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Service Learning in the International Context: How Can It Be Beneficial When Studying Abroad?

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LOYOLA UNIVERSITY CHICAGO

SERVICE LEARNING IN THE INTERNATIONAL CONTEXT: HOW CAN IT BE
BENEFICIAL WHEN STUDYING ABROAD?

A THESIS SUBMITTED TO
THE FACULTY OF THE GRADUATE SCHOOL
IN CANDIDACY FOR THE DEGREE OF
MASTER OF ARTS

PROGRAM IN CULTURAL EDUCATIONAL POLICY STUDIES

BY

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CHICAGO, ILLINOIS

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CHAPTER ONE

INTRODUCTION

The study for my thesis focuses on service learning in an international context. It will explore what can be gained when higher education programs implement service learning into their study abroad programs. This study will specifically focus on the students that participated in the Global Issues Honors Consortium (GIHC) through the University of Minnesota Interdisciplinary Center for the study of Global Change (ICGC). These students participated in a study abroad experience in which there was a service learning component. Students were interviewed from the groups that went abroad in 2008 and 2010. After conducting the interviews I was able to better understand the experience they all had abroad.

Throughout this thesis there are several sections. It starts off with the statement of the problem, the literature review, my methodology and then the findings and conclusion. In this study the primary research question is what impact does service learning in the international context have on students that study abroad at the higher education level.

Statement of the Problem

It is my intent with this thesis to learn more about service learning in the international context. More specifically I want to learn more about the benefits that can be gained

when colleges and universities incorporate service learning into their study abroad programs. Study abroad is important in higher education, due to our increasingly globalized society and the various programs continue to grow each year. In this section I will outline the reasons that it is important to research service learning during study abroad programs. These reasons include the importance of study abroad in higher education, service learning as a growing trend, and the lack of research on the benefits of service learning while studying abroad.

Many colleges and universities in the United States have a study abroad office that encourages while some program even require their students to spend some time abroad during their academic career. These institutions realize that it is important to prepare their students to be global citizens. With the constant evolving use of technology, we are more connected now than ever to other countries around the world. These students most defiantly will have to work or come in contact with people from other parts of the world; study abroad is an experience that could help prepare them for these situations. For these reasons, it is important that we continue to research ways in which institutions can improve their programs. This research can help shed light on benefits and cautions when implementing service learning into study abroad programs. Service learning is not something implemented in all study abroad programs, but incorporating service learning in study abroad programs is a growing trend at many higher education institutions. As it is a growing trend, it is important to learn what the potential benefits can be when implemented properly. Best methods and things to be cautious and aware of while conducting service learning in the study abroad context

could be developed through research on this topic. Improvement to the programs can give students a better educational opportunity while abroad.

There is a lack of research on service learning while studying abroad. With it being a growing trend, it is important to continue to do research so that programs will have literature to reference when making changes and improvements to their programs. It would be beneficial to have best methods to reference when developing programs that incorporate service learning while studying abroad. Many students that don't have the resources and or desire to study abroad for a long term program, have the option of short-term programs, but with short term study abroad, there is also a lack of research on benefits to implementing service learning.

The importance of study abroad in higher education, service learning as a growing trend, and lack of research on the benefits of service learning while studying abroad are all important reason why this research topic is important to study. The goal of this thesis research is to outline some best methods when incorporating service learning in the international context through study abroad. Higher institutions should be able to reference an abundance of literature when developing service learning opportunities with their study abroad programs and it is my goal to identify what research has been done and what research is still needed.

CHAPTER TWO

REVIEW OF RESEARCH LITERATURE

Introduction

The aim of this literature review is to explore service learning and study abroad in a higher education context. Through this literature review, gaps in the literature on study abroad and service learning will be identified. The study will address these gaps by having more data on service learning and study abroad being studied together. In exploring study abroad and service learning the research question will guide the study and discover the answers that could potentially be very beneficial to all study abroad programs.

Service learning is not something implemented in all study abroad programs, but as the literature will support, it is a growing trend. As it is a growing trend, it is important to learn what potential benefits can be gained when implemented properly. As service learning becomes more prevalent in these programs it will be important to know how much value it adds to the program as well as any potential conflicts that can arise.

Potential conflicts are problems that could happen between a university program and service learning site, problems that come up while students are abroad and situations where both stakeholders are not happy with the outcome. If implementing service learning is found to be beneficial to these programs in the international context, this could

contribute to a break thru in the field of international study abroad programs. During this review I will be looking at three things. There will be research to show what have we've learned from service learning, what we've learned about study abroad and how the two fit together.

Understanding Service Learning

There are four items addressed in this section. Two well known definitions of service learning that are accepted and known in the field will be identified. A brief history of service learning followed by what sets it apart from extracurricular activities. What it takes to make a service learning program successful. Lastly research on the student's perspective, such as their engagement in activities and how it strengthens what they learn as well as what students go through during service learning activities while studying abroad. Additional service learning and study abroad research needed is in the statement of the field section.

Service learning can have many definitions depending on the context in which it is being discussed. One definition according to Smith-Pariola & Goke-Pariola (2006), which is highly respected in higher education, is one by Edward Zlotkowski.

A course-based experience in which students (1) participate in an organized service activity that meets identified community needs, while (2) reflecting on that service activity in such a way as to gain further understanding of the course, a broader appreciation of discipline, and an enhanced sense of civic responsibility. (Smith-Pariola & Goke-Pariola, 2006, p.72).

In this context the service learning component is intended to be an addition to what students are learning in the classroom and applying the theory to the real world context.

A simplified definition is provided by Sitter, “service-learning is a technique of teaching and learning that combines community service with classroom instruction” (2006, p.23).

The history of service learning and education is a recent pedagogical approach in the classroom, especially in higher education institutions. Organizations formed in the 1980s, with the goal in mind to get students involved in service. Campus compact was an organization formed in 1985; it was for presidents of colleges that wanted to promote student involvement in service. It started with 20 presidents and now has well over 500 members. Support has grown considerably since that time. According to Butin (2006), Service-Learning has made its way to cementing its place in higher education. The service-learning movement has become a major presence within higher education. More than 950 colleges and universities are Campus Compact members, committed to civic purposes of higher education. As the field continues to grow, there is interest in researching service-learning. Thus far the majority of the literature that has been written exploring service learning has been qualitative. According to McCarthy and Tucker (2002), authors explore a number of categories such as, defining service-learning, promoting service-learning programs, establishing service learning as a credible educational practice and lastly how service-learning can reform classroom pedagogy and make it more relevant (p.631).

Service learning has a major attribute that sets it apart from similar volunteer service experiences. It is tied into a course that a student is taking at their university or college. The activities help students fully experience the material and apply it in the “real world”. Often students reflect on experience by doing various activities that articulate

what they learned during the course and the service learning activity (Bringle & Hatcher p.222). There are some key components when considering a service-learning project.

McCarthy and Tucker (2002) outline three:

- a. The service is not merely an add-on community project, but a learning experience tied to the concepts of the course
- b. The Service is preformed for a nonprofit agency that serves the community
- c. Structured time is required for student reflection and connection of the service experience to learning (McCarthy & Tucker, 2002, p.630).

Studies have shown that there are many benefits to utilizing service learning within university course work. According to Parker & Dautoff (2007), various studies have shown that service learning can help build content-learning skills (Parker & Dautoff, 2007, p.40). Smith-Pariola & Goke-Pariola (2006) in their article list many benefits for students that have been supported by scholarly literature. Service learning can enhance student understanding of course material and concepts and their applicability to real world situations. Students are able to develop some of their on the job skills while still learning in the classroom. Service learning can help with “assisting students in developing skills for relating to others across social barriers; teaching social problem-solving techniques that rely on critical thinking and responsible research” (Smith-Pariola & Goke-Pariola, 2006, p.74).

Several researchers have discussed what it takes to have a successful service-learning experience. Three components of service learning that have been identified as essential are stakeholders, which in this case is the community identifies what is needed, services are provided by students in order to fulfill their service requirement and there is

adequate reflection time (Reising, Allen, & Hall, p.512). I found that across the research there were many similarities in what it takes to make a program successful. Bordelon and Phillips (2006), stated similarities to the authors above, they believed that success involves students being fully engaged and mutual understanding of what is expected from both parties. They also agree that reflection is needed to identify what they have gotten from the service activity as well as the course (p.144). All of the articles talk about choosing the right service project according to the community needs, giving adequate time for students to reflect and lastly having a project that closely relates to what students are learning in class. The success of the service learning activity contributing and enhancing a learning experience depends on the how closely related the course work and activity are, the strong the connection the more beneficial it becomes. Requiring rigorous reflection, both through writing and verbalization enhances the value the service learning has on learning and internalizing the course material (Toncar et al. p.224). After reviewing various journals and literature on the topic Smith et al., (2011) identified six hallmarks of high-quality service-learning. They are the following:

1. Integrated learning
2. Robust community service
3. Collaborative development and management
4. Civic engagement and a sense of community responsibility
5. Contemplation
6. Evaluation and disclosure (p.319).

In order to have a successful service-learning project it is important to consider the stakeholders involved in this process. It is important that all parties involved are invested. A lot of the literature discusses the faculty involvement in the process. Furco

(2002) says “As a pedagogy, service-learning rests predominantly in the domain of faculty work, and therefore, its success is dependent on the acceptance and support from faculty” (p.52). The literature talks about the importance of the connection to the curriculum. Faculty involvement is critical because service learning in its most common form is a course-driven feature of the curriculum” (Bringle & Hatcher, 1996, p.225). They go on to talk about the importance of administration supporting the faculty when using this pedagogical approach. Once there is acknowledgment of how students can profit from service learning activities, professors and school officials are able to choose the activities that will give the maximum value in relation to learning the course material (Tocar et al., p.235).

A service-learning project needs to be mutually beneficial for all parties involved. Smith et al., (2011), list collaborative development and management as one of the hallmarks of high-quality service-learning. With this hallmarks they say, “reciprocal learning occurs among all participants so that each serves the role of teacher and learner, with stakeholders maintaining real influence over project direction” (p.319). University and college professors and staff are the stakeholders who make sure the authenticity of the academic piece relates and are upheld during service learning implementation (Furco, p.52). Most literature discusses the faculty/administrations role, students’ role and the third stakeholder discussed is the community and organizations they choose as partners. Campus connections in the community need to be well-built in order to implement service learning throughout their curriculum (Furco, p.55).

The development of service-learning as we can gather from the definition is based on the student and their engagement in these activities to strengthen what they learn in the classroom. It is important to note the students' perspective and the process they go through during a service-learning project. According to Bringle & Hatcher (1996),

Delve, Mintz, and Stewart provide an example of a student development model that identifies the following five phases of involvement in service learning: (a) exploration (naïve excitement), (b) clarification (value of clarification), (c) realization (insight into the meaning of service), (d) activation (participation and advocacy), and (e) internalization (the service experience influences career and life choices) (Bringle & Hatcher, p.9).

In order to achieve these levels of development the service learning project needs to be closely aligned to what the students are learning in the classroom and have ample reflection and evaluation upon completion of the project.

All the literature I reviewed supported the notion that service-learning is a growing field and much about it still needs further research. These include student reactions to service-learning, the learning outcomes, and evaluation tools and models recognized in the field to evaluate service-learning projects. Tocar et al. (2006), discusses learning outcomes and effective measurement tools. "Rama et al. in a comprehensive discussion of service learning outcomes, pointed out a number of weaknesses in previous studies regarding the measurement of service learning outcomes, as well as measures of these outcomes" (p.226).

What We Know About Study Abroad

Study abroad has a longer history in higher education than service learning. During this section I will explore the history of study abroad in higher education, the

trend, the difference between short term and long term study abroad and the pros and cons of study abroad. William Hoffa (2000) defines study abroad as “an institutional and academic endeavor, taking place in another country and leading to credit towards a student’s home institutional degree” (p.69). Another accepted definition in the field is stated by Kitsantas “Study abroad programs are defined as all educational programs that take place outside of the geographical boundaries of the country of origin” (as cited in Lowe et al., 2008, p.738).

Study abroad in higher education institutions can be traced back as far as 1920. Hoffa (2000) stated that US study abroad got its start in the 1920’s. Study abroad was started during this time to enhance and broaden the horizons of students through studying overseas in a different environment (p.69). Much of the literature agrees on the beginnings. “The U.S. study abroad programs are mostly an outgrowth of the movements during the early postwar period to provide students the opportunity of a ‘junior year abroad’” Teichler & Steube, 1991, p.331). At the beginning the number of Universities and colleges providing study abroad options were very minimal as were the options of places to go. “These beginnings between World War I and World War II were modest in number and impact. They focused on language and cultural immersion programming for foreign language majors and involved mostly female students. The significant expansion in terms of both the numbers of programs and students taking part did not evolve until the early 1960s” (Hoffa, 2000, p.21). In the early development three types of programs developed and were implemented at various institutions. They were junior year abroad (JYA), faculty-led study tour, and summer study. Study abroad start and expansion was

due to college and university leaders who had a vision and believed in the impact it could have on students and their educational careers that could not be done at home (Hoffa, p.71).

The study abroad field has grown tremendously and has taken much different form since 1920. As study abroad programs are developed and expanded in the last few decades they continue to be different in their approaches and requirements. Some are arranged as open to all students, while others are reserved only for students studying in particular areas of study. In some universities it has been required; while others are keeping it as an elective course (Teichler & Steube, p.326). According to Coryell (2011) “The Institute of Education (2009) reported that study abroad participation in American colleges and universities increased over 150% in the past ten years” (p.4). The literature supports that many university and colleges offer study abroad programs to their students. Most universities and colleges have long term and short term options. There is not a universally accepted way that all study abroad programs are run, but the literature agrees that there are certain components that many programs find beneficial. Prepare students in the classroom prior to their time abroad, create an immersion aspect that complements what is being learned in the classroom, and have a debriefing process after the program and students are back in their home country (Kruse & Brubkaer, p.147).

There are two popular options for study abroad; short term and long term. “Short-term study abroad programs typically last between one and five weeks and often include faculty-led groups of students from one or more institution” (Coryell, 2011, p.4). According to the Institute for International Education, 2009, “Currently, short-term

programs comprise over 50% of study abroad offerings nationally” (Coryell, 2011, p.4). Short-term study abroad options were developed to attract students to study abroad, that may not be able or willing to commit to a longer term. The shorter time abroad gives students who are not able to have an extended stay for various reasons a chance to experience learning abroad (Lewis & Niesenbaum, p. 252). None of the literature suggests that short-term study abroad is more beneficial than long-term. They all agree that Long-term is the best way for students to truly benefit from a study abroad program, but short-term can be rewarding with some specific program implementations. During the long-term programs it gives students more time to get adjusted to the culture and deepen their understanding of the academic content.

There are some common agreed upon program aspects that help to improve and maximize a short term study abroad program. “Free time is essential to a holistic learning approach in short-term study programs because it encourages learners to explore and interact without the structured “tour guide” experience and “American bubble” that learning excursions can engender”(Coryell,2011, p.10). The longer their stay the more immersed in the culture they can become and the things being in taught in the classroom become more applicable, however in short term programs there are activities the students can do in order to get the most out of their experience. “Enhancing the immersion aspects of the program that will aid students in applying their newly developed communication and cultural skills” (Kruse & Brubaker, 2007, p.149). Coryell (2011) in their article discuss import aspect to incorporate when designing a short-term program. She and several researchers recommend many meetings to prepare students prior to departure.

There should be meetings that cover what is expected academically and what will be learned during the course (p.9). The more prepared the students and staff, the more successful the trip will be.

For the scope of this research project I will have a high level view of what the literature says are pros and cons of study abroad. Creating globalized citizens ready to work in the increasing globalized society is a goal of many university and colleges. For many people study abroad is seen as an avenue to encourage this among students.”Studies have shown that students who study abroad develop a deeper understanding and respect for global issues, more favorable attitudes toward other cultures, stronger intercultural communication skills, improved personal and professional self image and better foreign language skills” (Salisbury et al., 2008, p.120). The importance of study abroad has reached several avenues. In 2004 there was a Lincoln Commission formed by Congress that discussed opportunities for students abroad. “Government, business, and education leaders have long argued that study abroad participation must increase to ensure our nation’s future security, economic prosperity, and global leadership” (Salisbury et al., 2008, p.120). Most of the research emphasizes the cultural competency; immersion and exposure to language and culture as a huge benefit for students that study abroad. There has been some literature which suggests that when students study abroad it has an impact on how they view the world and their interactions with other cultures (Coryell, p. 4).

There are a few disadvantages to study abroad programs that were consistent in most of the literature. Overall there is some criticism that short-term programs are often

criticized as being more of a vacation than an educational experience. There are some concerned with the amount of focus being placed on the course content and academic growth, versus the tourism and exploration involved once there (Coryell, p.4). The cost for a student to study abroad is a constant disadvantage to studying abroad outlined in a lot of the literature. Every year cost is on the rise to travel internationally. The lastly a disadvantage in relation to how a program is ran most mentioned in researched that I reviewed was lack of quality pre-departure and post orientations for students.

Communication is key to a study abroad program being successful. Adequate groundwork prior, during and after trips abroad is necessary for students to have an effective study abroad experience (Brewer & Cunningham, p.3). While there are many more pros and cons listed in the literature, these few discussed in this literature review were the most commonly discussed in articles read for the purpose of this study.

Service Learning and Study Abroad

In this particular literature review I am interested in service learning in the international context. Smith-Pariola & Goke-Pariola (2006), agree that the potential benefits of service learning when applied abroad are even greater than in one's home country. Parker & Dautoff (2007) created an empirical study which analyzed a business school course that was a short term study abroad opportunity that took place in Nicaragua. Students had a service learning component implemented into their study abroad experience. This study by Parker & Dautoff (2007) recommends that "results suggest possibilities for service learning international practice, including enhancing student exposure to representatives from varied sectors, incorporating explicit learning about culture, and providing free-time

options for learning.(p.48)” Support of utilizing service learning as defined above is supported by all of the articles used in this literature review.

As stated in the above section, service learning can have many different meanings; in a study conducted by Sciglimpaglia & Toole (2010) they used the term field-based consulting. Service learning can be applied to many disciplines, but for this particular study they focused on business education. It is key that students have activities that help immerse them into the course material while in business school. The more hands on students get, they become more knowledgeable of the course material (Sciglimpaglia & Toole, 2 p.68). Similar to their study the other literature and studies also suggest and support that the students, professors, and community in which they are giving their services to all benefit when students are conducting service learning while studying abroad.

All literature supports that a strong Academic program is a must and should take priority over all aspects of study abroad components. Howard states, “Students’ community service experiences...function as a critical learning complement to the academic goals of the course...and are as pivotal to the students’ academic learning as class lectures and library research” (as cited in Smith-Pariola & Goke-Pariola, 2006, p.72). Kruse & Brubaker (2007) also support this integrated learning style, “One of the most successful ways seems to be for faculty members to integrate theory and practice of cultural learning into onsite courses, assignments that regularly encourage students to interact with locals include things such as a service learning component” (p.150). The literature supports the notion that implementing service learning into all study abroad

programs will be beneficial and will enhance the educational experience. Lewis & Niesenbaum (2005) also utilize strategies that will enhance their programs. “Engaging students in community-based research, engaging students in community service learning, and using study abroad to teach research skills and interdisciplinary connections” (pg.254).

In the scholarly literature, there are a couple of accepted definitions on service learning. The service learning activities vary depending on need in the community. One thing all articles were in agreement on, were the benefits of incorporating it into a study abroad program.

State of the Field

Due to lack of research specifically on service learning while studying abroad, the literature used was based on study abroad and service learning separately and then I bridge relevant information together. All of the articles in the last section discussed aspects of study abroad and implementation of service-learning into these programs. We now know that there are studies out there already researching the impact that service learning has on students participating in study abroad programs. We know that implementation of service learning in study abroad programs are something that is still relatively new, but a growing trend. We know that there are several interpretations of what constitutes service learning. What we still need to know are some best methods when implementing service learning in study abroad programs that can be used in all contexts and all programs. We need to continue to get more research on the long-term vs. short-term programs and the benefit of service learning within each of these options.

The literature also suggests that most Americans that study abroad go to other English speaking countries and particularly in Europe. Focus of studies on Europe and South America might attribute to the great popularity of these destinations as study abroad destinations. However this does nothing to diminish the importance of also studying Asia and Africa which receive smaller, but substantial numbers of American study abroad students. I would like to see more research on American students that study abroad in Africa and Asia and how service learning can or already benefit their learning and adjustment to the other cultures. Though it was not discussed at length above, another important feature of the existing literature on service learning during study abroad is that studies tend to focus on either European or South American contexts. It thus behooves us to ask what service learning during study abroad might look like in Asian or African contexts.

Based on the literature reviewed service learning is beneficial to any college or university study abroad programs. Utilizing service learning in this context appears to aid schools in meeting their program objectives. The claim is consistently made that professors, students, and the community all benefit from service learning. However with these purported benefits, the literature also shows that there are many challenges and the better prepared a program is in dealing with these challenges, the more successful their study abroad programs can be. Most of the literature used was written in the last 5-10 years. With this said, I believe this is a newer aspect of study abroad being researched and it needs to continue to have more attention and further studies developed that can

really assesses the benefits and negatives of the service learning component within study abroad.

Research Question

My primary research question is

- What impact does service learning in the international context have on students that study abroad at the higher education level?

Secondary research questions include:

- How do participants measure what is important while they study abroad?

The research findings related to answering these two questions will allow me to draw some conclusions as to what benefits can be gained from a program implementing a service learning component into their curriculum.

CHAPTER THREE
RESEARCH METHODOLOGY

Sample

The Global Issues Honors Consortium (GIHC) is a joint program of the Interdisciplinary Center for the study of Global Change (ICGC). The main office and administration are located at the University of Minnesota, Twin Cities campus; however it also is open to students at Dillard University, Tugaloo College and the University of Minnesota, Morris. It is a program to prepare intelligent and motivated undergraduate students of color for graduate or professional study with an international focus and in a variety of fields. Each cohort of GIHC student participates in a rigorous two-year program. There are several seminars required, intensive summer workshop, graduate school preparation, a capstone and a study abroad experience. During the study abroad program they conduct a service learning project which varies depending on the country.

For the purpose of this study it was my intention to interview students from 3 cohorts, 2008, 2009, and 2010. They traveled to South Africa in 2008 and 2009 and Ghana in 2010. Cohorts were abroad in 2008 from June 29- August 11th, in 2009 June 28th- August 3rd, and in 2010 from June 24- August 3rd. In total 14 students went abroad in 2008, 11 in 2009, and 15 students in 2010. Appendix A includes a table of students I interviewed for this study and relevant data about them.

A qualitative study was conducted. This approach was necessary in order to conduct interviews with students. A quantitative data would not capture the impact the service learning had on the study abroad experience in terms of the questions I wanted to answer with this research. The interviews were key components to relating information gather from the literature and comparing that with hearing actual stories of students experiences while on their trip. This style is necessary in order to effectively answer the research questions. This following section will outline the qualitative study done for this thesis.

The first step in this study was to get the university cooperating letter from the director of the Interdisciplinary Center for the Study of Global Change (ICGC) at the University of Minnesota Twin Cities. After Loyola's IRB committee approved the study the director of the ICGC sent out an email about my study to all past participants from 2008-2010. An interview protocol (Appendix A) was developed and used when I made contact with all potential participants.

Interviews were conducted with various students who participated in this unique program. I only received interested emails from participants in the 2008 and 2010 cohort. For participants living in the Minneapolis area interviews were done in person following the interview protocol. For participants living outside the Minneapolis area interviews were done via Skype, if both parties were able to access the program. If Skype was not an option interviews were done over the phone. Four interviews were done in person, one was done via Skype, and three were done via telephone. Under the permission of

participants all interviews were recorded. There are twenty-two questions that were asked and each interview took about 30 minutes. While interviewing I took notes and went back over the recordings to fill in anything that was missed. Each interview was then transcribed.

Once completed all interviews were transcribed. I then coded the transcripts using an open coding system. I choose to do the line by line method. I wrote words and phrases that stood out to me while coding. Once I was done with all the transcripts I went over them several times grouping things together to form core themes and then sub-themes. These themes are discussed in the findings section.

CHAPTER FOUR

FINDINGS

I was able to have various answers to my primary research question. What impact does service learning in the international context have on students that study abroad at the higher education level? I learned from my interviews that adding a service learning component to a study abroad program can really transform the experience for the students. “Working at the migrant museum was the best part of my trip to South Africa. Engaging young academics and discourse, there was nothing else like it,” Jack said. All student names are pseudonyms. At the university level the students are really able to process and identify what they hope to get out of the experience and better able to reflect on the experience when it is done. In the group of students interviewed, there were many positive feelings about the service learning component. It impacted the way they thought about life, how they related to others from different cultural backgrounds and future career and education choices. Walter revealed how much the service learning component had an impact on his future goals and choices,

The service learning component taught me a lot about giving back to communities, especially the ones we live in. It is something that has inspired me to continue to give back often. I just volunteered last week at a school (Walter).

A sub question is how do participants measure what is important while they study abroad? Many of the students had goals that they set for themselves when going on their

study abroad trip. They ranged from wanted to learn about another culture to learning about oneself out of their comfort zone. The students can reflect on what they learned in the classroom and how applicable it was when they were on the ground, in the host country. “Prior to going to South Africa we had readings, papers and discussion, from those things we had a somewhat broad historical view, but did not get much on current day standing,” says Adam. I learned that talking with people that are from or well traveled in the host country can be a good aid in helping prepare students prior to going abroad. One of the biggest advantages from traveling abroad was the students’ ability to interact with people from a different country and culture of their own and be able to successfully communicate with them. They collectively had an interest and motivation to continue learning about the community they were in. Norman told me he really enjoyed talking with members of the South African community they were in, “Some people did not speak English, but it was a rewarding experience to get to know more about the community and people, even if it was through a translator.”

One research finding that relates to the study’s secondary research question of exploring how participants themselves measure what is important during study abroad can be encapsulated in the concept of student voice. A majority of students interviewed talked about how they would have liked to be a part of the process of deciding and planning the service learning activity. What was important to them was making an impact and having a purpose while they were abroad. Adam said, “We showed up and were told what we were going to do in Lawole. “ Another person in Adam’s cohort said, “building a website was nice and everything, but I did not feel like I was really

contributing to the end goal of encouraging community members to be a part of the museum. Nobody has Wi-Fi or easy access to internet, how is a website going to help them?" (David). Based on these and many others similar to them, I came to the conclusion that making an impact and seeing that impact while there is how students measure what is important while abroad.

The last question I hoped to answer was, what benefits can be gained from a program implementing a service learning component into their curriculum? I learned that there are many great benefits that can be gained when implementing a service learning component. The students felt more connected to the community they were in, they learned things about themselves, confirmed future goals. Martin was able to confirm his interest in research, the helped him in his graduate studies," The research I did in South Africa, motivated me to continue on the same research path in graduate school, it was neat to be on the ground, interviewing instead of reading about it in the book." The school benefits through partnerships with the service learning organization, the community and service learning organization benefit from the student's services and the students benefit by learning more about their selves and develop skills they can continue to use in the future.

There were quite a few themes that emerged in the transcripts. After looking over the transcripts I developed four main themes. They are time, learning: traditional and nontraditional, personal growth and service learning: the good and the bad. Within each of these themes, sub-themes emerged and that is what is discussed in each section. It is important to note that there were some findings in my study regarding study abroad

generally (time and traditional and nontraditional learning) that do not specifically relate to the service learning component, but were worth reporting. The first two sections are general on study abroad and the last two specific to service learning part of study abroad.

Time

The idea of time came up in several of the transcripts. Words that associated with time revolved around impact. The program was tasked with giving students an academic experience as well as a social and cultural experience. I found that students were trying to balance the importance of time spent in their host country, time spent at the service learning location and time spent in the classroom or on academic learning. All eight students interviewed mentioned something about time. I found that some people would have liked to spend more time in their host country, while one person wanted to leave before their time was over. However overall out of the students interviewed they felt their time spent in their host country was adequate. The literature stated that the amount of time spent in the country is important. The more time the students spend abroad they become more immersed in the culture and able to relate the content learned in the classroom to what they see while actually in the country.

One student that traveled to South Africa became frustrated at how time was initially spent at the service learning location. The first two weeks revolved around having conversation on how best to help during their time at the migrant museum. Adam who traveled to South Africa said, "I was really frustrated, because we were in the museum and for the first two weeks we just talked, we talked about what we can do to help the museum." After reflecting on his experience he realized that these conversations

needed to take place in order to make the best impact and use of time. “The key they were trying to emphasize is that we are outsiders coming into this place, which I agree now cannot come in and start doing stuff. Two weeks is not long enough to understand a history, contextual difference and all of that to even start doing work and leave better off than when we came.”

Students having a voice and being heard in the planning stages of a trip can be beneficial to maximizing the time spent in the host country. “I would have like to be a part of the discussion of choosing the service learning activity, volunteering at the school was great, but not sure if we maximized our time in Ghana” (Leslie). The more preparation the students have them better able they are to hit the ground running when they reach their service learning site. Being a part of the process in a way gives them a head start and because they are involved in the process of giving ideas and possible selecting the service learning activity they are more invested and the time on the ground can be maximized.

Overall I learned from the interviews that there is not a perfect amount of time. This program was abroad for about 6-7 weeks, which puts them right on the line of short term/long term study abroad. It is more important on working with the time they have and how to best utilize that time. The key to students benefiting from their study abroad and service learning experience is to strike a balance between time spent on site, academic learning and free time to gain organic exposure to the people and culture.

Learning: Traditional and Nontraditional

The literature states that a successful program provides adequate preparation prior to departure, has an immersion aspect that complements what is being learned in the classroom, and have a debriefing process after students have returned home. Those interviewed talked about the different type of learning they experienced prior and during their trip abroad. In this section I want to discuss two things I learned through my interviews. The different traditional and nontraditional learning and how it impacted the students.

Since this program is one from a University its goal is to educate the students. One of the program's goals is to be able to take what they learned in the classroom and apply it to real life situations. Taking the students to South Africa and Ghana allowed for this opportunity. Most of the preparation prior to departure was academic. The students were required to participate in a summer research program at the University of Minnesota, Twin cities campus the summer before going abroad. The six week research program consisted of lectures, required reading, and reflection papers. They also worked on their personal research papers that were due at the completion of their two year commitment. In addition they took classes at their own colleges and universities that prepared them for the trip. All of those interviewed said that they were required to read many books about the country they studied abroad in prior to leaving. Collectively they benefited most from the discussion with professors and guest speakers. Overall I learned from the students that the books and classes taken were good, but nothing can fully prepare you for what you will experience once in the country. Barb said,

I guess academically there are so many things we learn in the classroom that don't really prepare you for the gravity of the situation when you actually see it firsthand. That was really important, because it taught me that no matter what you read in a book or even watch a documentary on something you know it is much different when you see it for real (Barb).

I did see that the view point on how prepared they felt was different between those that were well traveled and those that were not. Those that had traveled outside of the US prior to this trip seemed to all agree that they were as prepared as they could be prior to their study abroad experience and those that had not had prior travel felt less prepared.

As noted in the literature review Incorporating classroom time and academic work while students are abroad is a key component to a successful study abroad program. The general consensus was that the academic work done while abroad was minimal. The biggest takeaway that the majority of the students expressed was the historical viewpoint they were able to gain in both countries. There were reading, lectures, papers and journaling reflecting on their experiences. Norman said, "It was as rigorous as you wanted it to be," when asked about his academic experience. Based on the interviews I learned that it was not just one component of the program that helped them develop academically while abroad, it was several. The trips to museums, historical sites, lectures and classroom time at the local university were all components mentioned as helping students enjoy and benefit from an academic experience while abroad. They all mentioned conversations with the locals adding personal experiences to what they learned through books. Walter said, "Academically we learned a lot of history about Ghana and we also complemented it by experience, by traveling to different areas, like the Gold Coast and the slave castles. It is very powerful, because just going to some of

those sites you get to see everything. Even from our American history text books, even back to grade school, everything becomes real and it becomes a perspective that you can grasp that actually happened.” The GIHC was able to incorporate traditional academic learning along with utilizing some of the local historical locations to help them visualize what they were learning in the books. These interviews compliment the literature’s emphasis how important it is to have traditional and nontraditional classroom and learning time in order for the students to get a well rounded academic experience.

In learning there are the objectives that the programs hope the students achieve and there are also personal objectives and ideas on what they can and hope to expect from their experience. For this study there many of the GIHC’s program objectives were accomplished by traditional and nontraditional learning. Based on the interviews the objectives and the service learning were compatible. Walter said when asked about the program objectives and service learning experience, “it was right in line with what we discussed in class and the GIHCs objectives.” In this study the only thing that did not match up with what the program wanted and what the student wanted was the material given prior to departing to their host country. This was mentioned more in the South Africa cohort. There was too much of historical context given and not enough on current day race relations and what can be expected once they arrived. Barb said “I felt very abreast on Apartheid and the historical aspect of South Africa.” She later went on to say, “I wish we would have talked more about what was going on now and how it will affect us when we get there.” Adam said, “Knowing more about the depths of race and skin color importance would have been helpful.”

For some of the students this program did not fit into their educational plan or goals, it was just an opportunity that came up and they took advantage of it, for others it was right in line with what their plans. The important thing when focusing on their educational plans that I learned during the interview was that it may not have been in their original plan, but it certainly made a lasting impact. Martin discussed his personal research project and how his work in South Africa helped prepare him for research he would do in graduate school. “My masters’ project revolved around similar issues learned about in South Africa. The advantage was that I got to physically go there, instead of just reading about it. It gave me a different perspective to actually talk to the people living in that context.” Adam was one of the students that said it fit very well. “I think it had a large impact in my thinking and how I look at the world. Those experiences come up all the time in conversations, papers and classes.” It is very important how programs set up and run study abroad programs, because as I have seen with the interviews I have conducted, study abroad makes lasting impressions on students.

Personal Growth

Personal growth is something that came up several times in all of the interviews. Those that were interviewed had a far greater gain personally than academically. I say this, because although the academic work has helped some students in future studies, it is the experience and on the ground interactions that really made a lasting impact on each student. In this section I will discuss how and why this study abroad program made an impact on these students and how they grew personally as a result of this study abroad experience.

Immersion in the culture of the host country is a key component to many if not all study abroad programs. The ICGC wanted their students to be immersed into the South African and Gahanna culture, but also wanted them to give back and contribute to helping an organization while abroad. Through the interviews I learned from many of them the most personal impact was made during their service learning activity. I learned in South Africa, they were located in a township and in this community many members of this community are poor and live in shacks, while there are million dollar homes on the border of the township. Everyone that I interviewed that volunteered in this township said the conversations with community members made one of the biggest impacts of the trip. David told me, “There were a lot of lessons taught by community members of Lawonle.” He continued to tell me about an experience he had when most of his cohort were very much out of their comfort zone and were willing to humble themselves when learning more about the people in the township. “We had this lamb head on display and you could take a bite from it, we were able to eat off it and I think in the situation humility allowed us to get through the situation.” David, also from the South Africa cohort stressed the importance of interacting with community members.

Without the service learning the trip would have been cool and fun, but we would have missed that feeling of a connection to the culture and country we were studying. Without that my humbleness and awareness would have been totally off. Having conversations and interacting with community members made a huge impact on my trip and in my life.

These connections that students made with community members appear to have made some meaningful impacts on their experience and without the service learning component they would not had the opportunity to interact with locals and members of this township.

A word I heard often in the interviews was privilege. Understanding the privileges we have in the United States and the privileges that come with being a study abroad student. The ICGC students had lectures and conversations with professors and graduate students from the Western Cape University. They had guides and instructors very familiar with South Africa and Ghana and their histories. The set up and cost of the trips for this program was very unique compared to many other study abroad trips. The plans were set and most of the expenses covered, leaving little work or worry on the part of the student. All they really had to do was show up.

Walter explained to me how his whole perspective changed after going to Ghana. “I look at the world differently after I went to Ghana. I went to a rural village and saw that they did not have running water or electricity; I told myself it is really important to take something out of this. Seeing these things first hand it gives you a greater appreciation for where you live and the privileges you have.”

Martin from South Africa said, “The most impactful to me was seeing the people in the community make the most out of what they have, whether it was a lot or a little. We had both in the township. The most impact again would be the different perspectives I gained through talking with these people in the community.” Barb in her interview talked about the lasting impression and impact she felt from her time spent talking with community members. “One of the greatest impacts was how many people that from my perspective had very little material things were so happy and hopeful. It changed my way of looking at things and now when I feel that I am struggling I just think about the fact

that there is always someone who has less and struggling more than me and doing just fine, so my situation is not as bad and I can still get through it.”

Students from both groups talked about how easy it was to go on the trip and how it took little planning on their part. Norman from the South Africa Cohort discussed how easy it was to just jump on the plan and sit back and enjoy the experience. One of the many attractive features of the program was that it cost very little for the students. Adam said during his interview, “What stands out most in a study abroad experience like this is recognizing the high level of privilege we have as study abroad students from the US and the way that this program was designed, the type of access we had, the things we could do, the places we traveled and the things we saw I don’t think are replicated by any Study abroad program. One of the biggest things for me was realizing that this is not reality; I could not do this or have this type of experience on my own. I could not afford it and would not have the resources (financially or people connections).”

Service Learning: The Good and the Bad

Without exception, all the participants in the study said the service learning component was the highlight of their trip. In everything there is some good and bad. Collectively between South Africa and Ghana I was able to recognize some of the similar ideas about the pros and cons of each service learning component while they were abroad. In this section I will discuss the benefits learned and gained from the service learning experience as well as things the students felt were not successful components of their experience.

As stated previously in the literature section Bringle and Hatcher (1996) developed a student development model, which included five phases of involvement in service learning. They are exploration, clarification, realization, activation and internalization. In both the South Africa and Ghana cohort there were people that experienced all five of these phases. In each of these stages participants reported positive benefits.

In the exploration phase students have learned of their tasks and not sure what will come of their work. In South Africa the students work in a migrant labor museum in a township. They were divided into groups and picked the task they wanted to work on. In Ghana the students worked together in a few different towns and in one town helped build a school and another tutored students. In the clarification stage students were made aware of the purpose and potential impact of their work for the communities they were doing their service learning projects. This is the phase where a lot of discussions were being had on the proper way to move forward in order to make the biggest impact on this task.

During the realization phase participants reported positive benefits. They learned about another culture. In South Africa the students were exposed to many different cultures and also learned more about the race relations and personal experience of people who experienced apartheid. For many of the students they talked about exchanging information. They told the local community members about their life in the US and then heard that community member's personal story. A few students said that it felt like they were observing and also being observed. Walter from the Ghana cohort told me about his

experiences talking with kids in the local school, where he did his service learning activity. “The kids were really happy to share their stories with us. They wanted to hear about our experiences as college students studying at a university in the United States. It defiantly bridged both of our experiences.” In this phase and the next the students were able to get out of their comfort zone; many participants reported that the country they were in and the people they interacted with were very different than them. Many reported that a lot of activities they did during the service learning was out of the norm and not something they would typically do.

The fourth stage is activation, Bringle and Hatcher (1996). In South Africa the students took pride in being given the responsibility to craft interviews and talk with community members. In Ghana, Leslie said, “We helped make bricks, move bricks, painted boards and interacted with the kids.” In South Africa, Adam said of his work in the migrant labor museum, “We started with discussions about how to make the museum belong to the community and have community buy in. The second part was the practical side of it.” They built a website, took pictures to document a historical shack, gave interviews and transcribed them for a upcoming textile exhibit and helped develop a archival system for the museum so they could get funding from the government. From their work students were able to see that they made a solid contribution in some ways. The South Africa cohort is able to look back at the website that was build. The Ghana cohort is able to see the buildings they helped build and paint.

The last phase is internalization. The students talked a lot about learning life lessons and being able to develop lifelong friendships. Due to technology students are

able to keep in contact with some of the community members they worked with during their service learning activity and based on the interviews, some students are taking advantage of the opportunity. Learning about their self and being able to reflect on the experience after, has been great for many of the students. Leslie said, “The service learning was very beneficial. It was eye opening. I learned a lot about myself.” Barb talked about her experience at her service learning site and the impact it had on her, “I mean really spending the time in the community and just seeing both the depth of the poverty and despair and also the heights of the dreams and passions of people. I would not have seen any of that if I did not work at the museum.” Not all students had a positive experience in this phase. “I had trouble at the end. There was a breach of security where we were staying. I did not feel safe and towards the end of the trip I wanted to go home,” Leslie said about the trouble she had adjusting. During this stage when a person feels threatened and unsafe, it has potential to ruin the service learning experience for them. They potential can leave with negative connotations and not get that connection they might otherwise had if not for a negative situation.

Many students reported that they were unsure if they made a maximum impact, or could have there been more done in the time they had. Adam from South Africa said, “It is quite possible I gained more than I left.” One of the most important benefits in this stage is service influencing career and life choices. In both cohorts there were students that did benefit in this way. Jack said, “It cemented my interest to aid populations outside of the United States. I definitely have an interest in working in different countries,

certainly South Africa. I do plan to go back and lend my services as a professional in the future.”

In preparing the students to go on their trip, it is important for them to be prepared for what they will experience academically as well as socially. Adam said, “The spring course was much more intentional about teaching us about what was going to happen on the trip, but you can’t teach someone about culture shock and how to be tender in their social biases. I think it is impossible to adequately prepare someone to go abroad.” There were many students that had trouble adjusting at some point on the trip.

In order to really benefit the students need a sense of ownership. There was a consensus that the service learning was something assigned. Many of the students said they would have liked to be more a part of the process of choosing the service learning project. Norman from South Africa said, “The trip itself was bland, for the most part everything was set up. I think it would have been cool to kind of like have more creativity in the service learning and have people take more ownership of our study abroad experience.” There were complaints of being in the building all day and only those that were assigned to do interviews were allowed to go out in the community. When they were able to interact with the community it was done with an escort. A lot of students said they would have liked to have more access to the community. Jack explained to me that the work he did on the website did not have an impact on his study abroad experience, it was the location and community that did. The Ghana cohort had similar feelings. Leslie said, “We did not get to interact with any kids outside of the

school setting, we went to a lot of different communities, so we did not get to connect to one specific community.”

Coryell (2011), talks about the importance of free time and letting the students explore on their own. One of the biggest criticisms of the program was that there was not enough free time. There were some exchanges with community members that was not set up via the program and intentional. Adam said, “We tried to go walking on our own, but it wasn’t recommended. There were very clear bounds on what we could and couldn’t do and very clear bounds between us and the community. Some students agreed that there could have been more free time to explore and less structured time.

The literature reviewed talks a lot about adequate time to reflect. A lot of the students talked about not knowing if the short (2-3) weeks spent at the service learning was enough to make a lasting impact. Coming and going with their ideas of what the museum, school or community needed. Many students really had a problem with identifying where they fit into the ideal situation and how all parties can come out benefiting. This leads to another major criticism of the program. Not enough time to reflect on the service learning or study abroad experience. Leslie told me, “The program did not give adequate time to reflect. I felt like I was forced to have a positive reaction.” It is just as important to give enough time to reflect on the experience as it is to prepare students for the experience.

Conclusion

I have learned quite a bit about service learning in the international context. There are several benefits when added to a study abroad program. There are definitely

some things that need to be researched when a program adds the service learning component. Based on this study conducted I have several recommendations for best methods to having a service learning component in a study abroad program. Finally there are some recommendations I have for future research.

It is important to have adequate preparation prior to departure. When it comes to the service learning project, the students should have background knowledge on the site, what they will be doing, what is expected of them and what type of interactions will they have with the locals. Students did not quite understand why there was such a huge barrier between them and the community. “There were so many rigorous plans and structure to our day, we have little time to explore and interact with the community. It was discouraged to venture out on our own,” (Martin). If possible there should be a few options for service learning opportunities and the students should be given chance to choose which one they would like to do for their service learning activity. Make sure the student has a voice in what it is they will be doing. Like David said, “building a website is not helping the community,” he wanted to do more. He like many in his cohort and the other wanted to be a part of choosing their service learning activities. Have the right questions and discussions about possible impacts and intended goals for the community. Earlier in the findings section I discussed students measuring what’s important and, these questions and discussions will help navigate a positive experience. This conclusion is in agreement with Reisling, Allen, and Hall (2005), key components are community needs being identified and students providing the services that are needed.

While students are abroad and involved in their service learning activities it is important that the instructor(s) check in with students and their progress. Give students opportunities to have free time and opportunities for organic interactions with community members. Many participants complained about not having enough time to really interact with the community without having an escort. They felt that if it was safe to wonder, then they should be allowed, because having dialogue with community members really added to their experience. Service learning activities should be services that benefit the community and can be maintained after the students leave. The participants talked about hoping they made an impact in the small amount of time that they were there, having activities that have potential lasting impacts will be more beneficial to the community and better use of student's time. Make sure skills students are using and or learning during the service learning are applicable to their holistic academic and career goals. Tocar et al., (2006) supports the notion that the quality of the service learning depends on how strong the linkage is between academic and service components. Balance time abroad and time spent specifically at the service learning site is balanced, so the students get a well rounded experience.

Upon returning home students should have adequate reflection time. Encourage constructive feedback about their service learning experience. Leslie talked feeling pressured to have positive feedback, she would have like more time to reflect and to give honest feedback. Continue to make improvements on incorporating service learning based on student feedback. Bringle and Hatcher (1996) discuss adequate evaluation and reflection time that is involved in the student development model used throughout this

research. Pay attention to the group being selected, group dynamics tends to impact their experience. These conclusions are supported by Smith et al., (2011) and their six hallmarks of high quality service-learning.

My recommendations for future research in the area of service learning and study abroad are based on what I learned from my literature review and the interviews. Since service learning in the study abroad context are so new, I would recommend continue research in this area. I would recommend that more research be done for study abroad in Asian and African countries and what types of service learning opportunities could be possible. Research should be done on group dynamics and if it impacts the experience or ability for students to work together. Lastly time was a big factor in my interviews, so I recommend finding a number that can be used as a standard ratio for the time spent in a host country and the service learning component to maximize the time abroad.

Limitations

In this study there are limitations. This study is focused on students that participated in the Global Issues Honors Consortium at the University of Minnesota Twin Cities. I am only focusing on the students that studied abroad in the summer of 2009 and 2010. This is a limitation, because it is a small group study. There were no students in the 2009 group that choose to participate in my study. There were 6 students from the 2008 group and 2 from the 2010 group. Another limitation is the lack of scholarly research literature relating to service learning during study abroad. The interview process is a limitation due to the fact, there some done by Skype, some done over the phone and most were in person interviews. Lastly my study is not a control-group research design so it will be a

challenge to completely reliably distinguish what were the service-learning impacts versus simply the study abroad impacts of my students.

APPENDIX A
PARTICIPANT DATA

**Names were changed in order to protect the identity of those interviewed. Below are names made up to represent the subjects interviewed.

**TC- Twin Cities

Name	Yr. abroad	Country
Adam	2008	South Africa
David	2008	South Africa
Barb	2008	South Africa
Norman	2008	South Africa
Martin	2008	South Africa
Jack	2008	South Africa
Walter	2010	Ghana
Leslie	2010	Ghana

Year Abroad	Schools Represented	# Students
2008	University of MN- TC	2
	University of MN- Morris	2
	Dillard University	1
	Tugaloo College	1
2010	University of MN- Morris	2

APPENDIX B
INTERVIEW PROTOCOL

Participants interested in the study initial email:

Those that are interested and send me an email I will ask them the following questions: Thank you for your interest in my study. Please respond by answering the following questions:

General Information

1. Where were you enrolled at the time you participated in the GIHC?
2. What was your major at the time you participated in the program?
3. What was your classification at the time of your participation in the program?
4. What year did you participate in the study abroad experience with GIHC?
5. What country did you spend your experience?
6. How long did you study abroad (length of program)?
7. What activities did you participate in for the GIHC program before you study abroad?
8. What types of things were done to prepare you and your group for your SA experience prior to departure?
9. Are you in the Minneapolis area, if so can we set up an in person interview?
10. If you are not in Minneapolis area do you have access to skype? If so can we set up a time to do the interview via skype with the video? If you do not have access to skype would you be ok with doing an interview over the phone?

Actual interview:

Name _____ Date _____
 Group _____ Year of Service _____
 Phone _____ Interviewed by _____

Just a reminder the interview will take about thirty minutes. The interview will focus on your study abroad experience with the GIHC.

Would it be okay if we record this interview? (Explain that recording it helps us capture the essences on their perspectives and to bring in the full picture of individual's experience.)

Thank you for providing the general questions via email. The following questions will be more in depth and help to answer my research questions.

Study abroad experience:

I would now like to learn more about your experience while you studied abroad.

1. What did you know about the country and culture prior to your SA experience?
2. How was your academic experience? How was your personal experience? What would you say you learned?
3. How does this experience fit into your overall educational plan?
4. How did your curriculum with GIHC prior to your departure fit into what you learned abroad?
5. What was important to you? What made you want to go? What were your goals?

Service learning experience:

I would like to learn more specifically about your Service learning (SL) experience in the international context.

1. What activity did you do for your SL experience?
2. Did you feel that your SL experience impacted your exposure and immersion to the culture and community in your SA experience? If yes can you tell me more?
3. Did you experience any benefits from your SL experience while you SA?
4. What impact do you feel your SL experience had on your SA experience?
5. What connection if any do you feel your SL experience had to GIHC program objectives?
6. Overall do you feel your SL experience in the international context was beneficial to your personal and academic development? If yes, how so? If no, why not?
7. Having gone through this interview, what was the most important aspect of your study abroad experience and service learning experience and why?
 - What stood out for you in this study abroad experience?
 - Looking back, what do you think now about your SA experience?
8. Is there anything in relation to your SA and SL experience that we haven't covered?
 - Anything else you'd like to add?

Thank the interviewee and let her/him know that they can contact us with any further thoughts, comments. Offer to send a copy of the final paper when finished. (make a note if they wish to receive it, and on what email address).

****During interviews: take notes and record.**

****Following the interview: Fill in notes, check audiotape for clarity, and transcribe interviews.**

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