



*Journal of Higher Education  
Outreach & Engagement*

---

Volume 17, Number 2, 2013



# TABLE OF CONTENTS

JOURNAL OF HIGHER EDUCATION OUTREACH AND ENGAGEMENT

I ..... From the Guest Editor's Desk

*Eric Mlyn*

*Duke Engage, Duke University*

*Amanda Moore McBride*

*Washington University in St. Louis*

## INTERNATIONAL SERVICE-LEARNING

7 ..... Students Serving Abroad: A Framework for Inquiry

*Margaret Sherraden, Amy Bopp*

*University of Missouri-St. Louis*

*Benjamin J. Lough*

*University of Illinois at Urbana-Champaign*

International service by students is gaining greater attention at colleges and universities around the world. Some research has examined the effects of international service for students, but relatively few studies have examined outcomes for host communities and sponsoring organizations, including colleges and universities. Beginning with an examination of theoretical and empirical research from the fields of international volunteerism, international service-learning, and international study abroad, this article proposes a framework for inquiry on international service programs. It suggests that differences in outcomes for students, host communities, and home colleges and universities are the result of variations in individual and institutional characteristics and service activities. Finally, the article considers implications for future research, including hypotheses and research designs to test differences across programs and educational institutions.

43 ..... The Intended and Unintended Consequences of International Service-Learning

*Robbin D. Crabtree*

*Fairfield University*

Previous research on service-learning in international contexts tends to focus on the benefits and outcomes for students and educational institutions. This essay is intended to provoke further examination of issues related to university-community engagement in global contexts, particularly in terms of the consequences for host communities. In order to explore complex issues surrounding international service-learning, the author offers a composite scenario in a series of snapshots gleaned from projects organized by U.S.-based organizations and universities in partnership with host country organizations and communities. Revealed are a variety of typical outcomes—intended and unintended, positive and negative—for students,

faculty, organizations and their staff, and the communities that host visiting service-learning teams. A framework for analysis is offered along with recommendations for ways to mitigate potential unintended negative consequences of international service-learning.

## 67..... Learning Outcomes Assessment: Extrapolating from Study Abroad to International Service-Learning

*Donald L. Rubin and Paul H. Matthews*

*University of Georgia*

For international service-learning to thrive, it must document student learning outcomes that accrue to participants. The approaches to international service-learning assessment must be compelling to a variety of stakeholders. Recent large-scale projects in study abroad learning outcomes assessment—including the Georgia Learning Outcomes of Students Studying Abroad Research Initiative (GLOSSARI)—offer precedent from which international service-learning assessment programs may draw. This article outlines five promising practices to guide international service-learning assessment activities: (1) focus on outcomes about learning; (2) employ multiple sources and methods for data collection; (3) invest in compiling credible comparison groups to build the case for a causal relationship between international service-learning and learning; (4) acquire data from multiple and diverse institutions and programs to better generalize and also to warrant conclusions about best program practices; and (5) acquire data from large samples of program participants to provide insights into under-represented groups and program sites.

## 87.....Alternative Break Programs: From Isolated Enthusiasm to Best Practices: The Haiti Compact

*Jill Piacitelli*

*Break Away*

*Molly Barwick*

*Indiana University*

*Elizabeth Doerr*

*Johns Hopkins University*

*Melody Porter*

*College of William & Mary*

*Shoshanna Sumka*

*American University*

Alternative break programs, which are short-term service-learning trips, immerse students in direct service and education, resulting in the creation of active citizens who think and act critically around the root causes of social issues. Over the last 20 years, domestic alternative breaks have effectively created strong community partnerships and fostered student development. After the 2010 earthquake in Haiti, universities around the United States were seeking opportunities to offer “hands on” aid, and the need for best practices to avoid potential pitfalls of international volunteerism became plainly apparent.

In response, a small group of alternative breaks professionals from five U.S. universities came together with Break Away (the national alternative breaks nonprofit organization), to form the Haiti Compact. The Compact developed best practices for international alternative breaks, allowing staff and students to overcome potential harm done to communities while contributing to student learning and engagement. This essay shares those practices and their application to work in Haiti.

111..... **Going Global: Re-Framing Service-Learning in an Interconnected World**

*Nuria Alonso García and Nicholas V. Longo  
Providence College*

This essay argues for the importance of re-framing international service-learning as global service-learning. This includes recognizing the entire “ecology of education,” the interconnected web of relationships in which learning can occur at home and abroad. It draws upon the experiences of developing a new program in global studies at Providence College that focuses on civic engagement with global and local communities, along with interviews and a focus group with majors in the program. The essay concludes with a call for using service-learning as a vehicle to educate global citizens not merely as a one-time experience, but rather as part of an integrated curricular process.

137..... **The Peace Corps and Higher Education: Finally the Envisioned Partnership?**

*Kevin F. F. Quigley  
George Mason University*

A number of structural and contextual changes underway suggests that now that the Peace Corps has begun its second half-century, it may be the opportune time for a broader and deeper strategic partnership with higher education along the lines that the Peace Corps founders’ envisioned. That partnership would involve higher education playing an expanded role in recruiting, training, and evaluating Peace Corps volunteers to supplement the more than 100 existing partnerships between the Peace Corps and higher education in graduate study.

**BOOK REVIEW**

153..... **International Service Learning: Conceptual Frameworks and Research. Volume I: IUPUI Series on Service Learning Research.**

*Robert G. Bringle, Julie A. Hatcher, Steven G. Jones (Eds)*

*Review by Juliet Millican  
University of Brighton*

