



International Service Learning Course

The International Service Learning Course (ISLC) combines experiential learning (i.e. the service learning placement itself) together with classroom seminars in order to provide students the opportunity to reflect on their learning through dialogue and written work. Credit is given for reflective written work based on your service learning experience. Therefore, your grade will be a reflection of the quality of your written work through its detail, clarity and analysis. You should not take your grade as a comment on your personal performance in the placement. I hope you enjoy and learn greatly from your service learning experience.

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AIMS AND OUTCOMES OF THE ISLC

The key aim of this course is to provide students with support in order to allow them to develop:

- An understanding of social provision in the UK
- An increased sense of civic awareness and social responsibility
- Transferable job skills
- Increased cultural awareness and competence

The seminars enable students to make the most of their service learning placement by providing them the opportunity to work with the faculty and exchange ideas with their peers. Students' ability to engage analytically with their service learning experience will be assessed. Students will also be required to give oral presentations. These presentations, together with short pieces assembled into a portfolio, and a final report will provide structured expression of student development before and during the service learning process.

By the end of this programme students should be in a position to understand general aspects of the UK not for profit sector workplace and to have a high degree of understanding of the organisation in which they have been placed. They should be able to look back and describe and reflect on their service learning experience and the ways in which they have developed during the semester. They should be able to connect readings and key class themes and to their experience. They should also be able to reflect on their own performance in the workplace and to be able to engage with intercultural issues which have emerged during that experience.

ASSESSMENT & GRADING

25% Portfolio (A structured set of materials – requirements set out as Assignment 1)
 25% Service Learning Report (A structured essay – requirements set out as Assignment 2)
 25% Presentation (requirements set out in Assignment 3)
 25% Attendance and Participation (12.5% for each element)

In addition the workplace supervisor will attest to student performance as excellent, satisfactory or unsatisfactory (via Supervisor's Evaluation of Intern Form). Students cannot be awarded academic credit with an unsatisfactory rating by the workplace supervisor. They may not be awarded credit, unless there are special extenuating circumstances, if they withdraw from a service learning placement or their position is terminated by the workplace supervisor.

Grading Scale

A = 94-100%	C = 72-75%
A- = 90-93%	C- = 70-71%
B+ = 87-89%	D+ = 66-69%
B = 82-86%	D = 62-65%
B- = 80-81%	F = 61% and below
C+ = 76-79%	

Grade Appeals

In the first instance the faculty who taught the course should provide, on request, a clarification of any grade they give the student. They can change grades at their discretion. Students, however, may only appeal from a decision of their faculty once their final grade has been issued. This is the procedure that should be followed when a student wishes to appeal a final grade decision by a member of FIE faculty.

1. All appeals are to be made in writing and must be received within 30 days of receipt of final grades. Appeals should always be accompanied by a detailed rationale for requesting a review and should also be supported with relevant documentation (i.e. copies of essays or other materials).
2. Appeals should be sent in the first instance to the Academic Director of FIE.
3. In the event that the appeal is rejected, the student may make a final appeal to the President of FIE.

TEACHING METHODS

The ISLC course is a seminar course, that is, it is intended as an 'exchange of ideas' among participants and not primarily as a lecture-based course. Hence, participation

and attendance are weighted accordingly. The experience of the service-learning placement as well as assigned readings will form the basis for classroom activities and discussion.

Faculty will hold "office hours" in which they will be available for one-on-one meetings. Students are strongly encouraged to take advantage of the opportunity to meet with the faculty member teaching the course. The faculty are able to assist in dealing with the challenges that one may face in the placement as well as in written assignments.

GUIDELINES FOR WRITTEN WORK

- All written work is to be submitted electronically (instructions will be provided separately) unless otherwise indicated.
- APA format should be used for any citations. (If any students are not familiar with APA formatting, please speak to the faculty).
- High standards of writing are expected. Spelling, capitalisation, grammatical and related errors should be eliminated from written work before submission. The written work required of this course is *academic work*, and therefore analysis and objectivity are expected. If students would like any assistance with their writing, the faculty member is available as well as the Writer in Residence.

Late Submission of Written Work

The written work may be submitted later than due only with permission from the faculty and only in exceptional circumstances of personal illness or similar (which must be made known to FIE at the time and may require documentation), will represent unsatisfactory performance for purposes of academic assessment.

FIE's Plagiarism Policy

If a student is found to have committed plagiarism, the matter should be brought to their attention as soon as possible by the FIE faculty who has been teaching them. Disciplinary measures are at the discretion of the Faculty. However, is FIE policy that plagiarism constitutes unacceptable behaviour. Any work which contains more than a several lines of unattributed copied material should be regarded as a FAIL for grading purposes. Students should not, in those circumstances be able to resubmit the work. However, they can, when receiving their final grade, make appeal via the process given above.

READINGS

Materials will be provided in a reading packet and can be purchased from Angela Crosby, Study Centre Coordinator.

CLASS SCHEDULE

<p>Seminar 1 - <u>Service learning placement orientation: Sarah Foster & Jenny Scoles, Internship Coordinators</u></p>

<p>Students will be introduced the logistics, policies and procedures involved with the service learning interview and placement.</p>

<p><i>For Seminar 2, read: What is Service-Learning? (Cress, 2004); Watching the English (Fox 2004).</i></p>

<p><u>Seminar 2 - Introduction to the course & managing expectations</u></p> <p><i>For Seminar 4, read: Contrasting cultural values (Ferraro, 1994); Valdes (1986) Cultural differences and similarities, and Lado (1957) in Valdes; and Intercultural communication (Bennett, 1998).</i></p>
<p><u>Seminar 3 - Service learning placement workshop: Sarah Foster & Jenny Scoles, Internship Coordinators</u></p> <p>Students will be given information packets on their placements and Sarah and Jenny will discuss more specific items such as expected tasks, travel and be available for student questions on an individual basis as required.</p>
<p>Interview week: office hours No class</p>
<p>Office hours – no class</p>
<p><u>Seminar 4 - Negotiating meaning: culture & values</u></p> <p><i>For Seminar 5, read: Global citizenship: Yes or no? (Dower, 2002); Global citizenship and common values (Alkire, 2002).</i></p>
<p><u>Seminar 5 – Global citizenship</u></p> <p><i>For Seminar 6, read: To hell with good intentions (Illich, 1994); Creating cultural connections, Reitenauer et al (2005)</i></p>
<p>Office hours – no class</p>
<p>Mid-term break week: no class</p>
<p><u>Seminar 6 – Us and them, power and privilege</u></p> <p><i>For Seminar 7, read: The Art of Coming Home (Sorti, 2001); Expanding Horizons (Cress & Patton, 2004); Andreshak-Behrman (2004) – two pieces from in-house newsletter</i></p>
<p>Office hours – no class</p>
<p><u>Seminar 7 – Assessing learning and looking forward</u></p>
<p><u>Seminar 8 – Student presentations (ASSIGN #3)</u></p>
<p><u>FINAL REPORTS (ASSIGN #2) DUE!!</u></p>

ASSIGNMENT 1: SERVICE LEARNING PORTFOLIO

Creating a portfolio enables students and the faculty to chart progress and development throughout the placement experience. Each element of the Portfolio will be created and submitted one by one throughout the semester. The aim of the Portfolio is to show self-reflection and awareness through the process of service learning, to assess the ability to keep structured brief notes, and to provide the basic material from which presentations on the service learning placement and the Service Learning Report will be constructed.

The Service Learning Portfolio has 10 elements and is worth 25% of the final grade. Hence each element will be worth 2.5% of the final grade. Each Portfolio element will not be graded with a letter grade, but will be either pass (full credit) or fail (no credit). In order to achieve the 2.5%, the element must be turned in **on time** and must meet the requirements set out below. Students will receive periodic comments on the progress of their Portfolio.

CREDIT: Clear detailed notes, evidence of advanced planning for the service learning experience and analytical self-reflection after the experience. The material should be presented in an objective, rather than a subjective manner (i.e. not just I liked this or did not like this, but the reasons for such feelings or intuitions explained). It would be expected that cultural insights would be incorporated as would moments of reflection on the nature of the work sector and of the specific workplace.

NO CREDIT: This grade would be given to work which makes little attempt to address the requirements of the Portfolio or which does not enable the marker to gain any clear sense of the student's attitudes and activities, which is composed largely of copied materials (plagiarism), or which consists of inappropriate or offensive material. **No credit will be given for late submissions, barring exceptional circumstances.**

The 10 Elements of the Service Learning Portfolio

Element #1	<u><i>Expectations and Strategies:</i></u> Students will explain their aims and hopes for the service learning placement, areas of personal strength and weakness, any challenges or issues they expect to encounter and how they might deal with them. 350-500 words. Submit electronically.
Element #2	<u><i>Interview Reflection:</i></u> Students will write a reflection on their interview experience, covering the following points: describe the experience itself; comment on how you think you performed in the interview; mention something that was unexpected or surprised you about the interview experience (including possible cultural observations). Approx 250 words.

	Submit electronically. <u>Due: by 4.30pm, 13 February</u>
Element #3	<u>Placement Agreement Form:</u> Students will receive a copy of the Placement Agreement Form with their placement packet. This form should be filled in full and signed off by the workplace site supervisor.
Element #4	<u>Workplace Summary A:</u> This submission is a short summary of the daily tasks at the placement, feedback received in the workplace (if any) and the student's own assessment of his/her progress, and any insights, 'moments of revelation' or accomplishments (they do not need to be big ones!). Approx 250 words. Submit electronically.
Element #5	<u>Workplace Summary B:</u> The focus of this text is challenge or obstacle faced in the placement. A challenge or obstacle can be big or small and can be based on the work, the environment or be intrapersonal or interpersonal. Students should describe the challenge, how they have attempted to overcome it and if it has been resolved. Approx 250 words. Submit electronically.
Element #6	<u>Workplace Summary C:</u> This submission is a short summary of the daily tasks at the placement, feedback received in the workplace (if any) and the student's own assessment of his/her progress, and any insights, 'moments of revelation' or accomplishments (they do not need to be big ones!). Approx 250 words. Submit electronically.
Element #7	<u>Culture Notes:</u> This submission should be a cultural one. Describe what you observe the various manifestations of 'culture' in your workplace. This could include organisational culture, broad culture (US-UK) or more specific comments on cultural identity. It could include observations of the staff and/or the client group. Approx 250 words. Submit electronically.
Element #8	<u>Skills Assessment:</u> Students will be asked to discuss and complete a chart assessing what they have developed in terms of skills.
Element #9	<u>CV:</u> As the placement is nears its end, students will want to consider how they will express their experience on their CV or résumé. Taking into account the style they have adopted for their overall CV, students will update their CV to include their placement experience, overall study abroad experience (and any other entries that have resulted from their London semester) and submit it electronically.
Element #10	<u>Closure:</u> As your placement experience (and London experience) come to a close, how do you think you have done? Is there anything you would have done differently? What do you need to complete at the placement (task-wise) and who do you need to thank? Approx 250 words. Submit electronically.

ASSIGNMENT 2: SERVICE LEARNING REPORT

- PLEASE SUBMIT THE SERVICE LEARNING REPORT AS A SINGLE DOCUMENT
- PLEASE DOUBLE-SPACE

It is important to plan this written work carefully. The materials from which to construct it will be provided, in part, by the Portfolio. However, the Report is *not* constructed by a 'cut and paste' of the portfolio materials. Instead, it is constructed through re-analysis of what was written in the Portfolio, continual reflection on the experience itself, classroom discussions and readings. **Students are encouraged to keep notes throughout the experience. One suggestion is to keep a separate notebook with sections representing each of the three areas in which the report will focus.**

Students should try to focus on *analyzing* and *understanding* the work environment, rather than writing a personal study centred on personalities or emotional feelings. Detailed comments on grading criteria are given at the end of this section, but overall, students should aim to be providing factual information, evidence of analysis and clear expression of ideas and experiences. Word limits are approximate and if there is need to write at slightly greater length to get ideas across then this is permissible. However, students are not advised to write less, or considerably more than specified. Students may, if they wish, provide illustrations, but will not be penalized if they do not. It is also a good idea to explain any industry-specific terminology, acronyms or jargon.

The primary purpose of this written work is to help students to focus their thoughts on their service learning experience and not simply complete the work placement, but rather to analyze what they have learned about the organisation, industry sector, working environment, the ideas of citizenship and service and the experience of working abroad in a cross-cultural setting.

Students must cite at least 3 in-class readings, using them in a relevant matter to contextualise ideas in the Report.

There are three main elements of the report:

1. Workplace Profile
2. Service Learning Description
3. Cultural Analysis

1. Workplace Profile - The objective is to show awareness of the organisation, department or individual providing the placement. It is also important to examine relevant issues in its sector, in other words students need to explain the wider context in which the organisation operates. This profile should be in report-form and approximately 750 words in length. In this profile students are advised to consider:

- The role of the organization or individual providing the placement
- The role of the relevant department
- The position of that organization or individual within its social or cultural sector, including the main competitors (where relevant)
- The main issues (these can be organisational in nature and/or social issues) that the organisation and the sector is confronted with
- How the organization is funded (membership, public funding, charity, etc)

- The scale of the organization (numbers of sites, numbers of staff)
- The history of the organization and/or department and any changes which may lie ahead

In this section the student should focus on the organization rather than on their role there. The information about the company may come from work colleagues, workplace supervisor, through corporate literature or the organisation's website. Make sure that you appropriately cite the sources of this information (personal communications, websites, annual reports, etc).

Students should use common sense in deciding what to include in this section. If there is any confidential information or situations from your site of which you have knowledge, then these should stay just that – confidential – and should not be included in this paper.

2. Service Learning Description - The aim of this paper is to demonstrate an awareness of how the student has set personal objectives for the placement and what they have achieved during the placement. This should be in report form and 1000-1500 words in length. In this report students are advised to consider:

- The role they have played in their placement, with a breakdown of their activities during a typical week
- The way they have assisted the work of the organization/department; the way that they conceptualise the ideas of 'service' in their individual experience as well as the work of the organisation
- The skills they have developed as a result of the placement (inter- and intra-personal, professional, transferable, etc)
- Other learning (life lessons, impacts on future choices, etc) that has taken place

The focus should be on factual expression and analytical thinking. Personal emotional issues can be mentioned but these should always be provided as a basis for thinking about what happened during the placement, why it happened, how the student coped, and what has been learnt from the experience. Students should not shy away from saying what they found difficult or challenging. Marks are not given for 'successes in the placement but rather for ability to analyse the situation.

3. Cultural Analysis - This should be about 750 words in length and should examine the way the student perceives the differences between British and American attitudes, practices and ways of working in a not-for-profit context. Students are advised to focus on specific examples and insights drawn from the service learning placement as a way of putting into context the wider experience of living in Britain. It is best not simply to say, 'I like this in Britain', or 'I prefer that in America', but to investigate the differences. Generalisations are a means of understanding cultures, but be wary of over-generalising and stereotyping. Why are things different (or similar!) on each side of the Atlantic? What does that tell us about these two cultures and societies? Students may also want to think about whether they may have an atypical workplace experience – for instance, was the organisation primarily staffed with younger people? This could affect the level of formality experienced. A further issue may derive from the fact that London is a cosmopolitan and international city. Work colleagues may not even be British. If so, what effect did that have? Are there differences in the ways that social issues are conceived of or dealt with in the UK?

Grading Criteria of the Service Learning Report

A comprehensive workplace profile, detailed self-assessment in the Service Learning Report and insightful cultural analysis, will receive an A grade. This work must be well written, clear and grammatically correct, showing evidence of strong analysis of the workplace experience.

Good performance will produce a B grade. This work must be sound overall, but may feature less detail, or may show less evidence of analysis of how the organization worked, or awareness of cultural issues.

Satisfactory performance will produce a C grade. This answer will address the main issues requested, but may contain vagueness, errors (grammatical or factual), or a focus on personal or emotional reactions at the expense of objective analysis.

Poor performance will lead to a D grade or lower. Such work will not have fulfilled the requirements set above. Answers can be graded I if incomplete, or E if there is no significant work produced, or major plagiarism.

Workplace Profile - The top grades would go to a student who had grasped the key issues in the workplace- environment in which they were based. A satisfactory performance would be derived from an adequate summary of the firm and its activities. Unsatisfactory performance would derive from a report that was marred by factual errors showing lack of awareness of key organizational characteristics.

Service Learning Report - Top grades would go to a student who had intelligently understood the role they were asked to perform and had demonstrated how they had achieved personal growth and acquisition of key skills and knowledge. A satisfactory performance report would show a decent, if not exceptional level of self-awareness. An unsatisfactory performance report would show a lack of personal development of the student derived from the workplace experience e.g. simply a descriptive listing of tasks.

Cultural Analysis -This paper is intended to focus on the cultural context of working in a foreign country. The best grades will be awarded to those who have become engaged with issues such as the difference between social attitudes, manners, humour, dress and so forth, in the context of how they impact on the working environment. Unsatisfactory performance would derive from an unreflective analysis, such as one lacking comparative examples related to the service learning placement.

ASSIGNMENT 3: GROUP PRESENTATION

The aim of the presentation is for you to display a sense of knowledge and engagement with your service learning placement and with your work in that placement. You will be assessed on the clarity and structure of your presentation of ideas, as well as your ability to demonstrate understanding of your workplace and your role within it. Students will group themselves in 2s or 3s depending on the type of social provision/policy area of their placement. Students will pick a theme (or themes) that reach across the organizations in which they are working. Areas to be addressed include: a brief description of the organisations, the wider issues that concern their organisation and how

the issues link together across their placements and into wider UK society as understood through politics and the media. Reference should be made to these issues in the US context as well and in terms of global concern. How does it all link together? Examples of issues addressed could be, for example: childhood obesity, anti-social behaviour, over-consumption and residential waste, and so on.

The presentation format and content will be addressed further in class.

An 'A' grade presentation would demonstrate a clear and incisive understanding of the placement and of the role, the relevant issues and their global incidence or impact. A 'B' grade presentation might be lacking in either clarity, or detail or sense of understanding and interconnectedness. Lower grade presentations would be deficient in more than one of these three key areas.