Center for Global Education
Centers for Global Advancement and International Affairs
(GAIA Centers)
Rutgers, The State University of New Jersey
102 College Avenue
New Brunswick, NJ 08901-8543

globaleducation.rutgers.edu
ru_abroad@gaiacenters.rutgers.edu

848-932-7787
Fax: 732-932-8659

Establishing a Conceptual Framework for Rutgers Service Learning Abroad

This document advances a conceptual framework for service learning abroad programs at Rutgers University through the Center for Global Education (GAIA Centers). CGE's definition of service learning draws on collaborative, community-centered learning models (Ward and Wolf-Wendel, 2000) and embraces the *Fair Trade Learning* framework of global service learning (Hartman, Morris Paris, and Blache-Cohen, 2014). Its definition of global citizenship is grounded in democratic civic education (Beane and Apple, 2007; Hartman, 2013) and justice-oriented citizenship (Westheimer and Kahne, 2004; Butin, 2007), as well as current scholarship on critical global citizenship education (Andreotti, 2006; Hartman and Kiely, 2014).

Program Design: Key Principles

The following key principles should inform the academic content and pedagogical structure of service learning abroad programs at Rutgers.

1. Course topics should, at a fundamental level, explicitly address one or more of the following broad areas: global poverty/development, human health and vulnerability, social justice, peace and human rights, and advancing civil society. The course should be designed to deepen, complicate, and disrupt students' understanding of course topics in meaningful ways.

2. The service component should be central to the course curriculum, with academic content designed to complement and reinforce it. Regular reflection (in the form of formal course requirements and assessment as well as through informal methods) should be used to bridge the service experience to the topics and themes of the course.

3. Service projects and other forms of direct, structured engagement with host communities should be of tangible value to partner organizations and the communities in which they work. Furthermore, students should be forced to reckon with this concept of equity and reciprocity as part of the course, exploring its inherent tensions and critically examining their own motives, expectations, and impact in the process. Explicitly engaging students in the ethical dilemmas of community-driven service abroad raises unsettling questions of power, privilege, and reciprocity across borders of culture, race, and class, making for powerful learning opportunities when raised in conjunction with other course-related topics.

4. Meaningful pre-departure instruction (both academic preparation and "pre-"flection) and re-entry programming should be included in the academic expectations of the service learning course. This includes a minimum of one mandatory class meeting before the in-country phase (separate from the required pre-departure orientation meeting), and at least one upon return to Rutgers. Opportunities for more long-term post-program reflection (3-6 months after return) should also be considered.

Center for Global Education   globaleducation.rutgers.edu
Centers for Global Advancement and International Affairs   ru_abroad@gaiacenters.rutgers.edu
(GAIA Centers)
Rutgers, The State University of New Jersey   848-932-7787
102 College Avenue   Fax: 732-932-8659
New Brunswick, NJ 08901-8543

Global Citizenship Education: Key Learning Outcomes for Service Learning Abroad

The Center for Global Education promotes a set of fundamental learning outcomes for service learning abroad programs, designed to foster the development of attitudes and behaviors reflective of global citizenship in more than just name. These core outcomes are not intended to replace or supersede course-specific learning outcomes, but should underlie and inform course-specific outcomes for every service learning course. Notably, the following outcomes do not include the commonly-cited global/intercultural competencies often associated with (or aspired to) in global education programs (such as second language acquisition, intercultural communication, openness to new ideas, etc). Such outcomes, while not contrary to service learning, are considered here to be ancillary benefits, ones that can serve the goals of service learning and global citizenship education only if fostered within a comprehensive framework that combines understanding and skill-building with values and action.

The following learning outcomes serve as a basis for global citizenship education at Rutgers.

1. **Understanding the world we live in and our place in it**. Students should gain awareness and knowledge of prevailing world conditions and developments, their causes, and the ability to position oneself and one's role within complex global systems in a non-concentric way. Creating spaces for students to consider their own direct and indirect participation in a global and interconnected system of persistent inequality is a critical way to draw connections between seemingly distant global realities, one's own community, and individual decisions and lifestyle choices.

2. **Fostering a commitment to human dignity.** Service-learning programs afford students opportunities to examine large, complex questions and problems through the highly focused lens of lived experiences and circumstances.   Encounters with systemic inequality, injustice, and other forms of human suffering—and how individuals and communities negotiate and overcome them—should impart a sense of value for human life that transcends national and cultural boundaries. An emphasis on human dignity foregrounds a thematic focus on issues of social justice and human rights.

3. **Recognizing and appreciating alternative modalities.** Students should be confronted with ways of seeing the world that do not align with their own, and learn to engage alternative perspectives, beliefs, and forms of knowledge with respect and humility. While recognizing and appreciating alternative modalities, students should reflect on how their own values and ethics relate to people elsewhere in the world, and how they can apply what they believe in new cultural contexts.

4. **Converting empathy into action**. Students should be compelled to cultivate empathy by listening carefully and actively to the experiences of people different –and possibly less privileged—than themselves. If being exposed to cultural difference, conditions of poverty, and social injustices fosters awareness and appreciation of diverse perspectives, it should also awaken a desire to transform new perspectives into concrete actions for building a better world.

These stated outcomes form a blueprint for infusing global citizenship education into service-learning abroad programs in a standardized way. They depart from more common global education outcomes that privilege objective knowledge and skills, positioning students to thrive in the twenty-first century. In other words, Service

Learning Abroad programs strive to cultivate students who are not just knowledgeable about the world, nor simply equipped to navigate it – but that feel an innate belonging and sense of responsibility that lends itself to ethical action and being. Rather than trusting that students reach these conclusions on their own, the principles and learning outcomes outlined above constitute a normative framework that will help ensure that these experiences lay a foundation for life-long learning and engagement for a fairer, more just world.

Bibliography

Andreotti, Vanessa. "Soft versus Critical Global Citizenship Education." *Policy & Practice-A Development Education Review* 3 (2006): 40-51.

Beane, James A., and Michael W. Apple. "The Case for Democratic Schools." *Democratic Schools: Lessons in Powerful Education*, 2nd Edition (2007): 1-29.

Butin, Dan W. "Justice-Learning: Service-Learning as Justice-Oriented Education." *Equity & Excellence in Education* 40.2 (2007): 177–183.

Hartman, Eric. "No Values, No Democracy: The Essential Partisanship of a Civic Engagement Movement." *Michigan Journal of Community Service Learning* 19.2 (2013): 58-71.

Hartman, Eric, Cody Morris Paris, and Brandon Blache-Cohen. "Fair Trade Learning: Ethical Standards for Community-Engaged International Volunteer Tourism." *Tourism and Hospitality Research* 14.1-2 (2014): 108–116.

Hartman, Eric, and Richard Kiely. "A Critical Global Citizenship." *Crossing boundaries: Tensions and transformation in international service-learning* (2014): 215–242.

Ward, Kelly, and Lisa Wolf-Wendel. "Community-Centered Service Learning: Moving from *Doing For* to *Doing With*." *American Behavioral Scientist* 43.5 (2000): 767-780.

Westheimer, Joel, and Joseph Kahne. "Educating the 'Good' Citizen: Political Choices and Pedagogical Goals." *PS: Political Science and Politics* 37.2 (2004): 241–247.