

Best Practices of International Service-Learning Programs in Higher Education

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Abstract

The main purpose of this study was to identify best practices of international service-learning programs in higher education and evaluate their effectiveness. According to Southern Adventist University's definition, service-learning is "The intersection of academic theory and pragmatic application for the mutual benefit of the students and the individuals and communities they serve." Clemson University and Duke University were used as case studies for the qualitative research identifying best practices from the institutional standpoint. Then, to determine if these service experiences were valuable to the students, fifty students who had taken an international service-learning class were surveyed. This study identifies the relationship between international service-learning and students' attitudes, learning outcomes, and commitments to serve in the future.

Keywords: service-learning, international, higher education, best practice, cultural competence

Best Practices of International Service-Learning Programs in Higher Education

The purpose of higher education, according to Bicknell (2008), is democratic equality, social efficiency, and social mobility. Baccalaureate education in America has focused largely on the majority culture, but there is evidence of a slow shift in this area (Sternberger, Ford, & Hale, (2005). With the growing diversity of modern American culture, higher education institutions are beginning to incorporate curriculums that emphasize cultural competency (Stadler, Middleton, & King, 1999). Therefore, higher education does not only emphasize learning skills that are useful for the immediate community, but also the broader community. International service-learning is a growing platform being used to accomplish the complexity of cultural competency while giving students an opportunity to serve those who are in need.

According to Florman, Just, Naka, Peterson, & Seaba (2009), service-learning is “a way of teaching and learning that incorporates community engagement into academic coursework.” International service-learning uses the skills needed in domestic service-learning and applies them to the needs in other countries. Miller and Gonzalez (2010) explain “International service-learning experiences may offer unique opportunities for enhancing academic achievement and professional development as participants address aligned community needs.” Not everyone learns best through hands-on experience; however, service-learning requires basic concepts to be learned before entering field experience. Because of this, students are able to use the skills they have learned and put them to practical use while benefiting others.

Benefits of International Service-Learning

There are a number of potential positive outcomes that can come as a result of international service-learning. According to Miller and Gonzalez (2010), some of the major outcomes include, “heightened personal and professional flexibility, as well as enhanced

appreciation of cultural diversity, awareness of global issues, and development of general cultural competencies.” These traits are not only valuable in allowing students to benefit individuals in other countries, but also helps prepare them for the challenges of an increasingly diverse workforce in North America.

When students are able to experience an active role in the learning process, much of what is learned becomes incredibly beneficial to their professional development. Some other positive outcomes mentioned by Miller and Gonzalez (2009), were “enhanced critical thinking skills and concern for local community members as well as greater appreciation of cultural diversity, awareness of global issues, expanded notions of community, and general cultural competencies.” These are all skills that must be learned outside the boundaries of a classroom and incorporated into practical experience. Being able to view the world from multiple perspectives is one of the most significant values that can be gained from the experiences of international service-learning. Additionally Astin (2000), found that:

Service participation shows significant positive effects on all 11 outcome measures: academic performance (GPA, writing skills, critical thinking skills), values (commitment to activism and to promoting racial understanding), self-efficacy, leadership (leadership activities, self-rated leadership ability, interpersonal skills), choice of a service career, and plans to participate in service after college.

Throughout the experience of international service-learning, students are challenged in their world-views. Often this growing process involves a transformation in the understanding of global issues of social justice. This type of development has incredible value as students return to their own communities and approach other issues of human and social justice.

Some skills that are most important for success in the international service-learning process are effective intercultural communication, an understanding of program goals and values of the institution, and linguistic competence. Intercultural and interpersonal barriers are often broken down throughout the process of intercultural experiences (Sternberger, Ford, & Hale, 2005).

Implications for Social Work Practice

The competencies of social work practice emphasize the ability to provide services to diverse populations and hold value to continually growing in cultural competence. Implications of international service-learning suggest that social workers may benefit from experiences by which cultural knowledge can be practically applied to communities outside their own nation. Not only would international service-learning benefit the social worker as an individual, it would also benefit the international community receiving services and the community that the social worker will eventually return to.

The review of literature on international service-learning displayed two major themes. First, there is a great amount of educational benefit and cultural competence that comes as a result of the process of students fulfilling international service learning projects. Second, these practical experiences benefit a variety of communities and help meet needs in other countries.

While a number of research studies focused the positive aspects of international service-learning, not many emphasized the way that these types of programs can be implemented in educational settings. This gap in research has directed this study towards finding a way to develop how-to-guides for schools wanting to begin using international service learning programs. This study evaluates international service-learning programs that are currently being

implemented in various colleges and universities in the United States and the best practices for implementing such programs.

The hypothesis of this study is that as a student participates in more international service-learning projects their cultural competence and commitment to future service will also increase.

Methods

Purpose

The purpose of the research was to explore the best practices of international service-learning as a teaching pedagogy in higher education. The intent is to synthesize these best practices in order to provide a resource for schools that are looking into developing an international service-learning program. Additionally, this study was designed to identify the relationship between international service-learning experiences and students' attitudes, learning outcomes, and commitments to serve in the future.

Study Design

The study design began with using an inductive method through qualitative interviews. The qualitative questions were descriptive in nature so as to identify comprehensive best practices. Before the interviews were conducted, each participant signed an informed consent form stating the nature of this study, that disclosure of information is voluntary, and that they may withdraw from the study at any time. During the first round of interviews, two service-learning directors were asked one qualitative question that was identified by the research team: Can you tell me about the best practices of your international service-learning program?

The results were coded and analyzed for common themes and seven additional questions were developed from the results. These service-learning directors were asked the following set of questions: How many students attend your school? How many students are involved in

international service-learning? What types of international service-learning experiences does your college offer (mission trips, academic service-learning, student-initiated projects, etc.)? What makes your program different from other programs? What are the strengths of your program? What factors have contributed the most to the success of your program? What are the challenges of international service-learning? How have you (or how to do plan to) overcome them? After these results were coded and analyzed 18 quantitative questions were developed to assess student perceptions, attitudes, and learning.

The survey was distributed to students who had completed an international service-learning course after participants signed an informed consent form which can be found in Appendix C. The survey can be found in Appendix D.

Participants

This study utilized human participants who were a minimum of 18 years of age. Participants of the qualitative portion were selected by convenience based on the researchers' knowledge of the participants having experience organizing or participating in an international service-learning experience. The participants for the quantitative research were students or alumni of Southern Adventist University who had completed the service-learning component of a course.

The individuals selected for the qualitative portion of the research were the service-learning directors from Duke University and Clemson University. Both sets of interviews were conducted over the phone.

The population being surveyed for the quantitative portion of the research consisted of undergraduate and graduate students at Southern Adventist University in Collegedale Tennessee,

a protestant Christian private school. The sampling frame was of purposive. Fifty unique individuals completed the survey.

Investigative Techniques

When the first qualitative question was asked to the initial participants it was asked in an interview manner. The same questions were asked of each participant. The same participants were interviewed more extensively in a second interview through a combination of open and closed-ended questions to gather more information that was not mentioned or clearly stated in the first interview. These results were coded and a subsequent survey was developed that consisted of 15 questions. The independent variables are major, class standing, prior service-learning experience, and prior international experience. The dependent variables are the student attitudes, student learning, cultural competence, comfort working with other cultures, ability to plan a service project, and commitment to service. The levels of measurements are operationally defined as nominal, ordinal, interval, and ratio.

Instrumentation

The instrumentation used was the online survey creation tool SurveyMonkey. Using a structured survey process the list of questions were the same for all participants. The survey was scored automatically by SurveyMonkey and results were coded, input into the Statistical Package of the Social Sciences (SPSS) 16, and analyzed.

Data Collections

The survey instrument was sent via email to all students enrolled in an international service-learning course during the Fall 2010, Winter 2009, and Fall 2009 semesters.

Ethical Consideration

Ethical issues were considered and a request to the Institutional Review Board (IRB) at Southern Adventist University was made. The IRB approved the research proposal the first time it was submitted. A copy of the IRB Research Proposal and the approval letter can be found in Appendices A and B, respectively. The survey was completed on a voluntary basis. During the qualitative portion, participants were given the opportunity to decline any question asked of them.

Results

Qualitative Analysis

International service-learning is an educational opportunity for students from universities in several countries, primarily from the United States, to apply their learning in a different culture. It is the goal of international service-learning to partner student and professional teams from developed countries with service opportunities in developing countries.

In this study Duke University and Clemson University were contacted and asked to describe the best practices of their international-service-learning program. Dr. Kathy Sikes, who heads the international service-learning department at Duke University, described some of her best practices as follows:

“I require my students to gather statistical data on the country and learn about the cultures and beliefs of the host country. It’s important the professor who is going to head the trip first visit the country to gather information for the students about what to expect from a third world country. I usually tell my students that we will probably not have hot water and we will eat everything out of tortillas. I want to have them prepared for the worse case scenario and if things are better when we get there, well that’s just icing on the cake.

The main thing you need to implement a successful international service-learning program is the support of your department and the support of your school. We were lucky here and everybody jumped on board, however I have been to conferences where I would hear professors saying how their schools won't support them, which make funds hard to come by.

Dr. Sikes also advised that knowing what supplies to bring while in the country is important and having a good contact person that knows the country and its neighborhoods can be vital to the success of the trip.

Dr. Roxanne Amerson from Clemson University described some of her best practices as follows;

“Have an interpreter, even though I require my students to learn some of the language for the country we are visiting, they will not know enough to deal with the day to day activities that take place. So an interpreter is very important.”

Dr. Amerson agreed with Dr. Sikes that “the director needs to visit the country first and look at the layout and living conditions. I started the international service-learning program here seven years ago and I always go first to see what the situation is and to ensure my student's safety.”

“Having a reliable host in the country that is very organized and that you can trust to have everything set up can really make the difference in whether you have a good trip rather than an okay trip. I require all my students to learn some of the language and to learn a little about the cultural just so they have some clue as to what to expect.”

In our second round of questions we wanted to know a little bit more about the universities and their programs. Duke University currently has approximately 6,200

undergraduate students and approximately 100 students are currently in a service-learning program. Clemson has 17, 274 students and approximately 200 are in a service-learning program at any given time.

Both universities were then asked what types of international service-learning programs their university offered? Duke University stated that they offered international service-learning to all majors including nursing, community health, medical, education and social work. “Pretty much any major that has an interest in the program can conduct one at the request of an instructor.”

Dr. Amerson from Clemson University shared that they offer international service-learning in community health, education, nursing and engineering.

Both Dr. Sikes and Dr. Amerson were asked what makes their program different from other programs.

Dr. Amerson stated “Just last year we have been implementing a train the trainer program. In doing this we train individuals in the communities so that once we are gone they will be able to teach other citizens things such as water purification, women’s health and teaching. As far as I know we are the only ones that do this.”

Both were then asked what factors have contributed the most to the success of your program. They both responded with the same answer stating the support from you department and your school is a must have. Without it the program will never work.

When asked what are the challenges of international service-learning both responded that funding is the biggest challenge a new program will face. When asked how they have or plan to overcome this obstacle Dr. Sikes responded, “Funding is the main challenge you will face.

However students have come up with some pretty good ideas on how to raise money and pay for the trips.”

Dr. Amerson from Clemson University added:

“Apply for grants. Once you show that the program works and you see how the students grow in such a short time more than likely the school will support the program, which is what happened here. However there are several grants out there you can apply for and getting sponsorship from locals business work for us in the past. That’s a good start.”

Quantitative Analysis

Overall there were fifty respondents to the survey. The class standing ratios of those that completed the survey were two freshmen, four sophomores, 16 juniors, 24 seniors, and four graduate students (see figure 1). The majority of the respondents were seniors ($n=24$). The major that was most represented was nursing ($n=18$). Most students ($n=31$) had not taken a service-learning course prior to this one. Twenty of the participants had been to four or more third-world countries before this course. However, many of them ($n=10$) had never been to a third-world country. The first part of the quantitative survey assessed basic demographic information. Then, participants were asked to rate nine questions on a Likert scale with the options “strongly agree,” “agree,” “disagree,” and “strongly disagree.” The purpose of these questions was to determine students’ attitudes, academic learning, and commitment to serve in the future.

The question, “The service-learning experience was enjoyable,” had a reporting sample of ($n= 50$). Of these, 82% ($n=41$) reported “strongly agree,” 12% ($n=6$) reported “agree,” 4 % ($n=2$) reported “disagree,” and 2% ($n=1$) reported “strongly disagree.” In addition to student satisfaction with the project, we wanted to know if they felt that they met a need. In response to

this statement the following data reflects students' cognizance that they met a real community need, 76% ($n=38$) reported "strongly agree," 20% ($n=10$) reported "agree," 2% ($n=1$) reported "disagree," and 2% ($n=1$) reported "strongly disagree."

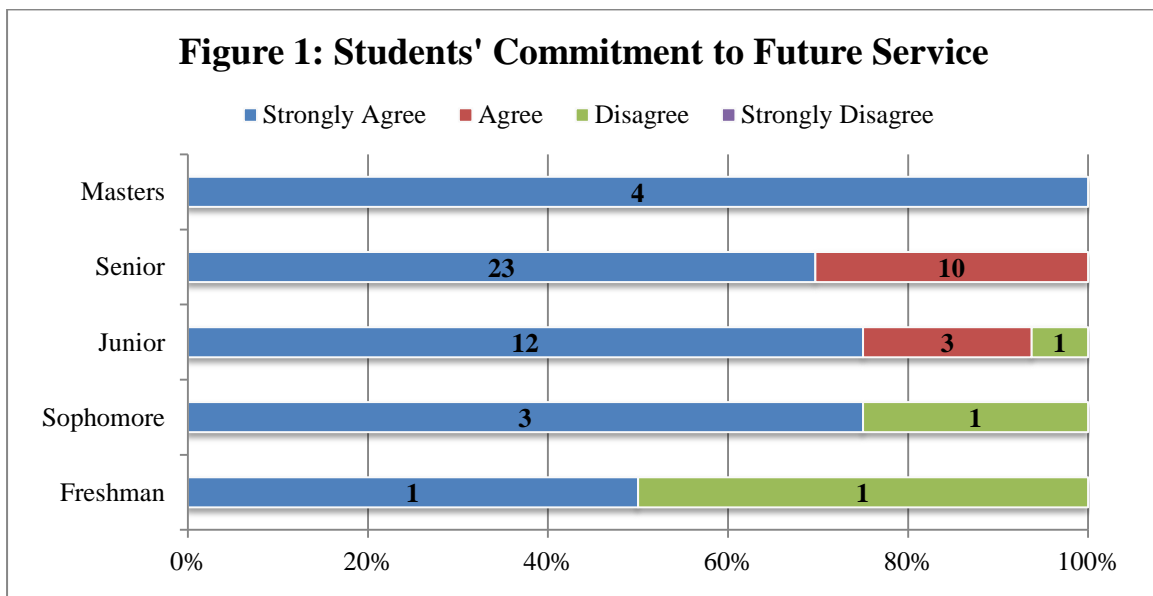
To gain an understanding of the students' learning outcomes, the following three statements were added. For the statement, "The service-learning component added to my understanding of the course material," the following responses were yielded, 80% ($n=40$) reported "strongly agree," 12% ($n=6$) reported "agree," 6% ($n=3$) reported "disagree," and 2% ($n=1$) reported "strongly disagree." While this experience may have influenced their understanding of the course, we also wanted to know if this increased their cultural competency. To the statement, "I have a better understanding of other cultures because of the international experience," the students' responses were 94% ($n=47$) reported "strongly agree," 2% ($n=1$) reported "agree," 4% ($n=2$) reported "disagree," and 0% ($n=0$) reported "strongly disagree." Beyond their understanding of culture, our research sought to find a correlation between the mere understanding of another culture with the students' comfort levels working with individuals from other cultures. The students rated their comfort with this group which resulted in 66% of students ($n=33$) responded "strongly agree," 18% of students ($n=9$) responded "agree," 4% of students ($n=2$) responded "disagree," 12% of students ($n=6$) responded "strongly disagree."

While students may have enjoyed their experience and learned from it, what is also very important is their level of preparation and desire to continue serving their communities. The statement "I am aware of resources that will assist me in planning a similar trip like this in the future," resulted in the following findings, 44% ($n=22$) reported "strongly agree," 38% ($n=19$) reported "agree," 4% ($n=2$) reported "disagree," and 14% ($n=7$) reported "strongly disagree." Additionally, students' level of commitment was also determined. For the question confirming

their commitment to future service, 86% of students ($n=43$) responded “strongly agree,” 8% of students ($n=4$) responded “agree,” 6% of students ($n=3$) responded “disagree,” 0% of students ($n=0$) responded “strongly disagree.”

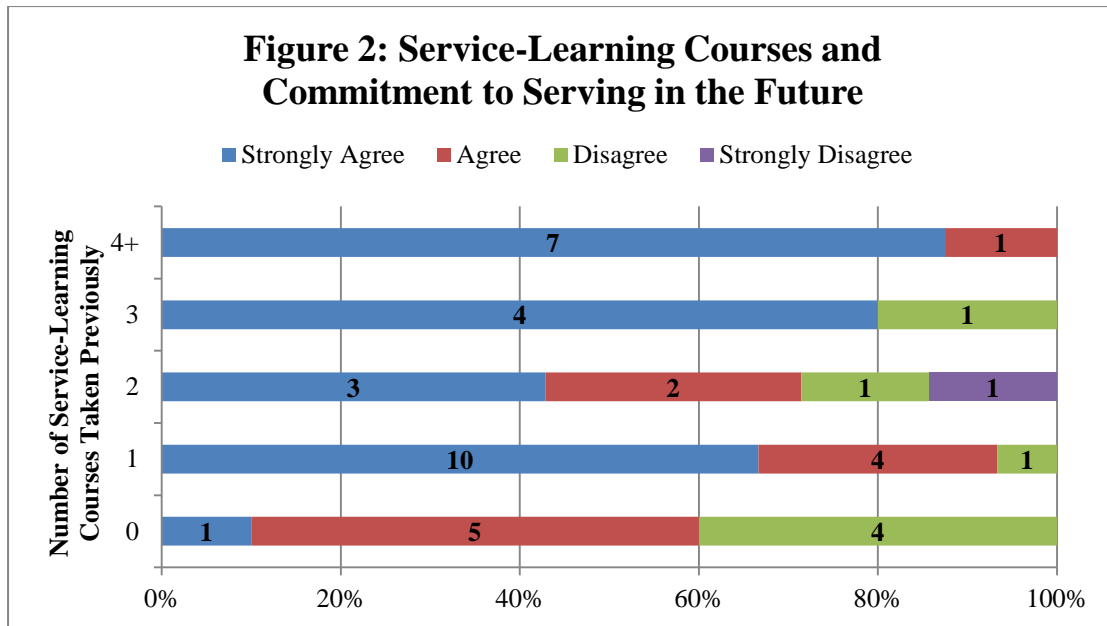
Discussion

The purpose of this study was to explore the best practices of international service-learning as a teaching pedagogy in higher education. The first portion of the study utilized qualitative analysis to determine current international service learning practices in two different universities in America. With the information gathered from the qualitative analysis, a survey was developed to assess the reactions of 50 students who have completed international service-learning projects. The initial hypothesis of this study was that as a student participates in more international service-learning projects their cultural competence and commitment to future service would also increase.

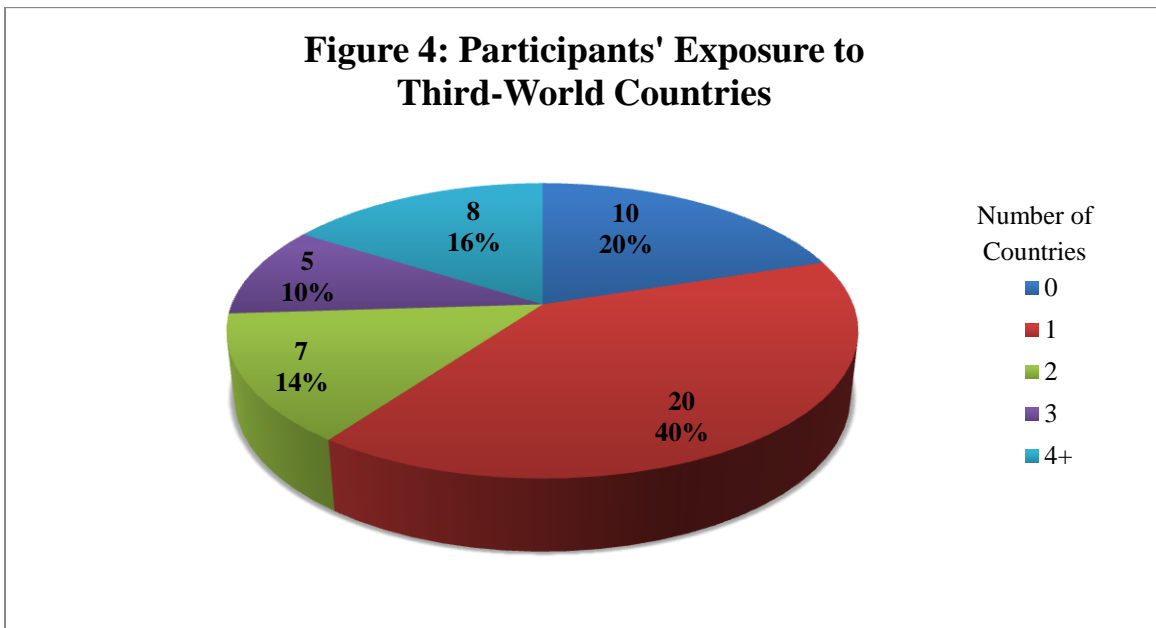
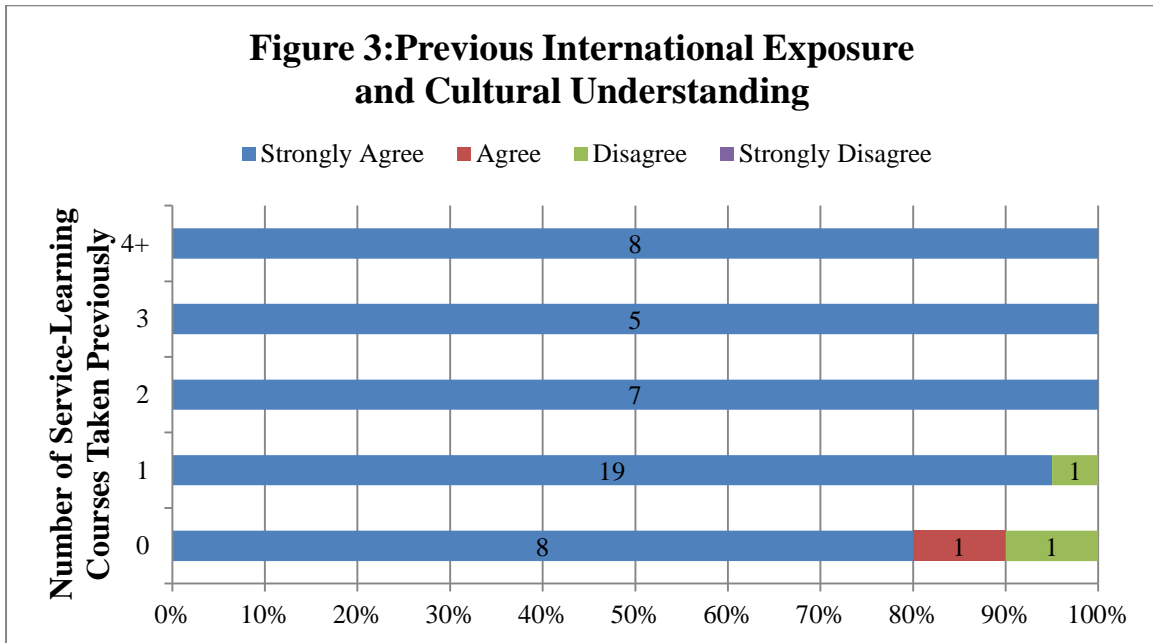


The findings of this study indicated that 86% of students ($n=43$) who had experienced international service-learning projects were committed to participating in future service

programs. This commitment was stronger as the student advanced in class standing (see figure 1). Additionally, students who had participated in one or more service-learning classes were more committed to future service (see figure 2).



Regarding cultural competence, 94% ($n=47$) of students strongly agreed that their international service learning experience helped to increase their cultural competence. Cultural competence was assessed by both determining a students' understanding of another culture and their comfort working with someone from another culture. This is based on the assumption that if a person is culturally competent they will not be biased towards other cultures. There was a positive correlation between the number of third world countries a student had been to and their level of understandings of other cultures (see figure 3). A positive correlation also existed between previous international exposure and the students' comfort levels working with individuals from other cultures. The breakdown of how the sample was distributed regarding their international experience can be found in figure 4.



Some limitations to this study include small sample sizes for both qualitative and quantitative analysis. In addition, the data would be more reliable if there was an equal sample size among the class standings. In the current study there was a significant difference in the class representation which could skew the results. Another limitation on quantitative analysis was that it was limited to participants who attend Southern Adventist University.

Through the assessment of literature, it was found that there are a number of benefits to international service-learning programs however there was virtually no literature regarding ways to begin implementing such programs and the success rates that they incur. There was also a lack of available information regarding the levels of cultural competence gained throughout service-learning programs and commitment levels to future service.

Recommendations for future research include more efficient practices for implementing new international service learning projects in educational institutions. When it comes to quantitatively testing the experiences of students who have participated in international service learning projects, larger sample sizes would be more beneficial to yielding reliable results. More testing also needs to be done regarding whether comfort levels with different cultures increases in correlation with the number of times an individual has been involved with service learning projects. Implications for such a study would suggest that more international service-learning experiences need to be offered so that cultural competency in university students increases.

References

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Appendix A

Southern Adventist University
RESEARCH APPROVAL FORM
Form A

Directions: Please complete this form and submit with the following documents if used: (1) Informed Consent Form, (2) Data Collection Instrument (e.g., questionnaire) or Protocol.

Level I review: Obtain approval and signature from the course professor/student club or association sponsor. Submit **Form A** with signature to course professor and keep copy for self.

Level II review: Obtain approval and signature(s) from Chair/Dean. Submit copies of **Form A** with signatures to course professor, Chair/Dean(s), and self.

I. Identification of Project**Principle Investigator:**

Melissa Tortal
4930 College Dr.
Ooltewah, TN 37363
423-236-2205
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Co-Investigator(s):

Dessie Hoelzel
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1160 Harvest Glen Dr
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Title of Project: International Service-Learning

Department: School of Social Work

Faculty Supervisor: Sharon Pittman

Starting Date: October 2010 **Estimated Completion Date:** December 2010

External Funding Agency and Identification Number: N/A

Grant Submission Deadline: N/A

INTERNATIONAL SERVICE-LEARNING

II. Purpose of Study:

To explore the best practices of international service-learning as a teaching pedagogy in higher education.

III. Description and Source of Research Subjects: (e.g., humans, animals, plants, documents)

This study will utilize human participants who are a minimum of 18 years of age. There will be two parts to this study, the first being qualitative interviews and the second part being quantitative data collection. Participants for the qualitative portion will be selected by convenience based on the researchers' knowledge of their having experience organizing or participating in a service-learning experience. Quantitative data collection will also be in a manner of convenience using volunteer university student and faculty participants on the campus of Southern Adventist University at campus common areas.

If human subjects are involved, please check any of the following that apply:

- Minors
- Prison inmates
- Mentally impaired
- Physically disabled
- Institutionalized residents
- Vulnerable or at-risk groups, e.g., minority, poverty, pregnant women (or fetal tissue), substance abuse populations
- Anyone unable to make informed decisions about participation

*If any of the above is checked, proposal requires Level III review. **Form B** must be completed in addition to Form A.*

IV. Materials, Equipment, or Instruments:

Materials used for the qualitative data collection will be paper and pencil note-taking in addition to an audio recording for transcription of the interviews. Materials used for the quantitative data collection will include a paper and pencil survey questionnaire which will be developed by the researchers.

INTERNATIONAL SERVICE-LEARNING

V. Methods and Procedure:

The researchers will each interview a person known to have organized or participated in a service-learning experience. Participants of this interview will each sign an informed consent form stating the nature of this study, that disclosure of information is voluntary, and that they may withdraw from the study at any time. This interview will be recorded for transcription and analyzed for key words, which will then be coded. Once all of the interviews are coded the researchers will then take the data to form a survey questionnaire. This survey will be distributed to volunteer participants on the campus of Southern Adventist University after participants have signed an informed consent form, and individual results kept confidential. The data from this survey will then be coded and analyzed using SPSS 16.

VI. Sensitivity: *Psychological discomfort or harm experienced by human participants because of topic under investigation, data collection, or data dissemination.*

On a scale of 0 (not sensitive) to 5 (extremely sensitive), rate the degree of sensitivity of the behavior being observed or information sought:

 0 Sensitivity of behavior to be observed or information sought.

If greater than "1" proposal requires Level III review. Form B must be completed in addition to Form A.

VII. Invasiveness: *Extent to which data collected is in public domain or intrusive of privacy of human participants within context of the study and the culture.*

On a scale of 0 (not sensitive) to 5 (extremely sensitive), rate the degree of invasiveness of the behavior being observed or information sought.

 0 Sensitivity of behavior to be observed or information sought.

If greater than "1" proposal requires Level III review. Form B must be completed in addition to Form A.

VIII. Risk: *Any potential damage or adverse consequences to researcher, participants, or environment. Includes physical, psychological, mental, social, or spiritual. May be part of protocol or may be a remote possibility.*

On scale of 0 (no risk) to 5 (extreme risk), rate the following by filling each blank.

INTERNATIONAL SERVICE-LEARNING

Extent of Risk	To Self	To Subjects	To Environment
Physical harm	<u>0</u>	<u>0</u>	<u>0</u>
Psychological harm	<u>0</u>	<u>0</u>	
Mental harm	<u>0</u>	<u>0</u>	
Social harm	<u>0</u>	<u>0</u>	
Spiritual harm	<u>0</u>	<u>0</u>	

*If any blank is greater than "1," proposal requires Level III review. **Form B** must be completed in addition to Form A.*

IX. Benefit-Risk Ratio (Benefits vs. Risks of this Study)

Benefits to this study include gaining a greater understanding of international service-learning, best practices, risk management, organizational techniques, etc. There are no risks associated with this study.

X. Confidentiality/Security Measures

Collection:

A written transcript of the interviews will be created and the audio tape erased. For the survey instruments, the informed consent forms will be collected prior to the survey being distributed, keeping the identity of the participant separate from the data.

Coding:

Participants in the interviews will be coded with a fake name to protect their true identity. Key words will be identified and will correspond to categories the researchers will determine. Survey instruments will be numbered to prevent the surveys from being mixed up and coding will be done using Likert-type scales.

Storing:

Password-protected files will be used to store the electronic data on a SharePoint workspace used by the research team.

Analyzing:

Interviews will be analyzed based on keywords, which fit specific categories. Surveys will be analyzed using SPSS 16.

Disposing:

INTERNATIONAL SERVICE-LEARNING

A password protected electronic copy of all data will be preserved. Physical copies will be scanned to form an electronic version and the hardcopy shredded.

Reporting:

The informed consent forms will ask participants if they would like a copy of the final research results. These final results will be produced in the form of a paper and by PowerPoint presentation shared for classroom learning purposes.

XI. Informed Consent Process:

Participants in both the interviews and the surveys will be asked to fill out an informed consent form prior to their involvement in the study. This consent form will give participants an idea of the nature of the study as well as providing a confidentiality agreement. Participant involvement in the study will be recognized as volunteer and the participant will be allowed to leave and/or terminate participation in the study at any time.

 0 Potential for coercion, which is considered any pressure placed upon another to comply with demand, especially when the individual is in a superior position. Pressure may take the form of either positive or negative sanctions as perceived by the participants within the context and culture of the study.

 0 Coercion or Deception involved. If so, explain.

If either checked, proposal requires Level IV Full Review.

XII. Debriefing Process:

Participants will be allowed to ask questions to the researchers and to receive a copy of the final report once it is available.

XIII. Dissemination of Findings:

The findings from this study will be presented by PowerPoint presentation and paper materials for classroom sharing only.

 Potential for presentation or publication outside of University.

If so, proposal requires Level II Review.

XIV. Compensation to Participants

Participation in the study will be voluntary in nature and no compensation will be given.

**Southern Adventist University
Signature Page
Form A**

By compliance with the policies established by the Institutional Review Board of Southern Adventist University, the principal investigator(s) subscribe to the principles and standards of professional ethics in all research and related activities. The principal investigator(s) agree to the following provisions:

- *Prior to instituting any changes in this research project, a written description of the changes will be submitted to the appropriate **Level of Review** for approval.*
- *Development of any unexpected risks will be immediately reported to the **Institutional Review Board**.*
- *Copies of approval for off-campus sites of data collection will be obtained from the site and submitted in triplicate to the appropriate **Level of Review** prior to data collection.*
- *Close collaboration with and supervision by faculty will be maintained by SAU student investigator.*

Principal Investigator Signature _____ Date _____

Co-Principal Investigator(s) Signature _____ Date _____

Co-Principal Investigator(s) Signature _____ Date _____

* * * * *

As the supervising faculty, I have personally discussed the proposed study with the investigator(s), and I approve the study and will provide close supervision of the project.

Supervising Faculty/Sponsor Signature _____ Date _____
(Required by all SAU student investigators)

* * * * *

As Dean/Chair, I have read the proposed study and hereby give my approval.

Chair(s)/Dean(s) Signature _____ Date _____

_____ Date _____

(If **Level II** approval required)

Appendix B

IRB approval letter

Appendix C



Informed Consent for Research

Participant's full name: _____

Title of research project: Best Practices of International Service-Learning Programs in Higher Education

Principal Investigator's Name: Melissa Tortal

Co-Investigators: Mickel Hoback and Dessie Hoelzel

INTRODUCTION:

This consent form provides information about the research study. We have tried to make this information understandable. Before you sign this consent form, you should know that:

- Your participation is voluntary
- Your identity will be kept anonymous
- You may withdraw from the study at any time

Once you understand the study, you will be asked to sign this informed consent if you wish to participate. You will be given a signed copy of the form to keep for your records.

PURPOSE OF THE STUDY:

The purpose of the research is to explore the best practices of international service-learning as a teaching pedagogy in higher education. The intent is to synthesize these best practices in order to provide a resource for schools that are looking into developing an international service-learning program. Additionally, this study is designed to identify the relationship between international service-learning experiences and students' attitudes, learning outcomes, and commitments to serve in the future.

Participant's Signature: _____ Date: _____

INTERNATIONAL SERVICE-LEARNING

Appendix D

International Service-Learning Assessment

1. Name: _____
2. Major: _____
3. Class Standing: Freshman Sophomore Junior Senior Masters
4. Have you taken a service-learning course prior to this semester? No or Yes: How many? _____
5. Have you ever been to a third-world country? No or Yes: How many? _____
6. Service-learning course: _____
7. What country/countries did you serve in this course? _____

State the degree to which you agree or disagree with the following statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
8. The service-learning experience was enjoyable.				
9. The service project met a real community need.				
10. The service-learning component added to my understanding of the course material.				
11. I have a better understanding of other cultures because of the international experience.				
12. I am more comfortable working with individuals from diverse backgrounds because of the international project from this class.				
13. I am aware of resources that will assist me in planning a similar trip like this in the future.				
14. I am committed to being involved in service projects in the future.				

15. Please briefly describe your service-learning project: