Welcome! Who is here? Please raise your hand if:

You work on a large Research 1 campus
You work on a smaller liberal arts campus

At your institution, global learning goals are named and known across the institution
At your institution, civic learning goals are named and known across the institution
At your institution, global and civic learning goals have clear overlap and integration

You have some concerns with the ethics of global civic engagement

You are primarily in an administrative role overseeing civic engagement
In respect to staffing, conceptualization, and coordination, global engagement and civic engagement overlap a great deal at your institution
This Afternoon

The Spirit

● Inclusive and participatory
● Everyone an educator; everyone a change agent
● Critical and applied
● Creative and Collaborative
● Urgent

The Process

● Introduction
● Intentional border crossing
● Critical reflection
● Break (near 3:30)
● Fair trade learning
● Closing
Community-based global learning

- Deliberate and demonstrable learning
- Interrogating power, privilege, & positionality
- Critically reflective practice
- Seeking global citizenship
- Development of intercultural learning & cultural humility
- Health and safety
- Community-driven learning/service
International Service-Learning Definition

ISL is “a credit bearing course of program 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.”

Global Learning Definition

Global learning is “the process of diverse people collaboratively analyzing and addressing complex problems that transcend borders.”

Community-based global learning

a community-driven learning and/or service experience that employs structured, critically reflective practice to better understand global citizenship, positionality, power, structure, and social responsibility in global context. It is a learning methodology and a community-driven development philosophy that cultivates a critically reflective disposition among all participants.
One approach: The Amizade Model

Anchor Course (3 credits)
Instructor’s home discipline

GSL Course (3 credits)
Common syllabus that interrogates community-driven service, intercultural immersion and consideration of identity, connection of experiential components to anchor course themes, and consideration of global citizenship

Syllabus examples at globalsl.org offer accessible, transdisciplinary readings and activities to engage these areas of inquiry
Reflective Activities: Learning Objectives

• To learn and practice concrete “tools” for facilitating critical reflection in the CBGL context
• To gain skills to implement an experiential cultural boundary crossing assignment - preparing students and reflecting with them afterwards
• To de-brief using critical reflection
Tool: Facilitating a Group Agreement for a Safe, Brave Space

• respect each other and ourselves
• actively listen
• honor confidentiality
• talk about my experience, not others’
• value risk-taking
• express thoughts and emotions
• participate fully and stay engaged
• pledge my best intent at all times
• my level of participation is up to me

Source: Public Allies Training. Courtesy of Molly Nichols.
Tool: Identity Pie
Tool:
Fist to Five

Tool:
Learning Outside Your Comfort Zone
Cultural Competence: Four Components

- **Awareness** of Assumptions
- **Knowledge** of Worldviews of Diverse Clients
- **Skills** in Developing Appropriate Intervention Strategies
- Understanding Organizational and Institutional Forces

Critical Multicultural Education

• Recognizes socio-historical construct of race and intersectionality
• Creates pedagogical conditions in which students interrogate conditions of “otherness”
• Challenges the idea of discipline/field as apolitical or removed from historical power struggles
• Makes visible the historical and social construction of whiteness


Key Concepts for Critical Multicultural Education

Power and privilege


Intersectionality


Multidimensional, contextual nature of people


Implicit Bias

Start with dignity

**Value:** Dignity and Worth of the Person

**Ethical Principle:** Social workers respect the inherent dignity and worth of the person.

Awareness

• Write down a group that would be a boundary for you. Identify a stereotype about this group.
Knowledge

• Write two questions you would ask someone from this group to challenge your stereotypes and build your knowledge.

• Ethnographic questions
  • I'm not very familiar with your religion. Could you tell me a little about it?

• Avoid why questions

• Strengths-based exploration
Skills

• Think specifically about where you would go in your home community to cross this boundary.
Awareness Revisited

• On a scale of 1 (not anxious) and 10 (very anxious) - rate your feeling right now.
Real Student Examples from Pittsburgh, PA

- LGBT bar in Shadyside
- Alcoholics Anonymous Meeting
- Overeater's Anonymous Meeting
- Narcotics Anonymous Meeting
- Islamic Center
- Allegheny Republicans Meet-Up
- Pagans Night Out (Monthly Event at Coffee Shop)
- Planned Parenthood visit with worker
- Planned Parenthood Protest
- Sri Ventkateswara Hindu Temple
- Spanish Mass at Catholic Church
- First Baptist Church of Pittsburgh
- Nation of Islam Services
- Temple Sinai Shabbat Services
- Military Recruitment Center
- Tea Party Rally
- Jubilee Kitchen
- Jehovah's Witness Church
- Church of Latter Day Saints
- Lotus Chinese Grocery Store
- Prevention Point Pittsburgh
- Police Department
- Latino Grocery and Taco Stand
- Drag Queen Show
- Individual meeting/conversations
De-brief

“We all speak from a particular place, out of a particular history, out of a particular experiences, without being contained by that position.”


in
We do not learn from experience...we learn from reflecting on experience.

— John Dewey —
What is Reflection?
THE PROCESS

Problem here is I feel like I am lacking a double shot espresso.

Perhaps I could introduce coffee into the project?

I'm a genius!

What is the problem we want to solve?
What is Reflection?

Reflection is a learning process that entails “a person’s intentional and systematic consideration of an experience, along with how that person and others are connected to that experience framed in terms of particular course content and learning objectives (Collier & Williams, 2005, p. 84).

Reflection is the glue linking the community engaged experience with learning (Eyler & Giles, 1999).
“Critical” Reflection

What if we add “critical” to reflection? How does it change?
What is Critical Reflection?

Critical reflection adds depth and breadth to meaning by challenging simplistic conclusions, comparing varying perspectives, examining causality, and raising more challenging questions” (Jacoby, 2015, p. 27).

The ‘critical’ in reflection requires an explicit set of questions that prompt students to examine relations of power, hegemony, ideology, and trenchant historical structures and existing institutional arrangements that marginalize and oppress (Kiely, 2015, para 19).
Why? (Critical) Reflection Fosters Learning

- Increases knowledge of cultural norms, the history of the community or region, belief systems, policies, and/or approaches to socio-economic, political, environmental problems
- Enhances skills in problem solving/finding
- Improves skills in listening and communicating in different languages, settings and with different people
- Enhances ability to apply technical/practical skills in clinical, organizational or community settings
- Increases knowledge and skill in assessment, research and evaluation – “metacognition”
- Develops intercultural competence, and abilities to work with diverse people and adapt to social and environmental stressors
- Increases skills in critical reflection and dialogue
- Enhances personal growth, sense of self-efficacy and self-direction
- Fosters “transformational” learning
Core Dimensions of Quality Critical Reflection

4Cs

Process (Pre-During-Post) & Outcome

A (Critical) Reflection Framework to Guide Practice
Critical Reflection Strategies

Pre-flection: to surface and examine assumptions
- Think-Pair-Share, What, So What, Now What? DEAL…
- Contextual, Boundary Crossing, Identity Pie and Imagining Other
- Guiding Principles, Ground Tools for Building Community & Relational Trust

During: to make sense/give meaning to the CEL experience
- One good thing/bad thing
- Structured Reflection Prompts & Journaling
- Critical Incident Technique and a Covenant or Contract

Post: to evaluate, represent and share CEL exp with others
- Assessment: Changes in Assumptions & KSABs
- Research & Writing (and other Actions) for Social Change
- Reporting & Recognition (i.e., Showcase, Op-Ed, Presentations, Video etc)
Critical Reflection Frameworks

What? So What? Now What?

DEAL Model: Describe, Examine & Articulate Learning

It Was AWESOME
The Keys to Quality Critical Reflection

A critical reflection framework (and rubric) is key to facilitating a learning process and for assessing the skills, knowledge, attitudes and behaviors necessary for navigating SELF and SOCIETY, AGENCY and STRUCTURE and for cultivating a lifelong critically reflective disposition...

Developmental and Aligned

Consistent, ongoing, structured and unstructured CR practice, practice, practice and more practice...
<table>
<thead>
<tr>
<th>It was Awesome!</th>
<th>Describe, Analyze &amp; Interpret The Community Engaged Experience (CEL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Activities and Achievements</td>
</tr>
<tr>
<td>E</td>
<td>Explore the Engaged Experience with Examples</td>
</tr>
<tr>
<td>S</td>
<td>Senses</td>
</tr>
<tr>
<td>O</td>
<td>Opportunities</td>
</tr>
<tr>
<td>M</td>
<td>Meaning-making</td>
</tr>
<tr>
<td>E</td>
<td>Evaluate the Engaged Experience with Evidence</td>
</tr>
</tbody>
</table>
Let’s take a short break.
# Reflection on Intercultural Understanding through DEAL

<table>
<thead>
<tr>
<th>Pre</th>
<th>During</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe (class 1)</strong></td>
<td>Complete the “identity pie exercise” in class.</td>
<td>Make notes on new insights regarding what makes your culture unique as we listen to “Fleeing is Believing”.</td>
</tr>
<tr>
<td><strong>Examine (mid-term)</strong></td>
<td>Identify at least two specific concepts, stories, or ideas from the readings that have pushed you to better understand who you are as a cultural being. In each case, clarify the concept first, then share how it has applied to your personal understanding during your experience (in country, community engagement, etc.).</td>
<td></td>
</tr>
<tr>
<td><strong>Articulate Learning (end term)</strong></td>
<td>How can you draw on specific insights related to culture, context, power, and privilege from this semester, in combination with your strengths, to advance inclusive leadership in your life, organizations, and community? Please be specific in terms of both insights (e.g. specific authors or concepts), experiences (outside of class) and actions or practices (specific to you).</td>
<td></td>
</tr>
</tbody>
</table>
What concerns you about your work?

What keeps you up at night?
“I know that your students are going back to the USA and putting on their resumes that they served in Jamaica for a few weeks, and getting better jobs as a result. What are we supposed to put on our resumes, that we hung out with white people for a few weeks? That’s not going to get us better jobs.”

- Mr. Mathias Brown JP - March 2010
Creating Fair Trade Learning

- Became inspired by fair trade applications to coffee
- Consulted and worked with hundreds of community leaders and academics all over the world to imagine a response
- Created a set of ideals to help guide us in how we set up partnerships and programs
Defining Fair Trade Learning

1. **Reciprocity**: FTL prioritizes reciprocity in relationships through cooperative, cross-cultural participation in learning, service, and civil society efforts.

2. **Transparency**: FTL encourages global engagement experiences be rooted in open and clear dialogue about the intersection of money and mutual learning.

3. **Equity and Justice**: FTL explicitly engages the global civil society role of educational exchange in fostering a more just, equitable, and sustainable world.
Ethics Spectrum

- Focus on profit
- Often chases disasters/poverty
- Not community-driven
- Lacks sustainability
- Uninterested in solidarity
- Lacks ethical compass
- Lacks evaluation

- Focus on education/development outcomes
- Longer-term partnerships
- Community-driven
- Focus on long-term solidarity
- Adheres to ethical principles
- Has robust monitoring and evaluation
# Using the FTL Rubric

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Ideal</th>
<th>Advanced</th>
<th>Intermediate</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recruitment &amp; Publications</td>
<td>Recruitment materials serve educative function; Shaping expectations for ethical engagement</td>
<td>Writers, photographers, web developers, etc., understand and express responsible social mission via materials</td>
<td>Recruitment materials portray diverse scenes and interactions</td>
<td>Recruitment materials reproduce stereotypical and simplistic portrayals of community members</td>
</tr>
</tbody>
</table>
THE BRAZIL ONE FOR ONE PROGRAM
A creative use of FTL.
GHANA FTL FAILURE
An embarrassing story.
• Immediate FTL Informed Decision: Review of programs in respect to vulnerable population protections, slight changes
• Process: Place-based faculty seminar on engaged ethical learning
• Process: Ethical representation photo contest
• Process: On-campus colloquium with global partners: Seeking global citizenship
• FTL Informed Decision: Supporting Ghanaian partners’ attendance at global citizenship education gathering in Accra
• FTL Informed Decision in Process: Advancing partnership with local migrant rights / public health NGO that includes shared employee
Zapotec Language Activism and the Ticha Project
Human Rights Archives
Supporting Migrant Rights in Philadelphia

The mission: First, to partner with Philadelphia’s rapidly growing Latino immigrant community to build long-term prosperity by addressing immediate education, health and social service needs. Second, to create a responsible learning environment for future generations of advocates, educators, healthcare providers to examine social determinants of health, social justice and structural violence in practice and to explore their impact on the social determinants of health within a marginalized community.
<table>
<thead>
<tr>
<th>Dimension</th>
<th>Start verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundational</td>
<td>Associate, Compare, Contrast, Define, Describe</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Analyze, Contrast, Assess, Decipher, Audit, Deduce, Catalog, Derive, Categorize, Determine, Classify, Diagram, Compare</td>
</tr>
<tr>
<td>Project Management</td>
<td>Administer, Coordinate, Assign,Delegate, Coach, Develop, Communicate, Evaluate, Complete, Facilitate, Conduct</td>
</tr>
<tr>
<td>Human Dimension</td>
<td>Acquire, Advise, Advocate, Balance, Be aware of, Collaborate, Communicate Cooperate, Critically reflect, Decide to, Demonstrate, Describe, Educate, Embody, Empathize, Express, Feel confident, Give feedback, Influence, Initiate, Inspire, Interact with, Involve, Lead, Mediate, Mobilize, See oneself as, Motivate, Serve as, Negotiate, Model, Nurture, Offer, Share, Promote, Show, Protect, Suggest, Reconcile, Support, Suspend judgment, Resolve conflict Sustain, Respect, Take responsibility, Respond sensitively, Unite</td>
</tr>
<tr>
<td>Learning how to Learn</td>
<td>Construct knowledge about, Describe how to, Develop a learning plan, Frame useful questions, Generalize knowledge, Identify sources and resources, Identify your learning style &amp; barriers, Identify what you need to know, Inquire, Predict performance, Reflect, Research, Self-assess, Self-regulate, Self-monitor, Set a learning agenda, Take responsibility for, Transfer knowledge</td>
</tr>
</tbody>
</table>
References


QUESTIONS/COMMENTS/IDEAS?
## Paradigms

<table>
<thead>
<tr>
<th>Cultural Orientation</th>
<th>Oppression: Power-Based</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Cultural differences exist</td>
<td></td>
</tr>
<tr>
<td>● Become aware of them</td>
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<tr>
<td>● Learn how to communicate with other rules/standards</td>
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<tr>
<td>● Uses a cultural sensitivity approach</td>
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<tr>
<td>● Recognizes the political inequality between groups</td>
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<tr>
<td>● Recognizes prejudice and discrimination</td>
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<tr>
<td>● Historically a focus of social work: guarantee all groups have equal access</td>
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Oppression Paradigm

• Deprivation of certain groups in terms of:
  • Wealth
  • Power
  • Freedom and Happiness

• Two groups must be involved
  • Oppressors benefit from the system, and those identified as Oppressed
  • Deculturalization – internalized oppression and self-hate

• Social Workers have the ability to help people see/understand oppression

# Boundary Crossing in the context of a course

<table>
<thead>
<tr>
<th>Component</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Trust-building</td>
<td>Group agreement&lt;br&gt;Icebreakers</td>
</tr>
<tr>
<td>“Loving challenge”</td>
<td>Proposal process&lt;br&gt;Individual consultations</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>Who am I? paper&lt;br&gt;Class activities</td>
</tr>
<tr>
<td>Theory and context</td>
<td>Student presentations&lt;br&gt;Exam</td>
</tr>
<tr>
<td>One person's boundary is another's lived experience</td>
<td>Presentation of boundary crossing with peer feedback form&lt;br&gt;Book analysis paper&lt;br&gt;Guest speakers</td>
</tr>
<tr>
<td>Synthesis</td>
<td>Final case study</td>
</tr>
</tbody>
</table>
Describe if this was a transformative experience for you? How so?

**Yes it was a very transformative experience for me.** I went into my boundary crossing with very negative stereotypes about the young African American population. I was able to come out of the assignment with a different set of view points. These new view points have greatly challenged my previous biases.

**This was a transformative experience for me because I went out of my comfort zone and really applied myself to the project.** I really did not want to do it and even backed out the first time I tried going to the Sunday service but I finally had the will power the following Sunday and went.

**This was transformative for me because I was able to challenge my bias thoughts towards a population I was once uncomfortable with, it allow me to address my irrational thoughts towards a population in order to be a better person and social worker in the future.**

**I feel like this assignment was a transformative experience for me because my mind set on the lgbt community has changed positively.** I stepped out my comfort zone and into a new environment that was at first awkward to me.
References

De-brief: Dynamics vary relative to privilege

• Important that oppressed groups aren’t being asked to explain themselves to privileged groups
  • Importance of honesty on part of student participants with the community they visit
  • Principles of ethnography

• Experience can be very different for people of color (or other marginalized groups) versus those from privileged groups
  • Critical to explore this and discuss in class

• Ally accountability groups
De-brief: Do you value all people equally?

• Own self awareness is critical before leading others on this journey
• What are your feelings on groups that are oppressive to others?
• In Social Work, we recognize the dignity in all people and we work with all people
• We also realize that all types of people exist and since we will work with all of these types of people, better to be self-aware, know triggers and have skills to engage and empathize
• Return to principles, values, ethics to help student’s process
  • Social Work
  • Social Justice
  • University mission
  • Sisters of Mercy
Pair experience with book analysis assignment

• Students also select a book to read as part of their boundary crossing
• Books are approved by the instructor and must be written by a person from the culture (to prevent stereotype reinforcement)
• Analysis focuses on multidimensionality and intersectionality of characters
• Safer for students exploring groups that seek to oppress people like them (e.g. white supremacists)
• Safer for students exploring own trauma (e.g. alcoholism, sexual violence)