International Service Learning: Analytical Review of Published Research Literature

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International service learning (ISL) is an emerging area of international education. This paper summarizes academic journal articles on ISL programs and organizes the relevant publications by academic disciplines, service learning project areas and other topics. The basis for this review is relevant literature from full-text scholarly peer reviewed journals on 67 EBSCO Host databases published from 2000 to 2013 (no articles were found in this search before the year 2000). Of 96 returns, 41 publications were relevant for this review.

Pearce (2009) provides the following definition of service learning: "Service learning can be defined as a teaching method that combines community service with academic instruction as it focuses on critical reflective thinking and civic responsibility (Campus Compact 2000)" (p. 46). Urraca, Ledoux and Harris (2009) point out that service learning activities can be done by students of a wide range of educational levels:

> Although the kinds of service, the types of reflective practice, and the integration of the service-learning components into the curriculum will vary in degree and intensity according to educational level, students from kindergarten through graduate school can begin to look at local and international communities and ask what they can do to connect service to their learning agendas…. Academic service learning … unites experiential components, civic engagement, and classroom activities. As such, the goal of service-learning courses is to enhance each student's sense of civic responsibility while fulfilling the academic objectives of individual courses or curricula. (p. 281)

Pechak & Thompson (2009a) describe ISL as "… a service-learning opportunity that occurs outside of the country where the education program is located" (p. 1193). Tonkin & Quiroga (2004) point out that ISL "… combines aspects of conventional study abroad with aspects of conventional service-learning, offering an exceptional degree of integration into a target culture and an intensive experience of community service" (p. 131). Bringle and Hatcher (2011) incorporate the three educational domains in the following definition of ISL:

> A *structured academic experience in another country* in which students *(a)* participate in an organized service activity that addresses identified community needs; *(b) learn from direct interaction and cross-cultural dialogue with others*; and *(c)* reflect on the *experience* in such a way as to gain further understanding of course content, a deeper understanding of *global and intercultural issues*, a broader appreciation of the *host country* and the discipline, and an enhanced sense of their own responsibilities as citizens, locally and *globally.* (p. 19)

Pagano and Roselle (2009) note the importance of subject matter, practice and context:

> The international context of an international internship or service learning program is one of the main elements that allow students to develop a mental model of the world. The construction of knowledge is then based on a triad - subject matter, practice, and context. We need to design and assess experiential education with careful attention to these three elements. (p. 218)

Bracci, Bella Owona and Nash (2013) state: "…reflection represents the link between experience and learning and unites the two opposite poles of acquisition: the academic and the experiential. Through reflection the student creates her own understanding with an intercultural perspective" (p. 200).

Eyler (2011) presents service learning outcomes which include social and community engagement, academic and intellectual development, and personal outcomes. Metcalf (2010) offers insight on some outcomes and benefits of service learning:

> Community service learning projects encourage not only the development of competencies related to specific business disciplines but also broader work-related competencies, such as cross-functional thinking, teamwork, interpersonal interaction, communication, and multicultural sensitivity …. (p. 155)

Types of International Service Learning Programs by Academic

Disciplines and Project Areas

Health Care (18 articles)

Community Health, Nursing and Midwifery. Reisch (2011) recommends the following for healthcare programs based on a review of literature and her experiences with a program in Nicaragua:

> 1. Require pre-trip knowledge of cultural, historical and social issues, 2. Recipient community identifies its own needs, 3. Define clear objectives and use established outcomes measures, 4. Require at least minimum proficiency in the local language, 5. Manageable group size, 6. Faculty supervision during the provision of care, 7. Allow limited tourism activities, 8. Establish clear standards for student behavior, 9. Emphasis on sustainability and continuity of program. (p. 98)

Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando (2013) present a qualitative descriptive research study of a two-week nursing program for senior baccalaureate students at the University of Rhode Island to provide health care with a non-profit organization in rural Dominican Republic. Before the program, participants took part in seminars on the Dominican health care system, politics, culture, language and history, a one day-long orientation, and had assignments. After the program, they took part in seminars for reflection on their experiences and provided feedback. Curtin et al. (2013) note, "With the increase in the diversity of the population, health care institutions are seeking nurses who possess the knowledge and skills in providing culturally and linguistically competent care" (p. 549). The program's aim was to develop students' intercultural nursing care, self-reflection and foreign language ability. Curtin et al. (2013) describe the program's design: "This component of the framework includes four areas of

learning to promote student development of attitudes, knowledge and skills for engagement in global health: global learning, international service learning, and social consciousness, global cultural competence and country-specific knowledge" (p. 551). Students took part in activities at a rural clinic, an adult day health program, a head start program and a pre-natal and well child clinic, did reflection and group debriefing sessions and wrote daily journal entries. Results from thematic analysis of the participants' journals showed commonalities in the following five themes: increasing cultural awareness, adapting physically, increasing confidence in speaking Spanish and assessing health problems, shifting focus from self to other, and encountering frustration in the ability to fully meet patients' needs.

Kohlbry and Daugherty (2013) present four faculty roles related to the design and implementation of nursing projects (initiator, collaborator, facilitator and advocate), and illustrate these roles through a program run by California State University San Marcos in Mexico. The initiator discusses opportunities and ideas for nursing projects with other faculty. The collaborator generates involvement by connecting with other people and organizations. As facilitators, faculty involve students in activities and guide them through the reflection process. As advocates, faculty inform others of service learning's value and encourage participants to present their experiences at conferences.

Main, Garrett-Wright and Kerby (2013) present the results of a qualitative study of nine Western Kentucky University undergraduate and graduate nursing students who participated in the Belize Project in Gales Point, a rural village. Students, professional staff and faculty took part in a two-day pre-departure orientation and did team building exercises. During the project, students provided medical services to the community and participated in cultural activities. Analysis of journal entries revealed eight themes:

> 1) expectations and emotions regarding the trip, 2) developing a reciprocal relationship with the community, 3) valuing interdisciplinary collaboration, 4) acquiring knowledge that would impact their future nursing practice, 5) growing personally, 6) making future plans to continue doing service work, 7) recognizing themselves as part of a larger social network and a shared responsibility for social problems, and 8) buying into the interdisciplinary change projects. (Main, Garrett-Wright & Kerby, 2013, p. 10)

Main, Garrett-Wright and Kerby (2013) note: "The findings indicate that international service learning opportunities increase students' awareness of their place in a global society and the potential contribution they can make in society" (p. 10).

Riner and Becklenberg (2001) review Indiana University School of Nursing's partnership with the Bloomington, Indiana-Posoltega, Nicaragua Sister City International (SCI) organization. Students worked with local health care professionals and offered prenatal classes to lay midwives and community health care workers during trips in 1998 and 1999.

Larson, Ott and Miles (2010) describe a two-week experience in Guatemala in May 2008 as part of a cultural immersion course by student nurses at a university in North Carolina. The course included seminars on political, economic, social and health issues of Mayan communities. In Guatemala students undertook intensive Spanish language study and participated in community health clinical practice. The aim of the research was to examine the effect of the cultural immersion on participants' cultural

competence. Larson, Ott and Miles (2010) cite others on the importance of developing culturally competent nurses:

> Developing culturally competent nurses is imperative, as the Hispanic/Latino population is projected to reach 29% of the U.S. population by 2050 …. Currently, the vast majority of nurses identify as non-Hispanic White … , and many have had limited experience with diverse ethnic and racial groups … (p. 44).

Analysis of students' reflective journals revealed themes of making contributions through community service, making connections between U.S. policies and poverty and experiencing living conditions never seen or imagined before.

Walsh (2003) discusses a two-week midwifery and nursing program involving nursing students from the University of San Francisco in San Lucas Toliman, Guatemala, a community of mostly Mayans living in extreme poverty. The university developed a collaborative relationship with the San Lucas Toliman community aimed at improving the skills and knowledge of indigenous midwifes living in an area with limited resources and high infant and maternal mortality rates. Participants raised funds for supplies for the community and attended preparatory seminars. During the experience, students and a faculty member assisted midwives in providing prenatal care. Participants conducted training sessions for staff at prenatal clinics and attended a workshop which examined Mayan beliefs on health-related practices. Evaluations showed that students increased their sensitivity and awareness of women and families living in a different culture, and developed an understanding of poverty in developing countries, an appreciation for traditional birth attendants' skills and knowledge in providing reproductive health care (Walsh, 2003).

Dharamsi et al. (2010) present a phenomenological report of three University of British Columbia medical students' experiences in eight-week international projects. Two students worked in Kampala, Uganda on the development of a "sustainable community-based child-to-child project" (Dharamsi et al., 2010, p. 978) and the third student taught in a nursing program in Dhaka, Bangladesh. Preparation for the experience involved discussions of socially responsible approaches and ethical issues related to volunteering in under-resourced contexts. The aim was to explore the value of critical reflection as a pedagogical approach in enhancing the students' understanding of the Canadian Medical Education Directions for Specialists (CanMEDS) Health Advocate Role. Dharamsi et al. (2010) describe this role:

> The health advocate role (RCPSC 2005) requires physicians to respond to the needs of "vulnerable or marginalized populations." It stipulates that physicians have a "duty to improve the overall health of their patients and the society they serve … to assist them in navigating the health care system and accessing the appropriate health resources in a timely manner…" (p. 977)

Students wrote accounts of their experiences in reflective journals which were analyzed. Dharamsi et al. (2010) state:

> Our study suggests that preparing the next generation of physicians to attend to the CanMEDS Health Advocate Role – "the ethical and professional issues inherent in health advocacy, including altruism, social justice, autonomy, integrity and idealism" – requires a pedagogical

approach that enables experiential learning and critical reflection … . Upon completion of the ISL experience, the students revealed an increasingly meaningful sense of what it means to be vulnerable and marginalized, a heightened level of awareness of the social determinants of health and the related importance of socially responsible approaches to community engagement, and a deeper appreciation of the health advocate role. A key outcome of the ISL project was the development of the students' capacity to reflect on and cultivate their role as health advocates. (p. 980)

Plumb et al. (2013) present studies of partnerships between Thomas Jefferson University (TJU) and partners in Rwanda and San Jose State University (SJSU) and partners in Mexico. Since 2006, 65 Thomas Jefferson students have participated in three to eight-week experiences in Rwanda. TJU has partnered with various groups on community building and public health education projects in Rwanda. SJSU has partnered with organizations and agencies in Oaxaca, Mexico since 2005. More than 100 SJSU public health and health science students have participated in four or nine-day experiences in Oaxaca. Participants' experiences in these Rwanda and Mexican projects have demonstrated their development in a number of global health competencies (Plumb et al., 2013).

Kiely (2004) presents a longitudinal case study of 22 participants who took part in one of five cohorts of an international service learning program in Nicaragua between 1994 and 2001. Many participants were enrolled in a two-year nursing program. The program's aim -was assisting members of the local community with the organization and implementation of health clinics. Students also engaged in research in the community. The study found that each student had a change in world-view but those who stated a desire to alter their lifestyle and work toward social justice faced challenges in their efforts to act on their beliefs and desires.

Health and Dental Care. Tabor, Carter, Kovar and Ramsing (2008) briefly note a program developed by faculty at Western Kentucky University focused on providing healthcare and preventive dental care services in Belize. Students worked with patients in Creole and Mayan villages, kept daily journals and took part in community events. Tabor et al. (2008) note that participants reported being inspired toward greater involvement in their own communities and increased self-confidence.

Green, Comer, Elliott and Neubrander (2011) describe a group of health care students from three U.S. universities who served in remote villages in Intibuca, Honduras on a ten-day program. Participants conducted clinics and provided care for tropical diseases and problems associated with contaminated water and malnutrition. The study aimed to determine the experience's effect on participants' cultural competence. Green et al. (2011) describe its importance as follows:

As the population of the United States becomes increasingly diverse, health care providers must learn to care for and communicate effectively with people from a variety of cultural backgrounds. To understand and respond to the needs of culturally diverse patients, health care providers must possess the skills and insight to overcome barriers in language and differences in beliefs, values, and customs. (p. 302) […] Another important value that resulted from the strong feeling of connection with the people they encountered was a sense of reciprocity. The experience gave

participants the feeling that they were both giving and taking. They were able to give to a community in tangible ways, providing much-needed health care, dental care, and health education, and in other ways, for example, contributing as a group to a scholarship fund that enabled some local children to go to school beyond the sixth grade. In return, they received an incomparable learning experience, a sense of accomplishment, an opportunity to hone their nursing skills, and the gratitude of the local people. (p. 306)

Quantitative results of the study found that participants' cultural competence moved to a higher level. Exit interviews revealed the following themes: "a) stepping outside my world, b) connecting with culturally different people, c) awe of community, and d) learning innovation" (Green et al., 2011, p. 305). Results suggest that participation was instrumental in increasing participants' ability to give culturally congruent care (Green et al., 2011).

Puri, Kaddoura and Dominick (2013) discuss an experience to Morocco by students from two institutions in the northeastern part of the United States. Students distributed oral health care products, cared for underserved people and led oral health care clinics. Participant interviews revealed the following major themes: professional growth as a health care provider, motivation to serve underserved countries, bridging inter-cultural gaps and the urban-rural divide, and bridging theory-practice gap (Puri, Kaddoura & Dominick, 2013).

Amerson (2012) presents a study of 14 nursing students at a public university who took part in a medical mission to Guatemala and Ecuador in either 2006, 2007 or 2008 as part of a community health nursing course. Preceding each trip a faculty member led weekly preparatory sessions. The faculty member and students accompanied a "non-profit, non-denominational, Christian-oriented organization" on each trip (Amerson, 2012, p. 8). Students worked with a multidisciplinary group to provide medical and dental care in rural communities and participated in daily faculty-led discussions on their experiences. Students participated in a group project to present a poster presentation at a research forum. Amerson (2012) elaborates: "The daily experiences provided opportunities for the students to recognize common health problems, practice communication in Spanish, observe the environmental issues which impacted health, and witness the impact of severe poverty in lesser-developed countries" (p. 9). Participant interviews examined how participation influenced their transcultural self-efficacy and subsequent nursing practice (Amerson, 2012).

Physical Therapy. Hayward and Charrette (2012) describe a study involving physical therapy doctoral students which is modeled on the combined cultural competence frameworks developed by Campinha-Bacote and Purnell and aims to integrate experience-based learning and culturally competent care. Hayward and Charrette (2012) explain the importance of cultural competence in physical therapy:

Cultural competence is important because a successful patient provider interaction may be impeded when the respective parties are from different ethnic or cultural (cross-cultural) backgrounds … Effective care requires an understanding of the patient's values, family structure, life roles, and culture … Providers without the skills for working in cross-cultural situations may experience difficulty communicating effectively with either patients or family members, which

may result in improper management of the diseases or conditions characteristic of a particular population. (p. 79)

The program included a short-term experience at an orphanage in Quito, Ecuador where students provided physical therapy care to children living there. In preparation, students took Spanish courses, participated in reflective journaling and cultural awareness activities and researched Ecuadorian culture. Hayward and Charrette (2012) report positive change in students' professional skills awareness and a statistically significant post-intervention "Emotional Resilience" score. Hayward and Charrette (2012) conclude, "Our model enabled students to be immersed within a culture, realize the core values in action, develop cultural competence, and solidify their interest in working with pediatrics and internationally with underserved populations" (p. 78).

Pechak and Thompson (2009b) provide rationale for physical therapy ISL programs:

Growing ethnic and cultural diversity within the United States demands increased focus on opportunities for physical therapists to gain cultural competence to provide optimal rehabilitative care to varied clients. Concurrently, increases in the number of persons with disabilities worldwide and unmet needs for rehabilitation challenge the physical therapy profession to expand its global role. Incorporating international service-learning or other international volunteer service opportunities into physical therapist education curricula may address these needs by fostering the preparation of culturally competent practitioners capable of engagement in the global health arena. (p. 71)

Pechak and Thompson (2009b) surveyed physical therapist education program directors in the United States and Canada to find out faculty perceptions of benefits of and barriers to ISL programs. The following is the frequency and location of programs in the previous ten years: Caribbean (16), Central America (11), Mexico (5), South America (5), Africa (3), Asia (4), Europe (3), Australia (2), Middle East (1) and the United States (1) (Pechak and Thompson, 2009b). Program cost and lack of time and funding for faculty were the greatest perceived barriers. Development of cross-cultural competence and student personal development were noted as the greatest benefits (Pechak and Thompson, 2009b).

Pechak and Thompson (2009a, 2011) conducted a survey of established US-based physical therapist education programs with ISL components in order to identify an optimal program model. Five phases in the process of developing an optimal ISL physical therapist education program emerged: development, design, implementation, evaluation and enhancement. Four main themes (structure, reciprocity, relationship and sustainability) were identified in these five phases.

Engineering (4 articles)

Solar Water Pump System. Borg and Zitomer (2008) describe a project to provide a solar-powered water pumping system to provide clean water for an orphanage in Guatemala. Two teams of engineering

students from Marquette University participated in the project. Borg and Zitomer (2008) relate the importance of clean water:

> At any given time, more than half of the developing world's population is suffering from one or more of the main diseases associated with unsafe water and poor sanitation …. The World Health Organization (WHO) estimates that more than 16% of the world's population (1 billion people) do not have access to safe water and over 2 billion people live without adequate sanitation …. Every day world wide, 6,000 children die of water-related diseases. Most of those who die could be saved with inexpensive and simple solutions. (p. 178)

Objectives of the project included expanding engineering students' international, cultural and social experience through service to others. Students applied technical knowledge learned in their engineering courses in the context of rural Guatemala's history, economy and culture. Students developed team skills, appreciation for professional and ethical responsibility and heightened understanding of contemporary global issues. Borg and Zitomer (2008) describe the project's impact on students:

> The juxtaposition of the various realities, including living conditions and opportunities, cultures and conflicts, rich and poor, expand students knowledge of multicultural contemporary issues, make students aware of the impact an engineering solution can have in societal or global context, and promotes professional and ethical responsibility. (p. 183)

Water Distribution System. Budny and Gradoville (2011) discuss the development of the University of Pittsburgh's first humanitarian engineering project. Fourth-year civil engineering students took part in a project in Tingo Pucará, a small village located in the central highlands of Ecuador at almost 13,000 feet. Budny and Gradoville (2011) point to the benefits of service learning for engineering students:

> The service-learning aspects introduce the concept of engineering as a tool for helping society, the importance of understanding customer needs, and introduce an invaluable depth to the experience of engineering. An international experience early in the professional career is exciting and stimulating, as the most basic assumptions in our daily lives are challenged, including those concerning language and culture. Those moments, when students' senses are peaking, are opportunities for transformational educational impacts that can have ripple effects on their future lives and careers. (p. 100)

It was decided to design a water distribution system for delivering water to village homes, which would give the students experience in project management, engineering design in a resource-limited environment through humanitarian engineering and international development. The University's Civil Engineering faculty collaborated with Engineers without Borders, the US Peace Corps, the non-profit Builders Beyond Borders, the Ecuadorian government and members of the village of Tingo Pucará on the project. Budny and Gradoville (2011) point to the strengths of this collaborative effort:

> The engineering department did not try to manage all aspects of this community development project. The technical engineering aspects were handled by engineers, while the funding,

community organization, and materials acquisition was largely handled by other groups. This may serve as a model for other engineering departments interested in similar projects, but wary of the multidisciplinary responsibilities of undertaking such a project. (p. 113)

The students designed the water distribution system and traveled to the site in Ecuador to begin its construction. A survey of all fourth-year engineering students who worked on design projects showed the ISL project generated greater understanding of engineering in global and societal contexts and encouraged students to act altruistically.

Water Treatment and Distribution System. Plumblee, Cattano, Bell and Klotz (2012) describe Clemson University students' participation in Clemson Engineers for Developing Countries' (CEDC) ongoing project in Cange, a rural village in the Central Plateau of Haiti, which involves the design and construction of a water treatment and distribution system for Cange and neighboring areas. Plumblee et al. (2012) note the value of ISL for engineering students:

> Service learning projects outside of the United States encourage a more global perspective in engineering students …. By witnessing these problems firsthand and interacting with the community, students gain a deeper awareness of global issues such as water availability, poverty, and mass unemployment. Furthermore, students better understand the importance of their contribution to the community stakeholders. (p. 47)

Plumblee et al. (2012) note the challenges of working on a project in an area ravaged by a natural disaster as when Haiti was devastated by an earthquake on January 12, 2010:

> As a result of the earthquake, the CEDC student teams in Haiti faced numerous challenges that are unique to working in an international environment. Coordination with international organizations was required to ensure the safety of the team traveling to Cange. Building materials and supplies required for even the most basic reconstruction efforts were not readily available. CEDC tries to maximize the use of local labor and materials to support the community's economic activity. However, the local labor force often is not sufficiently trained to interpret design documents or execute complex construction operations …. Facility design documents must be crafted to ensure that all construction can be accomplished with hand tools because heavy construction equipment is not available. (p. 50)

Outcomes of student involvement are presented in communication, teamwork, globalization and leadership (Plumblee et al., 2012).

Coffee Wastewater Treatment Facility Design. Marsolek et al. (2012) discuss a wastewater treatment design project for a coffee processing mill in La Sauna, a rural community in Nicaragua, involving civil and environmental engineering students from Seattle University. The students worked with a faculty member whose project aimed to "place scientific and technical expertise in service to the small-scale Nicaraguan coffee producer" (Marsolek et al., 2012, p. 70). The project involved collaboration with Seattle University's Science and Engineering Project Center, Coffee for Justice Project, regional agricultural cooperatives, development agencies and local communities and farmers. Marsolek et al.

(2012) summarize the project and student learning outcomes:

> From a service learning point of view, the project was an unqualified success. A team of engineering students put their capstone design project into direct service to a poor community in the developing world. These students traveled to Nicaragua, interviewed the clients, and designed options for them that were technically sound, of appropriate technology and culturally acceptable. The students also saw their design actually built and implemented. They learned the importance of effective communication with clients across language, economic, and cultural barriers and gained experience working as a multi-disciplinary team of engineers, scientists, officials of international development organizations, and small community leaders. (p. 89)

Humanitarian Work (3 articles)

Community-Based Research/ Health. Taylor (2009) discusses service learning experiences he had in remote areas of Guatemala with Denver University students. They worked with community members to develop sustainable solutions to problems such as providing residents with water filters, water tanks and fog collectors. They conducted community-based research and held workshops to instruct community members how to build biosand filters to help obtain a steady water supply. Positive outcomes included greater access to safe water and a decrease in diarrhea among community children (Taylor, 2009).

Teaching Guidance and Community Development. Liu and Lee (2011) investigated the cross-cultural experiences of three Taiwanese students and three overseas Chinese students from Myanmar studying at National Taiwan University. They participated in a 2008 service learning experience in Myanmar with other Taiwanese and overseas Chinese from Myanmar. The six students participated in a self-funded self-organized group which went to Myanmar to improve health care and sanitation in some villages and promote education to overseas Chinese living there. Participants took preparatory courses and collected toys, textbooks for school children and money to help fund construction of a kindergarten. From interviews conducted one month after participants returned, Liu and Lee (2011) reported that the Taiwanese students developed greater appreciation and understanding of a different culture, challenged past thinking habits and discovered future career and life goals. Outcomes for the overseas Chinese students from Myanmar included a new understanding of their homeland, an increase in career choices and greater interaction with the Taiwanese students.

Social and Language Service. Bracci, Bella Owona and Nash (2013) describe programs developed by the International Center for Intercultural Exchange in Siena, Italy. The Center developed a full-immersion instructional approach with its foreign students and a reflective assessment. The assessment model uses reflective journal writing to assign six levels of intercultural competence development. Students volunteer at a variety of service sites, including a daily soup kitchen, elementary schools, a home for the elderly, an ambulance transport service, and a center for the physically and mentally disabled. Bracci et al. (2013) note the value of service in enabling students to reach the highest intercultural competence level:

> The development of RIC [Reflective Intercultural Competence] helps the student to become a

global student, a student without borders. In the movement of peoples and merchandise that characterizes our time, the student studying abroad can no longer limit herself to the acquisition of solely academic notions. As a global student she becomes to all effects a social actor, performing her own role on the complex stage of a world in which the cultural and linguistic diversities meet and clash in a continuous intertwining. Today the economic and social phenomenon of globalization-intended in its meaning as the compression of space and time-affects profoundly every human action, bringing together and, at the same time, distancing societies and communities.

With the FICCS [Full-Immersion: Culture, Content, Service] approach, we think that the learner of the 21st century can benefit both from her academic studies and from the direct exposure to the social host so that she gets effectively closer to another world, acknowledging and appreciating its various cultural dimensions and values. (p. 197)

Leadership Development (2 articles)

Pless, Maak and Stahl (2011, 2012) discuss Project Ulysses, a leadership development program for partners at PricewaterhouseCoopers involving an integrated service learning approach. Pless et al. (2012) describe the growing popularity of ISL programs in management and leadership development:

An interesting new trend in management development is the use of international service learning programs and "consciousness-raising" experiences … in increasing managers' awareness for social and environmental issues. A global survey of the "top global companies for developing leaders" conducted by *Fortune* Magazine and the HR consulting firm Hewitt Associates found that leadership development through international service learning assignments "has become the major theme among virtually all the companies in this ranking" …. (pp. 875-876)

Project Ulysses incorporates a range of learning methods aimed at behavioral, affective and cognitive-level learning, such as team building, coaching, 360-degree feedback, story-telling, reflection, yoga, meditation and project-based learning (Pless et al., 2011, 2012). Interviews were conducted with 70 participants, members of 23 different teams, who did their field assignment in either Africa, Eastern Europe, Latin America or Asia, collaborating with a nonprofit organization in a developing country. Pless et al. (2011) describe the program's objectives:

The overarching goal of the Ulysses program is to promote responsible leadership within PwC's global network of firms and to develop partners of the firm into well-rounded leaders who are aware of their responsibilities in society and capable of interacting effectively and ethically with various stakeholders in the global marketplace. A key feature is that participants are sent in multinational teams of three or four to developing countries to work full-time in cross-sector partnerships with NGOs, social entrepreneurs, or international organizations, supporting them in capacity building and in their fight against some of the world's most pressing problems, such as diseases, poverty, and environmental degradation. (p. 241)

The study addressed the question: "Can international service-learning programs help managers to

develop the key competencies required for responsible global leadership?" (Pless et al., 2011, p. 240) Results show evidence of learning in cultural intelligence, self-development, responsible mind-set, ethical literacy, community building, and development of global mind-set (Pless et al., 2011). A post-program survey indicates that participants became more tolerant of various cultural perspectives, more sensitive to others' conditions and needs, less judgmental, better able to reconcile local and global imperatives, and gained in self-awareness and moral reflection (Pless et al., 2011). An analysis of individual interviews and team stories revealed outcomes related to intercultural and diversity issues, responsible leadership, social responsibility, ethics and sustainability, and outcomes regarding personal growth, self-management and self-awareness (Pless et al., 2012).

Business (1 article)

Housing Construction. Parker and Altman Dautoff (2007) present a study of students who participated in a twelve-day experience in Nicaragua as part of a business school course. The trip included visits to businesses and manufacturing facilities, and a service project in which students helped with a housing project where they worked with community members digging foundations, tying rebar, and mixing and pouring concrete. Analysis of students' journals revealed gains in learning about business and economic development and local culture, as well as decision-making, problem-solving and critical thinking. They also gained in self-knowledge and personal growth (Parker & Altman Dautoff, 2007).

Education and International Development (1 article)

Porter (2003) discusses the Learning Integrated with Needed Construction and Service program at the University of Pittsburgh. Activities involve students, staff and faculty, over a two-semester period, involved in a seminar, an interest group of students and professionals, community-extension activities, arts-based projects, reflective writing and a field-based project in the spring. The program tries to do an ISL experience every other year with an NGO in Peru. Porter (2003) presents experiences of participants who worked with Peruvians to build a permanent home for their preschool program.

Marketing (1 article)

Wheelchair Distribution Project. Metcalf (2010) describes the evolution of a project-based course which includes an international service learning component for marketing students. Students operate the college's chapter of the Wheelchair Foundation and take on roles such as project manager, treasurer and corporate sponsor manager in order to implement service projects and travel abroad to distribute wheelchairs. The experience builds on students' prior learning in marketing courses, develops business-related abilities, engages a number of disciplines, and develops participants' civic participation and work-related skills. Metcalf (2010) describes the experiences of a group of ten students who paid their own way to Guatemala to work with Wheelchair Foundation on a project there:

> The team spent time in rural villages, in a one-room school on a coffee plantation, in orphanages, and in a migrant labor camp. They witnessed the social inequalities between land owners and peasants and were awestruck by the tireless efforts of one woman who had organized efforts to provide education to children of coffee-picking families, as well as community-based efforts to provide health education and vaccinations. (p. 159)

Science (1 article)

Entomology and Ornithology. Robinette and Noblet (2009) discuss three experiences in Costa Rica by participants, mostly from the University of Georgia. All trips were part of an entomology course, with the third trip including ornithology, with a focus on tropical wet forest and cloud forest habitats. Robinette and Noblet (2009) point out that, "There is a general consensus that our national future is dependent upon undergraduate education in the STEM disciplines" (p. 136), and they describe the value of the service learning aspects of the trips:

> Through the service-learning experience, UGA students were able to apply the knowledge of insects they had learned from the course, including names (both English and Spanish) of the insects they were collecting with the Costa Rican children, and to share some of their natural history, including habitat and food sources. UGA students also benefited from this interaction with Costa Rican children by learning Spanish and being able to effectively communicate science and information about insects to them. UGA students were able to teach Costa Rican children firsthand in a Costa Rican school. The program benefited the Costa Rican students through exposure to insects and science while simultaneously enhancing the educational experiences and cultural awareness of UGA students. (p. 148)

Student reflections of these experiences show interpersonal growth and increased civic awareness, and communication skills with entomological science content knowledge (Robinette and Noblet, 2009).

Social Work (1 article)

Acquaye and Crewe (2012) present a case study focusing on social justice and human rights in Cape Town, South Africa in which graduate students from Howard University participated during a three-year period. Faculty, student leaders and in-country counterparts worked together to plan and implement an alternate spring break program. Participants took part in service activities with NGOs, visited three sites per day and completed five guided journal entries. Acquaye and Crewe (2012) focus on four barriers which contribute to minority student underrepresentation in international programs: faculty support and encouragement, anxiety over the unfamiliar, correlation between career objectives and international competence, and financial constraints. Acquaye and Crewe (2012) point out that the program grew students' "competencies as social workers committed to achieving social justice and human rights at home and abroad" (p. 781). The authors hope their study prompts efforts to close the minority gap in international program participation.

Sociology (1 article)

Community Gardening and Marine Ecology. Prins and Webster (2010) present a study of Penn State University students who participated in activities in Belize which "explored how students positioned themselves in relation to tourists and rejected this label for themselves, the ways in which they both exhibited and departed from 'tourist gaze'" (p. 5). Two teams designed their own service projects, one on community gardening and the other on marine ecology. They were guided by four professors and two graduate student advisors. The groups also collaborated with a Peace Corps volunteer, members of a local school and community partners, as part of a sociology course designed and led by one of the professors.

Data show that the students didn't want to be perceived as tourists, and while in some ways the students exhibited a tourist gaze, in other instances they showed a more reflective position. Prins and Webster (2010) summarize: "In short, students became more aware of, and reflective about, the ways in which the United States and their own actions as U.S. citizens affected Belizeans" (p. 22).

Construction (1 article)

Construction Project. Urraca, Ledoux and Harris III (2009) discuss a 10-day service learning project in Bolivia by students, along with two Spanish-speaking faculty members and the university president, from Widener University. The service learning involved a six-day construction project at a school in a small Bolivian village. The project's learning aims included application of what had been learned in domestic community service in the United States to an international context, take students out of their cultural comfort zones and "… whet students' appetites for international travel, cross-cultural connections, and international service" (Urraca, Ledoux & Harris III, 2009, p. 288). Students recorded their experiences in a journal and participated in evening reflective exercises. The students' experience was influenced by political turmoil related to economic inequity and political dissatisfaction by coca producers. They gained a deeper understanding of the people and culture of Bolivia, including different concepts of time, the need for flexibility depending on local circumstances, the existence of strong communal bonds in a deeply impoverished community, being a minority in a foreign culture, and new construction techniques.

Cultural Immersion (1 article)

Housing Construction. King (2004) presents a study of students who took part in a one-week immersion, accompanied by university staff chaperones, to help construct low-income housing in Tijuana, Mexico. Students participated in orientation sessions on Mexican history and language and U.S. trade and immigration policy. Reflection activities directed by local community organizers focused on economic, cultural and political questions. Student interviews revealed cross-cultural collaboration, deeper understanding and sympathy for the living conditions and perspectives of the people they worked with, and critical self-reflection by students about their preconceptions and prior understandings.

Environment (1 article)

Pagano and Roselle (2009) note the value of well-planned service learning and internships in providing "… students with substantive knowledge, a deep understanding of the host culture, and skills important in collaborating and working with the host community …" (p. 218). Pagano and Roselle (2009) affirm the importance of experience and reflection in the knowledge acquisition process as described in the works of Dewey (1963) and Kolb (1984). The authors, however, point out that reflection on experience alone is insufficient as an effective learning tool as it does not ensure that critical thinking and the development of problem solving skills will occur. Pagano and Roselle (2009) call for a process involving a re-framing of experiences through refraction, which they describe as a transformative learning process which "… centers learning by integrating and elaborating the experience, the academic subject matter, and the context by examining assumptions and biases" (p. 228). The authors present an example of a university student participating in an ISL experience in the Amazon region of Brazil, related to

environmental and health issues associated with mercury pollution and gold mines. Through engagement in a refraction knowledge development cycle involving reflection, critical thinking and refraction, the student met learning goals and course objectives.

Interdisciplinary (2 articles)

Cross-Disciplinary: Engineering, Pharmacy and Liberal Arts & Sciences. In 2007, a cross-disciplinary group of University of Iowa students and four instructors took part in a week of service in Xicotepec, Mexico as part of a nine-week course involving coursework for seven weeks before the Xicotepec trip, followed by a week of public presentations in Iowa City (Florman, Just, Naka, Peterson, & Seaba, 2009). Students on the Water Team designed and installed drinking water systems for a Red Cross clinic and primary school in Xicotepec. Pharmacy students worked on a de-worming and medication project for school children and gave more than 2,000 children teeth fluoridation treatment. Students on the Write Team interviewed local community members, wrote articles on the Xicotepec service program for a Spanish-language newspaper and a proposal for a retirement home, and made a poster and brochure for a women's health clinic. Students looked at healthcare, environmental and educational problems in a cross-cultural and global context, worked with local community members to come up with long-term solutions to their problems and learned about another culture. Florman et al. (2009) note:

> Collaborative community service is analogous to a course textbook in that both can teach course content, be it civil engineering, pharmacy, or writing. As with any service-learning course, students learn about the people with whom they volunteer (and vice versa). But the *international* aspect of this course means students are pushed to learn about people who are considerably different from themselves. The course - and the Rotary partners in particular - push students to open their minds, take risks, and test their skills, flexibility, determination, and character. (p. 83)

Interdisciplinary: Political Science, Multimedia Education and Journalism. Swope and Siplon (2011) discuss a semester-long course in which an interdisciplinary group of St. Michael's College students participated. Students worked with the Ilula Orphan Program during a three-week trip to Tanzania, where they did field work related to poverty and HIV/AIDS issues. The trip was followed by two week's video production work, website development for the orphanage and grant writing. Swope and Siplon (2011) describe challenges faced by students with differing disciplinary backgrounds and perspectives working together:

> This experience strongly highlighted the utility of the experiential approach as the bridge that allowed our disciplinary perspectives to be joined. Community-based learning became the fulcrum that allowed us to define problems, understand the goals of the people we were endeavoring to work with, and bring the strengths of two different disciplines together to affect positive change. Bringing our skills and disciplinary perspectives to bear on problems defined by our partner organization became the context through which we could learn more and evaluate the utility and limitations of various approaches in a real-world setting. (p. 322)

Various (3 articles)

Impact of Service Learning on Former Students. Tonkin and Quiroga (2004) conducted a study of 17 American alumni of semester-long service learning programs that took place in the 15 years previous to the study. The purpose was to learn each alumnus' goals, opinions and attitudes, and the program's impact on critical thinking, ethical and moral development and cross-cultural communication. Many students experienced reverse culture shock after returning. They usually experienced intellectual and moral transformation and a critical shift in their views of American behaviors, beliefs, norms and values, including their conceptions of nationality, identity, race, gender, progress and time. The experience often influenced participants' career selection, leadership development, perception of self-sufficiency, and caused many to examine what is important and meaningful in their lives.

Placements in HIV/AIDS Programs, Orphanages, Medical Clinics and Educational Organizations. Locklin (2010) describes experiences of participants in an ISL program offered at the University of St. Michael's College in the University of Toronto, which partners with the NGO Intercordia Canada, other higher educational institutions, grassroots organizations and community partners. The program involves a spring term intensive seminar followed by a three-month international placement in the summer. Locklin (2010) discusses the nature of the program's placements:

> … the Intercordia program not only aims to put students in situations where they stand in solidarity with oppressed others through such activities as service, seminars, and personal interactions, but also attempts to foster genuine relationships of mutual vulnerability, community, and dependence. Service placements are deliberately calculated to place students into situations of profound weakness. They live with host families in poverty for an extended period of time, often with relatively little language preparation or expertise in their areas of service. (p. 7)

Participants have serviced with HIV/AIDS programs, mural projects with prison inmates and abused children, orphanages, medical clinics, a rehabilitation center for blind adults, and educational organizations in various countries, including Honduras, Nicaragua, Brazil, Ecuador, Swaziland, Ghana and Ukraine.

Community-Based Research, Internships and Service Learning Projects. Garcia and Longo (2013) assert: "A focus on the global rather than on the international dimension of service is more holistic and less linear - moving from location to ways of thinking, from nation-states to networks of relationships, and from divisions (international versus local) to interconnections" (p. 114). Garcia and Longo (2013) liken this shift toward a global conceptualization to an ecology of education which "recognizes that education takes place in multiple, interconnected settings" and "requires learners and educators to 'think globally,' regardless of whether the service is taking place in local or international settings, and to recognize the interconnectedness of these communities" (p. 115). Garcia and Longo (2013) discuss Providence College's Global Studies Program, which is based on participatory learning, engaged research, cross-cultural competency, community engagement and global awareness. It focuses real-world experiences within global communities as a means of learning about global issues. During their junior year, students go abroad and participate in either a community-based research project, internship or

service learning project. Providence College has partnerships with education abroad programs in more than 40 countries.

Summary of Literature Review

Based on this literature review, health care accounts for 43.9% of the total academic disciplines and service learning projects described in 18 out of 41 articles, with engineering 9.75% (four out of 41 articles) and humanitarian work 7.3% (three out of 41 articles) representing the next most common areas. Collectively, health care, engineering and humanitarian work account for 60.97% of the total (25 out of 41 articles).

The ISL programs described are organized by academic disciplines and service learning project areas in Table 1, below. The number of article returns for each area is noted in parentheses.

Table 1. ISL Programs by Academic Disciplines and Service Learning Project Areas

ISL Programs by Academic Disciplines and Service Learning Project Areas	Relevant Supporting Literature Sources Reviewed in Search of "International Service Learning"
Health Care (18)	Reich, 2011; Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Kohlbry and Daugherty, 2013; Main, Garrett-Wright and Kerby, 2013; Riner and Becklenberg, 2001; Larson, Ott and Miles, 2010; Walsh, 2003; Dharamsi et al., 2010; Plumb et al., 2013; Kiely, 2004; Tabor, Carter, Kovar and Ramsing, 2008; Green, Comer, Elliott and Neubrander, 2011; Puri, Kaddoura and Dominick, 2013; Amerson, 2012; Hayward and Charrette, 2012; Pechak and Thompson, 2009b; Pechak and Thompson, 2009a; Pechak and Thompson, 2011
Engineering (4)	Borg and Zitomer, 2008; Budny and Gradoville, 2011; Plumblee, Cattano, Bell and Klotz, 2012; Marsolek et al., 2012
Humanitarian Work (3)	Taylor, 2009; Liu and Lee, 2011; Bracci, Bella Owona and Nash, 2013
Leadership Development (2)	Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012
Business (1)	Parker and Altman Dautoff, 2007
Education and International Development (1)	Porter, 2003
Marketing (1)	Metcalf, 2010
Science (1)	Robinette and Noblet, 2009
Social Work (1)	Acquaye and Crewe, 2012
Sociology (1)	Prins and Webster, 2010
Construction (1)	Urraca, Ledoux and Harris III, 2009
Cultural Immersion (1)	King, 2004
Environment (1)	Pagano and Roselle, 2009
Interdisciplinary (2)	Florman et al., 2009; Swope and Siplon, 2011
Various (3)	Tonkin and Quiroga, 2004; Locklin, 2010; Garcia and Longo, 2013

ISL Program Administration

Administration of ISL programs includes those involved in the planning, development, facilitation and execution of ISL program activities. As seen in the article summaries above, there is no one model or way in which ISL programs are administered. While the literature shows many different administrative arrangements, there are some aspects which stand out. University faculty are usually involved in planning and development, and they are often involved with the projects in host countries. Community agencies

and partners are often involved with the ISL projects in host countries, and there is also significant non-profit organization, non-governmental organization and host country community member involvement. Table 2 below notes the entity responsible for the administration of ISL programs.

Table 2. Administration of ISL Programs

ISL Program Administration	Relevant Supporting Literature Sources Reviewed in Search of "International Service Learning"
university faculty involvement planning/developing the program	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Kohlbry and Daugherty, 2013; Main, Garrett-Wright and Kerby, 2013; Riner and Becklenberg, 2001; Larson, Ott and Miles, 2010; Walsh, 2003; Dharamsi et al., 2010; Plumb et al., 2013; Tabor, Carter, Kovar and Ramsing, 2008; Puri, Kaddoura and Dominick, 2013; Amerson, 2012; Hayward and Charrette, 2012; Pechak and Thompson, 2009a; Pechak and Thompson, 2011; Budny and Gradoville, 2011; Marsolek et al., 2012; Taylor, 2009; Parker and Altman Dautoff, 2007; Porter, 2003; Metcalf, 2010; Robinette and Noblet, 2009; Acquaye and Crewe, 2012; Prins and Webster, 2010; Urraca, Ledoux and Harris III, 2009; Pagano and Roselle, 2009; Florman et al., 2009; Swope and Siplon, 2011; Locklin, 2010; Garcia and Longo, 2013
university administration/staff involvement	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Kohlbry and Daugherty, 2013; Porter, 2003; Metcalf, 2010; Acquaye and Crewe, 2012; Urraca, Ledoux and Harris III, 2009; King, 2004
university academic advisor involvement	Borg and Zitomer, 2008
educator involvement	Kiely, 2004
professional staff involvement before and during the ISL project in country	Main, Garrett-Wright and Kerby, 2013
university faculty involvement during the ISL project in country	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Kohlbry and Daugherty, 2013; Main, Garrett-Wright and Kerby, 2013; Riner and Becklenberg, 2001; Walsh, 2003; Amerson, 2012; Hayward and Charrette, 2012; Pechak and Thompson, 2009a; Pechak and Thompson, 2011; Budny and Gradoville, 2011; Marsolek et al., 2012; Taylor, 2009; Parker and Altman Dautoff, 2007; Porter, 2003; Robinette and Noblet, 2009; Acquaye and Crewe, 2012; Prins and Webster, 2010; Urraca, Ledoux and Harris III, 2009; Pagano and Roselle, 2009; Florman et al., 2009; Swope and Siplon, 2011
professional involvement during the ISL project in country	Amerson, 2012; Porter, 2003
university student involvement	Kohlbry and Daugherty, 2013; Green, Comer, Elliott and Neubrander, 2011; Plumblee, Cattano, Bell and Klotz, 2012; Porter, 2003; Metcalf, 2010; Acquaye and Crewe, 2012; Prins and Webster, 2010
university student organization involvement	Plumb et al., 2013; Plumblee, Cattano, Bell and Klotz, 2012; Liu and Lee, 2011; Metcalf, 2010
non-profit organization involvement	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Kohlbry and Daugherty, 2013; Riner and Becklenberg, 2001; Plumb et al., 2013; Amerson, 2012; Hayward and Charrette, 2012; Budny and Gradoville, 2011; Plumblee, Cattano, Bell and Klotz, 2012; Marsolek et al., 2012; Parker and Altman Dautoff, 2007; Metcalf, 2010; King, 2004; Tonkin and Quiroga, 2004
non-governmental organization involvement	Riner and Becklenberg, 2001; Plumb et al., 2013; Puri, Kaddoura and Dominick, 2013; Borg and Zitomer, 2008; Budny and Gradoville, 2011; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012; Porter, 2003; Metcalf, 2010; Acquaye and Crewe, 2012; Prins and Webster, 2010; Florman et al., 2009; Locklin, 2010
supranational organization involvement	Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012
multinational corporation involvement	Marsolek et al., 2012; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012
corporate involvement	Metcalf, 2010
social enterprise involvement	Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012
US government agency involvement	Budny and Gradoville, 2011; Marsolek et al., 2012; Porter, 2003; Prins and Webster, 2010
community agency/institution/partner involvement	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Riner and Becklenberg, 2001; Larson, Ott and Miles, 2010; Dharamsi et al., 2010; Plumb et al., 2013; Kiely, 2004; Pechak and Thompson, 2009a; Pechak and Thompson, 2011; Bracci, Bella Owona and Nash, 2013; Porter, 2003; Metcalf, 2010; Acquaye and Crewe, 2012; Prins and Webster, 2010; Urraca, Ledoux and Harris III, 2009; Swope and Siplon, 2011; Tonkin and Quiroga, 2004; Locklin, 2010; Garcia and Longo, 2013
regional agricultural cooperative involvement	Marsolek et al., 2012
host country community organizer/leader/official involvement	Curtin, Martins, Schwartz-Barcott, DiMaria and Ogando, 2013; Porter, 2003; King, 2004; Florman et al., 2009
host country community member involvement	Larson, Ott and Miles, 2010; Walsh, 2003; Kiely, 2004; Green, Comer, Elliott and Neubrander, 2011; Borg and Zitomer, 2008; Budny and Gradoville, 2011; Marsolek et al., 2012; Taylor, 2009; Liu and Lee, 2011; Parker and Altman Dautoff, 2007; Porter, 2003; Robinette and Noblet, 2009; Prins and Webster, 2010; King, 2004; Florman et al., 2009
host country local government	Budny and Gradoville, 2011

involvement	
host country university involvement	Dharamsi et al., 2010; Acquaye and Crewe, 2012; Tonkin and Quiroga, 2004
host country educational organization involvement	Bracci, Bella Owona and Nash, 2013; Locklin, 2010
host country student organization involvement	Plumb et al., 2013
host country school involvement	Green, Comer, Elliott and Neubrander, 2011; Liu and Lee, 2011; Bracci, Bella Owona and Nash, 2013; Porter, 2003; Robinette and Noblet, 2009; Prins and Webster, 2010
host country university student involvement	Parker and Altman Dautoff, 2007
host country high school student involvement	Green, Comer, Elliott and Neubrander, 2011

ISL Service Learning Projects by Location

Host countries for ISL projects are organized within geographic regions in Table 3.

Table 3. Host Countries for ISL Projects by Geographic Regions

Africa (18 projects in 15 countries):
Ghana (2), South Africa (2), Uganda (2), Cameroon, Eritrea, Ethiopia, Kenya, Madagascar, Malawi, Morocco, Namibia, Rwanda, Swaziland, Tanzania, Zambia
Asia (10 projects in 9 countries):
India (2), Bangladesh, Cambodia, China, East Timor, Jordan, Myanmar, Philippines, Thailand
Europe (4 projects in 4 countries):
England, Italy, Moldova, Ukraine
Central America (30 projects in 9 countries):
Mexico (6), Nicaragua (7), Guatemala (6), Belize (5), Honduras (2), Costa Rica, Dominican Republic, Haiti, Jamaica
South America (17 projects in 6 countries):
Ecuador (7), Peru (4), Argentina (2), Brazil (2), Bolivia, Paraguay

Host Countries by Academic Disciplines, Project Areas and Geographic Regions

Table 4 lists the number of returns for each area and country in parentheses.

Table 4. Host Countries for ISL Projects by Academic Disciplines, Service Learning Project Areas and Geographic Regions

Health Care (18)
Africa (3 projects in 3 countries): Morocco, Rwanda, Uganda
Asia (1 project in 1 country): Bangladesh
North America (2 projects in 1 country): Mexico (2)
Central America (10 projects in 5 countries): Guatemala (3), Nicaragua (3), Belize (2), Dominican Republic, Honduras
South America (2 projects in 1 country): Ecuador (2)
Engineering (4)
Central America (3 projects in 3 countries): Guatemala, Haiti, Nicaragua
South America (1 project in 1 country): Ecuador
Humanitarian Work (3)
Asia (1 project in 1 country): Myanmar
Europe (1 project in 1 country): Italy
Central America (1 project in 1 country): Guatemala
Leadership Development (2)
Africa (9 projects in 9 countries): Cameroon, Eritrea, Ghana, Kenya, Madagascar, Namibia, South Africa, Uganda, Zambia
Asia (4 projects in 4 countries): Cambodia, China, East Timor, India
Europe (1 project in 1 country): Moldova
Central America (1 project in 1 country): Belize
South America (3 projects in 3 countries): Ecuador, Paraguay, Peru
Business (1)
Central America (1 project in 1 country): Nicaragua
Education and International Development (1)
South America (1 project in 1 country): Peru
Marketing (1)
Africa (2 projects in 2 countries): Ethiopia, Malawi
Asia (1 project in 1 country): Thailand
North America (1 project in 1 country): Mexico
Central America (2 projects in 3 countries): Belize, Guatemala, Mexico
South America (2 projects in 2 countries): Argentina, Peru
Science (1)
Central America (1 project in 1 country): Costa Rica
Social Work (1)
Africa (1 project in 1 country): South Africa
Sociology (1)
Central America (1 project in 1 country): Belize
Construction (1)
South America (1 project in 1 country): Bolivia
Cultural Immersion (1)
Central America (1 project in 1 country): Mexico
Environment (1)
South America (1 project in 1 country): Brazil
Interdisciplinary (2)
Africa (1 project in 1 country): Tanzania
Central America (1 project in 1 country): Mexico
Various (3)
Africa (2 projects in 2 countries): Ghana, Swaziland
Asia (3 projects in 3 countries): India, Jordan, Philippines
Europe: (2 projects in 2 countries): England, Ukraine
Central America (4 projects in 4 countries): Mexico, Nicaragua (2), Honduras, Jamaica
South America (6 projects in 4 countries): Ecuador (3), Argentina, Brazil, Peru

International Service Learning: Outcomes and Benefits

Sherraden, Lough and Bopp (2013) state the following: "Outcomes for students from service abroad include personal and professional growth, cross-cultural and international skills, intercultural sensitivity and tolerance, international understanding and global vision, and increased future service at home and abroad" (p. 21). Table 5 lists outcomes and benefits of international service learning programs supported by this literature review. Table 5 demonstrates that the outcomes noted by Sherraden, Lough and Bopp (2013) are present in the literature.

Table 5. Outcomes and Benefits of International Service Learning Programs by Literature Source

Outcomes and Benefits of International Service Learning	Relevant Supporting Literature Sources Reviewed in Search of "International Service Learning"
personal growth (increased self-awareness, self-confidence, reflection, awareness of one's own cultural perspective and influence)	Main, Garrett-Wright and Kerby, 2013; Tabor et al., 2008; Pechak and Thompson, 2009b; Liu and Lee, 2011; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012; Parker and Altman Dautoff, 2007; Prins and Webster, 2010; Urraca, Ledoux and Harris III, 2009; King, 2004; Tonkin and Quiroga, 2004
ethical and moral development (increased appreciation for professional and ethical responsibility; responsible mind-set, moral development)	Dharamsi et al., 2010; Borg and Zitomer, 2008; Plumb et al., 2013; Puri, Kaddoura and Dominick, 2013; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012; Tonkin and Quiroga, 2004
professional development (increased professional experience, knowledge, skills, competencies and contributions)	Curtin et al., 2013; Main, Garrett-Wright and Kerby, 2013; Walsh, 2003; Dharamsi et al., 2010; Plumb et al., 2013; Green et al., 2011; Puri, Kaddoura and Dominick, 2013; Amerson, 2012; Hayward and Charrette, 2012; Borg and Zitomer, 2008; Budny and Gradoville, 2011; Marsolek et al., 2012; Parker and Altman Dautoff, 2007; Metcalf, 2010; Robinette and Noblet, 2009; Acquaye and Crewe, 2012; Urraca, Ledoux and Harris III, 2009; Pagano and Roselle, 2009; Florman et al., 2009; Tonkin and Quiroga, 2004
career influence (influence on future career goals and choice)	Liu and Lee, 2011; Metcalf, 2010; Florman et al., 2009; Tonkin and Quiroga, 2004
increased cultural awareness (increased knowledge of the host country or culture)	Curtin et al., 2013; Plumb et al., 2013; Green et al., 2011; Puri, Kaddoura and Dominick, 2013; Amerson, 2012; Borg and Zitomer, 2008; Liu and Lee, 2011; Bracci, Bella Owona and Nash, 2013; Pless, Maak and Stahl, 2011; Parker and Altman Dautoff, 2007; Robinette and Noblet, 2009; Urraca, Ledoux and Harris III, 2009; King, 2004; Pagano and Roselle, 2009; Florman et al., 2009
cross-cultural and international skill development (intercultural communication skills, sensitivity and tolerance)	Walsh, 2003; Green et al., 2011; Puri, Kaddoura and Dominick, 2013; Pechak and Thompson, 2009b; Marsolek et al., 2012; Bracci, Bella Owona and Nash, 2013; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012; Pagano and Roselle, 2009
broadened or changed worldview (international understanding, global issues, global vision)	Walsh, 2003; Larson, Ott and Miles, 2010; Kiely, 2004; Borg and Zitomer, 2008; Liu and Lee, 2011; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012
increased foreign language skills (foreign language acquisition, increased confidence speaking/using foreign language)	Main, Garrett-Wright and Kerby, 2013; Metcalf, 2010; Urraca, Ledoux and Harris III, 2009
positive contributions to host community (through the community service learning project)	Curtin et al., 2013; Main, Garrett-Wright and Kerby, 2013; Larson, Ott and Miles, 2010; Walsh, 2003; Dharamsi et al., 2010; Plumb et al., 2013; Kiely, 2004; Tabor et al., 2008; Green et al., 2011; Puri, Kaddoura and Dominick, 2013; Amerson, 2012; Hayward and Charrette, 2012; Borg and Zitomer, 2008; Budny and Gradoville, 2011; Plumblee et al., 2012; Marsolek et al., 2012; Taylor, 2009; Liu and Lee, 2011; Bracci, Bella Owona and Nash, 2013; Pless, Maak and Stahl, 2011; Pless, Maak and Stahl, 2012; Parker and Altman Dautoff, 2007; Porter, 2003; Metcalf, 2010; Robinette and Noblet, 2009; Acquaye and Crewe, 2012; Prins and Webster, 2010; Urraca, Ledoux and Harris III, 2009; King, 2004; Florman et al., 2009; Locklin, 2010
developing a reciprocal relationship with the host community	Main, Garrett-Wright and Kerby, 2013
appreciation for traditional skills and knowledge of workers in host country	Walsh, 2003
increased awareness and understanding of what it means to be poor, vulnerable or marginalized/faced with social inequities	Larson, Ott and Miles, 2010; Dharamsi et al., 2010; Puri, Kaddoura and Dominick, 2013; Metcalf, 2010; Locklin, 2010
increased awareness of the importance of socially responsible approaches to community engagement	Dharamsi et al., 2010

increased future service (commitment to/plans for future community/service work, at home or abroad)	Curtin et al., 2013; Amerson, 2012; Bracci, Bella Owona and Nash, 2013; Robinette and Noblet, 2009
increased community involvement	Tabor et al., 2008
focusing more on others (shifting focus from self to other)	Curtin et al., 2013
interdisciplinary/multidisciplinary experience (experience working on an inter-/multidisciplinary team, valuing inter-/multidisciplinary collaboration & work)	Main, Garrett-Wright and Kerby, 2013; Puri, Kaddoura and Dominick, 2013; Marsolek et al., 2012; Swope and Siplon, 2011

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