caught on rapidly in recent years and has encompassed K-12 centers, high schools, and especially institutions of higher learning. It has transformed the academic landscape to reflect community partnerships. Resulting benefits have included increased civic engagement, enhanced sense of purpose, greater feeling of fulfillment, nurtured creativity, and promotion of problem-solving skills and social responsibility as traditional classrooms have moved to the communities and students have become service providers and learners.

The papers presented in this book span a good part of the globe (South Africa, Europe, and the United States) and cover a wide application spectrum—from healthcare, business administration, nursing, occupational therapy, and speech and language therapy to gerontology, and food services. Extended models and prototypes explored include community-engaged learning, long-distance learning, and the bridge between older and younger students (commuter campuses). In addition to current perspectives and numerous revealing case studies with local communities and international service-learning projects, thirty chapters and a reflection paper are devoted to documenting lessons learned, assessing service-learning programs, identifying new challenges, and tapping into the emerging paradigms in service-learning.

Taken together with two earlier University of Indianapolis publications—*Service-Learning: Intercommunity and Interdisciplinary Explorations* and *Service-Learning Paradigms: Intercommunity, Interdisciplinary, & International*—this book constitutes a compendium of current knowledge, thoughts, and projections for the future and belongs in the library of every academician and academic institution serious about understanding, implementing, and reaping the full scope of service-learning.

**Mary C. Moore** is Vice President for Research, Planning and International Partnerships and professor of sociology at the University of Indianapolis. She has been aggressively involved in promotion service-learning and community partnerships. She has a PhD in sociology from York University.

**Phylis Lan Lin** is Associate Vice President for International Partnerships, professor of sociology, and Executive Director of the University of Indianapolis Press. She has a PhD in sociology from the University of Missouri, Columbia. She has organized and chaired several international conferences, including three in service-learning. She has written and edited more than 15 books in Chinese and English.

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Service-Learning in Higher Education: Educators, Communities, and Students

Editors: To Be Determined

2011

Introduction
You are cordially invited to submit your paper to be included in the forthcoming book, Service-Learning in Higher Education: Educators, Communities, and Students, to be published by the University of Indianapolis Press in January 2011.

Mission Statement
The University of Indianapolis Press is a nonprofit publisher of original works, specializing in, though not limited to, topics with international orientation. It is committed to disseminating research and information in pursuit of the goals of scholarship, teaching, and service. The Press aims to foster scholarship by publishing books and monographs by learned writers for the edification of readers. It supports teaching by providing instruction and practical experience through internships and practica in various facets of publishing, including editing, proofreading, production, design, marketing, and organizational management. In the spirit of the University’s motto, “Education for Service,” the Press encourages a service ethic in its people and its partnerships. The University of Indianapolis Press was institutionalized in August 2003; before its institutionalization, the University of Indianapolis Press published thirteen books, eight of which were under the auspices of the Asian Programs. The Press had specialized in Asian Studies and, as part of its commitment to support projects with an international orientation, will continue to focus on this field while encouraging submission of manuscripts in other fields of study.

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8. The deadline for submission is January 10, 2010.
9. Notification of acceptance of the paper will be sent by March 10, 2010.
10. Projected publication date: January 1, 2011.
11. All submission queries should be directed to lin@uindy.edu.
12. The Memorandum Agreement should be included in your submission.
The Third International Symposium on Service-Learning

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Appendix

Background & Purpose (First Symposium)

The symposium is held at Stellenbosch University, South Africa, and is co-sponsored by the University of Indianapolis, USA and Stellenbosch University, South Africa. The participants come from four continents (South Africa, North America, Centrak America, and Asia), representing 33 institutions of higher education and organizations.

This joint international symposium aims to bring international scholars, practitioners, and community leaders to present their past research, teaching, and community service experiences and to explore models for service-learning in the 21st century within the international, interdisciplinary, and intercommunity frameworks.

(From the Proceedings of the International Symposium on Service-Learning 2005)

Preface & Acknowledgements (Second Symposium)

The first international symposium on service-learning that was held in South Africa in November 2005 and hosted by Stellenbosch University and the University of Indianapolis brings back memories of a vibrant interaction between scholars from all over the world. This event illuminated the importance of such interaction in search for new knowledge about the theory and practice of service-learning. It brought to the fore the quality assurance, logistics, ethics and many different aspects of institutionalizing service-learning that tend to lie on the periphery of the field. For Stellenbosch University it marked a new dispensation of positioning itself as an institution that made a paradigm shift towards academically-based service-learning within the approach of integrating teaching, research and community interaction.

One of the highlights of the first symposium was when the University of Indianapolis’ delegation visited Christel House upon their arrival in Cape Town. The delegates had the opportunity to observe this vibrant community education program for a group of disadvantaged youth in South Africa. At the end of the symposium, participants acknowledged that service-learning is one of the most challenging yet powerful methods for both teaching and learning. Service-learning epitomizes the essence of the university’s role in the promotion of civic engagement for both teachers and students. Traditional paradigms for service-learning were discussed and the new paradigms were explored. The idea of having a follow-up symposium was born and the University of Indianapolis delegation was delighted to take the lead to organize and host the second symposium.

The University of Indianapolis and Stellenbosch University extended their invitation to Indiana Campus Compact to join them to take on the huge effort and months of planning for the second symposium to be held not only on University of Indianapolis campus but also at the university’s community sites in Indianapolis. Over one hundred participants from the United States, China, South Africa, Germany, Australia, and Cyprus, representing over 40 institutions of higher education and social agencies will present papers, workshops, and posters. The uniqueness of this symposium is the sessions in the community. Experiencing the exemplary partnership between the hosting university and its community partners will serve as a motivation for participants to replicate the activities in their own contexts.

Following the major themes from the first symposium, the second symposium continues to stress the importance of integrating practice and theory, university and community, and teaching and learning. The second symposium again brings many cultures and perspectives together in one venue. It will give opportunities to scholars to share their work, learn from others and make quantum leaps to new paradigms in service-learning. The symposium, in many ways, symbolizes and signifies the strategic planning goals in international outreach and collaboration for the University of Indianapolis and Stellenbosch University.

The Organizing Committee would like to express gratitude to National City Bank for providing financial support for the rental of the luncheon facility on May 15th, and to the Ningbo Institute of Technology, Zhejiang University in China, for expressing a desire to host the third International Service-Learning Symposium in 2008. We also wish to thank members of the organizing committee for working together diligently during the past 11 months to prepare for this event. The Organizing Committee has invited several singers and a pianist to present at the banquets and the performers’ contributions are deeply appreciated. We must single out our special acknowledgement to Patricia Cabrera, Program Coordinator of Asian Programs at the University of Indianapolis, for her tireless effort in coordinating the registration, formatting the abstracts, and working on other logistical arrangements for the participants. Special thanks also go to
subcommittee chairs, Toni Peabody, Jeff Bryant, Dan Briere, Marianna Kalli, and Leslie Oleck for their leadership in logistics, food services, program draft, volunteer program, and abstract submissions. We much appreciate Vice President Administrative Assistant, Jan Thomas’ assistance in the conference’s last minute details.

Our deep gratitude goes to the President of Christel House International, Dr. Christel DeHaan, not only for producing a special DVD program for the first symposium, but also, albeit her extremely busy schedule, for delivering an inspirational message at the second symposium for those of us who have strong conviction in community service.

Finally, we wish to acknowledge our appreciation to University of Indianapolis’ President Beverley Pitts for not only providing institutional financial support and writing the foreword for the symposium, but also for hosting a reception for international participants at the president’s home.

As symposium co-chairs, we bring you our best wishes and hope this symposium will be as productive and enjoyable as the first one. Thank you for taking the long journey to the heartland of America.

Sincerely,

Phylis Lan Lin & Antoinette Smith-Tolken, Symposium Co-Chair  
(From the Second International Symposium on Service-Learning Proceedings, 2007)