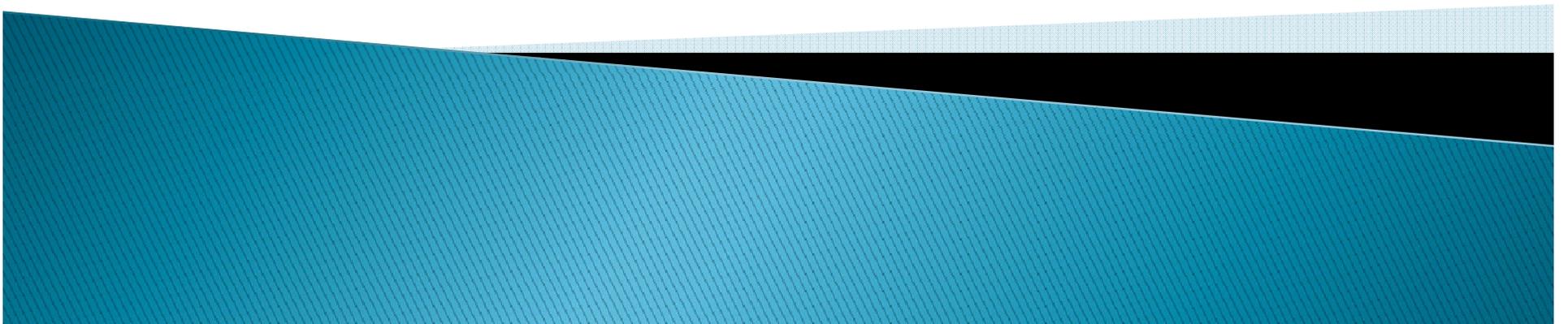


# CSL for International Field Schools

Victoria Calvert





# Definition of International Service Learning (ISL)

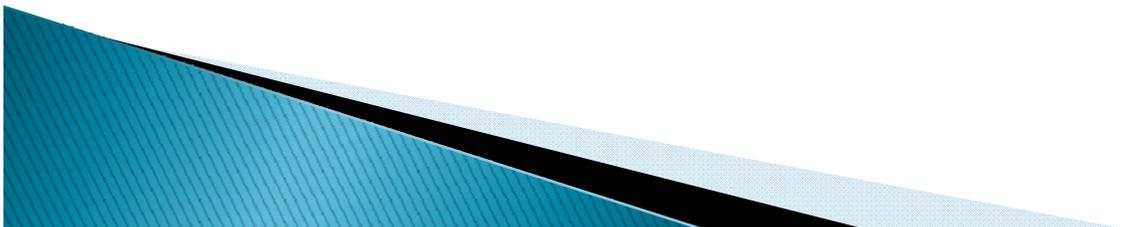
ISL is a structured academic foreign experience in which students:

- Participate in an organized SL activity that addresses community needs, and benefits the community partner and in which students apply academic models and processes,
  - Learn from direct interaction and cross-cultural dialogue with others,
  - Reflect upon on the experience to gain understanding of: course content, global and intercultural issues, an appreciation of the host country, and a greater sense of their role as a global citizen.
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# Benefits for students

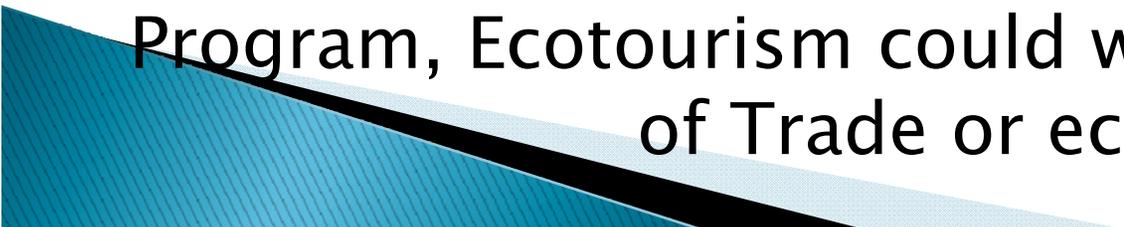
ISL provides robust and transformational experiences, resulting in:

- Greater improvement in intercultural skills and language acquisition,
- Deeper understanding and interest in global issues,
- Greater sensitivity to ethical issues,
- Greater understanding of academic models and better integration of theory and application,
- Enhanced adaptability and flexibility,



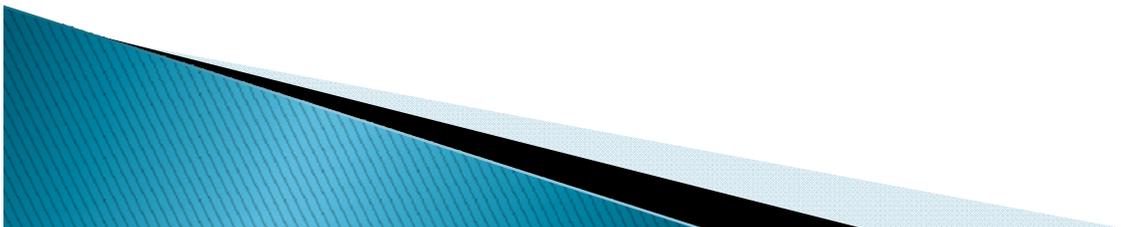
# How do ISL courses evolve?

ISL courses grow from the passion of an individual faculty member or team of faculty. However, successful ISL fields schools may develop into programs or sequential projects. For example: the Cook Islands field trip had five students from varied disciplines with one business prof. Future Field Schools could have teams of students from different faculties (Justice, Nursing, Ecotourism, Environmental Science, Entrepreneurship) that work with agencies in their field (Justice Studies could work with the Police to develop a Youth Program, Ecotourism could work with the Minister of Trade or eco-centres).



# CSL Pedagogy

- Beatty (2010) identified three common SL models.
- The professional model, which focuses on career training with cognitive learning goals, is the most common.
- The civic engagement model, which focuses on developing active and engaged citizens, with affective learning goals.
- The social change model, focuses on empowerment and social justice.



# Structuring the Project

- ▶ The intensity of the experience (time requirements range a few hours to semester length projects (Kenworthy–U’Ren, 2008, Godfrey et al. 2005, Vega, 2007),
  - ▶ The level of project complexity and the adaptability and responsibility varies, with some projects requiring students to develop the project methodology (Godfrey and Grasso, 2000),
  - ▶ Typically in an ISL course the project is compulsory,
  - ▶ The level of creativity required of the student varies with the complexity of the issue and the skill of the individual student or team (de Janasz and Whiting, 2009),
  - ▶ Some projects are individual, others are team based, (Govekar and Rishi, 2007),
  - ▶ The nature of reflective exercise varies from reports to journals, to class presentations (Kracher 1998), however the assessment must include the application of academic theory.
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# Challenges

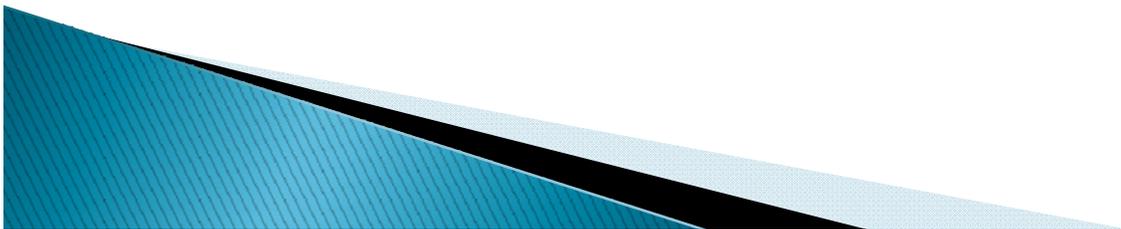
- Identifying a suitable community partner, agreeing on an activity, scheduling the activity (difficult to firm up if culture requires face to face, or has timing differences)
  - Language: How will students 'speak' to the locals?
  - Logistics: technology, transportation, physical space to do activity are all factors to resolve.
  - Cultural differences: prep and debriefing is required
  - Risk: Physical and mental risks for students and community partners
  - Ethical issues: Students roles and their impact
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# Successful ISL

If ISL experiences are to become catalysts for transformation, faculty must prepare students for: 1) entry into the experience; 2) meaningful engagement; and 3) thoughtful evaluation of learning and impact .

Moreover, each of these must be informed by the epistemological processes of learning (how students make sense of their experiences).

(Cress, Emil & Yamashita 2013)



# The DEAL Model of Critical Reflection

DEAL is a strategic epistemological tool, based upon the assumption that critical thinking is a developmental process, the model starts with asking students to describe what is happening. The second stage, examining, asks students to view the situation from different academic perspectives. Several reflections may occur during the field school – as learning/understanding is iterative.

During the last stage, students disseminate their learning. The model can be utilized in written reflection or discussions.

Refer to summary of DEAL model handout.

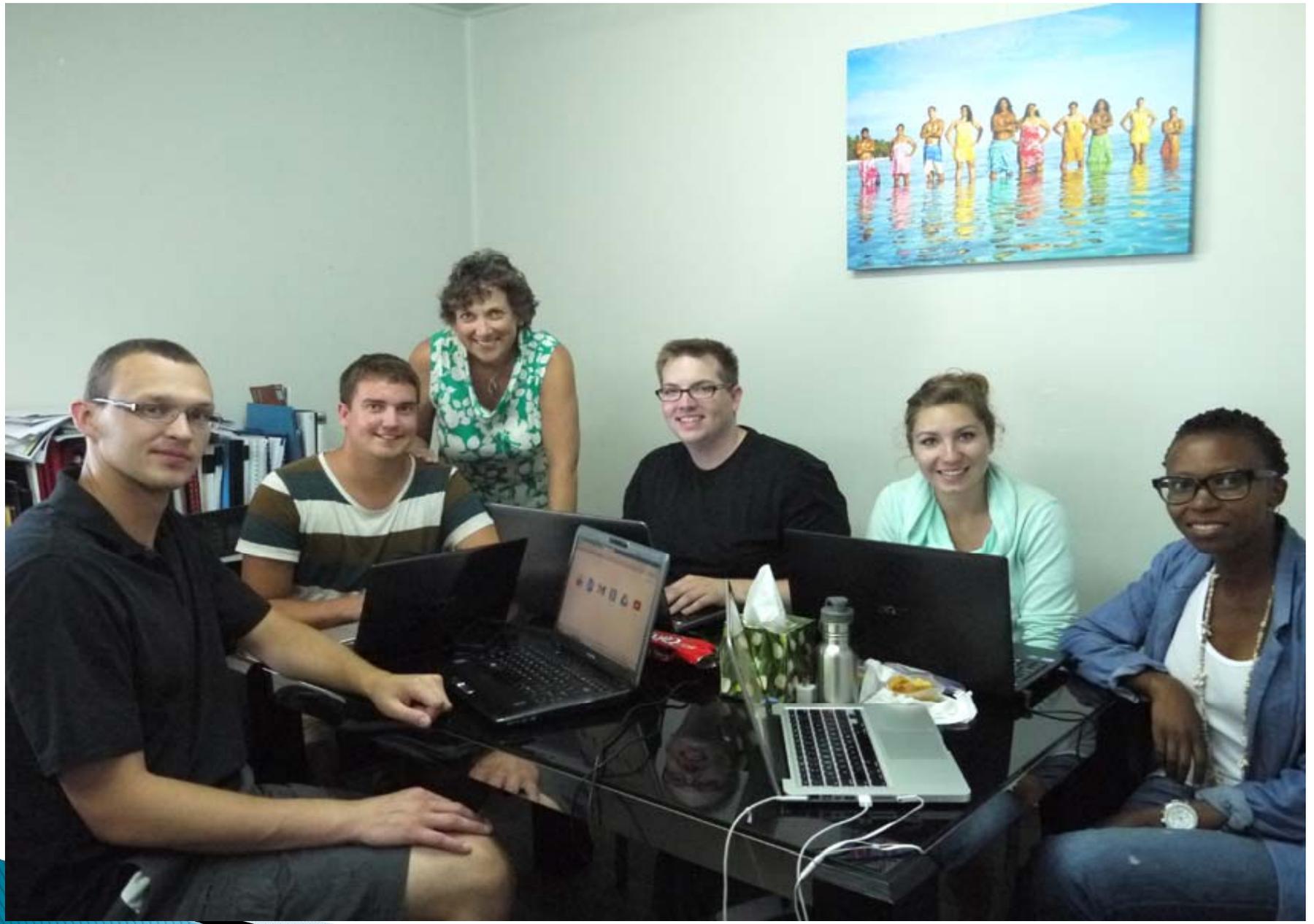




## INBU 3730: Special Topics in International Business – The Cook Islands FS

- ▶ 5 students for two weeks – 4<sup>th</sup> year students from Business, IT and PR
- ▶ 3 credit course
- ▶ 100% SL project – took 10 of the 13 days
- ▶ Cultural activities: feast with local family, hiking the volcano with cousins from the family, visiting local marketplace (Saturday mornings), fishing trip, participating in welcome event for Police Chiefs of 16 countries, visit to the Governor General's house, three hour visit to sacred cultural sites (got to touch sacred stones), visits to beaches, local stores, and tour of island.





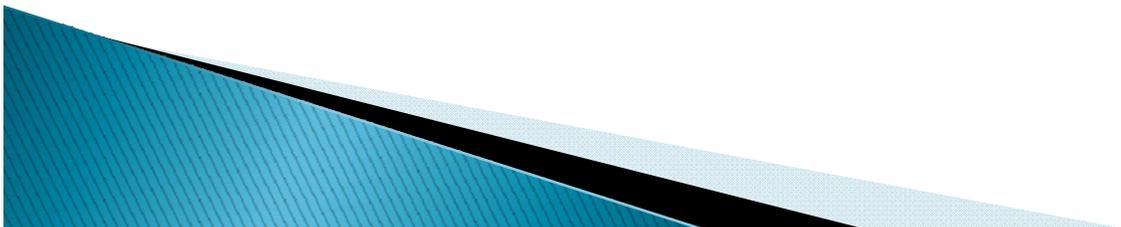
# INBU 3730: Special Topics in International Business – The Cook Islands FS CSL Components

The CSL components of the course:

- Students spent approximately 40 hours on a project for the Cook Island Tourism Bureau. They prepared a 50 page report which analyzed the competitive position of the CI as a tourist destination, prepared a comprehensive competitive matrix and a list of concrete recommendations as well as an overarching strategic approach. They presented the report to the Director on the last day of the trip.
  - Three of the students provided media communications for the CI Police during the Conference for the Chiefs of the Pacific conference, the other two students provided IT support.
  - Students visited a Form 4 class (grade 10) and worked with students regarding goal setting.
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## **INBU 3730: Special Topics in International Business – The Cook Islands Assessment**

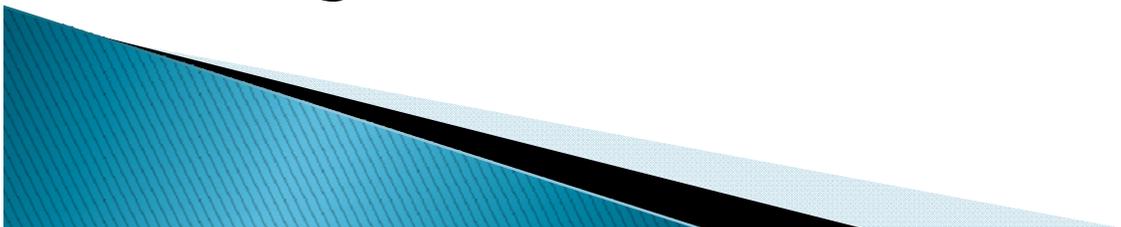
- ▶ Copy of report to Cook Island Tourism
- ▶ Individual reflections of the experience
- ▶ Group analysis of the Hofstede Model comparing Canada and the Cook Islands. Each criteria was illustrated, and students identified how they modified their behaviour to ‘fit’ the cultural parameters of the CI. They articulated how their understanding of the cultural, and its impact upon socio-economic condition, evolved throughout the trip.





# INBU 3730: Special Topics in International Business – The Cook Islands FS Challenges

- ▶ Planning difficult – agencies would not confirm until we were on-site.
- ▶ A relationship with a local member of a prominent tribe is required to arrange meetings with those in power.
- ▶ Cultural differences required focused pre-trip training.
- ▶ Ethical issues arose – however led to learning opportunities (and deep personal reflection).
- ▶ Hard to get to – transportation there irregular.





**Cook Islands NEWS**  
AS SOLID AS THE ISLANDS WE STAND FOR

# INBU 3730: Special Topics in International Business – The Cook Islands FS Student Perception

- ▶ “This really opened my eyes to the underlying tension in the Cook Islands culture, where the new is clashing with the old. This tension was apparent in the Islands politics as well. More than once I’d be conversing with a local on the Island and they’d let slip their feelings about the government, It’s interesting to see how the peaceful and friendly appearance of the Island rests on top of this cultural and political turmoil.”
  - ▶ “In conclusion to my reflection, I want to say thank you – thank you for accepting me into this class, thank you for getting this all organized and ready for us, and thank you (and your family) for being so awesome on this trip. This will truly be something that I will remember for the rest of my life and I’m happy that I got to experience it with such an amazing group of people.”
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**Cook Islands NEWS**

AS SOLID AS THE ISLANDS WE STAND FOR

# INBU 3730: Special Topics in International Business – The Cook Islands FS Student Perception

- ▶ “The work experience that we got from this trip has been very beneficial. I have a lot of good things to add to my resume now in terms of international experiences. We got to do so much in the Cooks that we would never be able to do here in Canada such as meet with the Police Commissioners from all around the south Pacific, have lunch in the same room as the Prime Minister and go to the Governor General's house. I had my first taste of writing news releases and of consulting in general. We had to work around the wishes of the tourism agency, so I learned how to better deal with clients and their expectations while working under a time frame. I learned more about what I am capable of doing given the skills I have acquired through school and was really given an opportunity to put some of them to the test.”

▶ “I’ve started this semester with a renewed passion for my learning and a greater desire to make the most out of this opportunity.”

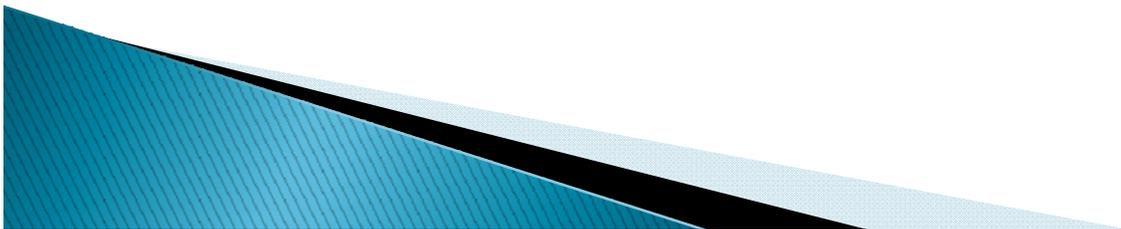
# The CSL Certificate

The CSL certificate may be approved this year; as such future field schools could be recognized as meeting the CSL course criterion:

- ▶ Twenty hours of contact time and study time, typically with a minimum of five hours of direct contact between each student and the community partner
  - ▶ A minimum of five hours is required for student reflection and preparation of material to be assessed by the professor. The demonstration of the application and understanding of academic models pertaining to the course curriculum is required.
  - ▶ The CSL assessment should comprise 15% or more of the final grade.
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# Potential ISL Workshops

- ▶ We are considering workshops on how faculty can use the Hofstede model for cross-cultural pre-trip training, or a working group on new field school development that includes ISL.



# Questions – Discussion

- ▶ We have time to discuss individual field schools as well as broader questions.
- ▶ If you are interested in CSL research for your international field school join us Oct 16 or 17 for lunch in faculty centre, and on Nov 22 9:30 to 11:00 for a research workshop. Sign up through ADC.

