

MAY 29 – JUNE 1, 2024 AT THE UNIVERSITY OF INDIANAPOLIS



9th International Symposium on Service–Learning

*The Role of Global Service–Learning
in Transformational Leadership:
Fostering Social Action & Vigilance*

SYMPOSIUM PROCEEDINGS



UNIVERSITY OF
INDIANAPOLIS





9th International Symposium on **SERVICE-LEARNING**

May 29 - June 1, 2024

📍 **At the University of Indianapolis**



**The Role of
Global Service-Learning
in Transformational
Leadership:**

**Fostering Social
Action & Vigilance.**

With a focus on building reciprocal relationships and exploring fresh ideas, we invite academics, students, community partners, and professionals to join us for engaging dialogue and exchange of ideas.



**UNIVERSITY OF
INDIANAPOLIS**





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University of Indianapolis**



9th International Symposium on Service- Learning



5.28-6.1.2024

University of Indianapolis

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Campus Compact, USA


Co-Sponsored by:

The National University of the Union of Myanmar, Myanmar

CLAYSS, Argentina

Saint Mary's of the Woods College, USA

Community Engaged Alliance, Indianapolis, Indiana USA



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The Role of Global Service- Learning in Transformational Leadership:

Fostering Social Action & Vigilance.

Planning

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Marianna K. Foulkrod, University of Indianapolis

Symposium Co-Chairs:

Mawethu Nyakatya, Stellenbosch University

Mohamad Fadl Harake, GIP CEI

The chairs of the 9th International Symposium Planning Committee contributed to the proceedings, editing, and proofreading.

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USA



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International Symposium on **SERVICE-LEARNING**

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MOHAMAD FADL HARAKE (SYMPOSIUM CO-CHAIR)
MAWETHU NYAKATYA (SYMPOSIUM CO-CHAIR)

PRESIDENTIAL MESSAGES FROM:

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ACKNOWLEDGMENTS

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Marianna K. Foulkrod

University of Indianapolis
Symposium Co-Chair



Mawethu Nyakatya

Stellenbosch University
Symposium Co-Chair



Mohamad Fadl Harake

GIP CEI
Symposium Co-Chair

The 9th edition of the International Symposium on Service-Learning (ISSL), a global scholastic manifestation co-hosted by higher education institutions across three continents (Africa, Europe, and North America), is a testament to our shared commitment to service-learning. Each school, recognizing the global impact of this initiative, has joined forces to co-organize and co-host the ISSL in its 9th (USA), 10th (France), and 11th (South Africa) editions. Our decade-projected vision across the three continents aims to broaden the scope of service-learning as an educational methodology to integrate community needs into students' coursework and higher education entities' strategies. On another note, the alliance of our three schools will focus on the many transitions of higher education and the critical part that service-learning plays in the overall social transformation. That said, the three institutions have pledged to focus on delivering essential service-learning experiences by both their staff and students to become true agents of positive change for their communities. Hence, the partnership between the United States, South Africa, and France will aim to draw attention to the pivotal role that service-learning plays in helping students become more involved and responsible citizens and change leaders, faculty members become more critical and collaborative, and the community becoming a true knowledge incubator for positive transformational change. In other words, how each party can foster vigilance in the context of transformational communal change and sustainable actions. This collective vision emerged as the theme of this year's ISSL, "The Role of Global Service-Learning in Transformational Leadership: Fostering Social Action & Vigilance". We are privileged to

present the symposium proceedings, a collective effort that reflects the extensive and impressive work of our esteemed colleagues and early career researchers. The diverse range of presentation styles and formats used during the symposium facilitated meaningful conversations among scholars, practitioners, community partners, international organizations, students, and other involved parties, underscoring the collaborative nature of this endeavor.

The authors' work collected in these proceedings highlights the complexities of development, transition, and transformation within higher education across the globe. Also, many works have stressed the need to adopt a vigilant stance regarding social transformation and the adoption of change leadership to spearhead efforts for community or communal change.

On another note, many papers have explored improving critical service-learning's social influence. Many papers studied the new theoretical perspectives and approaches in higher education and how collaborative research and curriculum design can enhance service-learning's societal impact. Some of the presented works showcased new ethical goals that must be incorporated in an innovative and transformative pedagogy for social change. Hence, the result that we present to the readers is that we hope that we were able to develop a global service-learning community capable of catalyzing positive change initiatives further.

We would like to express our heartfelt gratitude to our team, whose excellent work ensured the success of the 9th edition of the ISSL. We also extend our appreciation to our distinguished plenary speakers and Session Chairs, whose insights enriched our discussions. We are deeply grateful to ISSL's partners and sponsors for their invaluable support, and to the participants for sharing their work and making this experience a reality. Lastly, we acknowledge the dedication of the editorial team in getting these conference proceedings published.

We hope you find the 9th ISSL proceedings to be a valuable contribution. See you all in 2026 in France!



Marianna K. Foulkrod
University of Indianapolis
Symposium Co-Chair



Mawethu Nyakatya
Stellenbosch University
Symposium Co-Chair



Mohamad Fadl Harake
GIP Campus ESPRIT Industries
Symposium Co-Chair

Dear 2024 International Symposium on Service-Learning Attendees:

It is with great pleasure and enthusiasm that I extend a warm welcome to each and every one of you to the 2024 International Symposium on Service-Learning hosted at the University of Indianapolis! As we gather for this significant event, we embark upon a journey of exploration, collaboration, and enlightenment in the realm of service-learning—a cornerstone of our educational philosophy at the University of Indianapolis. Service-learning embodies our commitment to not only academic excellence but also to the holistic development of our students as socially responsible citizens of the world.

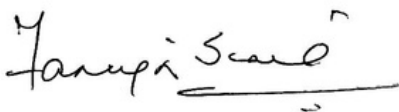
We believe in the power of “service for impact” as noted prominently in our newly revised University Mission. Our faculty lead and participate in local, regional, and international service-learning experiences that engage our students in a multitude of learning environments and contexts. The International Symposium on Service-Learning enables the development and implementation of context specific service-learning teaching methodologies in higher education to support institutions around the world. Started as a collaboration between the University of Indianapolis and Stellenbosch University in 2005 with the very first International Symposium held in South Africa, this symposium has continued to bring thought leaders and practitioners to Indianapolis, Greece, China, Ireland, and Cyprus.

In today's increasingly interconnected world, the significance of global engagement cannot be overstated. The challenges we face are complex and multifaceted, transcending borders and requiring collaborative efforts on a global scale. Service-learning serves as a catalyst for this collaboration, bridging cultural divides, fostering empathy, and nurturing a sense of shared responsibility towards humanity and our planet.

As participants of this symposium, you are ambassadors of change, embodying the spirit of service and the pursuit of knowledge for the betterment of society. Your presence here today is a testament to your commitment to making a positive impact in your communities and beyond. I am confident that through your collective wisdom, experiences, and innovative ideas, we will not only deepen our understanding of service-learning but also inspire meaningful action towards building a more just, equitable, and sustainable world.

Once again, welcome to the University of Indianapolis. We hope you leave here inspired and more committed than ever before to drive positive change through your educational experiences!

Warm regards,



Dr. Tanuja Singh, President
University of Indianapolis



I would like to extend my best wishes to all participants at the 9th International Symposium on Service-Learning (ISSL). It's a privilege for Stellenbosch University to be one of your co-hosts, and I'm excited to see this community come together to foster collaboration, innovation, and transformation.

Service-learning is more than a method—it's a commitment to connecting academia with the needs of society. The theme of this symposium, "The Role of Global Service-Learning in Transformational Leadership: Fostering Social Action & Vigilance," reflects our shared dedication to building stronger communities and inspiring positive change.

As we gather to share ideas and practices, I encourage you to take full advantage of the sessions, workshops, and networking opportunities. This is a unique chance to learn from one another, expand our perspectives, and explore new ways to make an impact. Stellenbosch University values the partnerships we've built through the ISSL, and we're grateful to our co-hosts, the University of Indianapolis and ESLI International, for their collaboration and vision. Together, we can make a lasting difference by promoting service-learning as a transformative force in education.

I wish you all a fruitful and inspiring symposium. May the connections you make and the insights you gain here resonate far beyond these days, enriching your work and your communities.

Thank you for being part of this journey.

Best regards,

Prof Wim de Villiers

Rector and Vice-Chancellor

Stellenbosch University



Dear Symposium Attendees,

It gives me great pleasure to speak to you today, even remotely, to welcome you most cordially at the official opening of the 2024 Symposium on Service-Learning at the University of Indianapolis.

This event is the culmination of an enormous collective effort and many institutions and individuals contributed in one form or another towards: the organization of, this event.

In recent years we have witnessed growing questions about the social impact of higher education. More specifically on its ability to raise awareness among its graduates about impactful social commitment. Embedding service-learning into our educational platform allows us to improve on both counts. We are only at the beginning of this truly innovative educational approach. Much remains to be tested and to do this, partnerships are certainly a preferred route.

It is the philosophy and hopes of our symposium to open new paths, new bridges, provide new perspectives and new tools for the development of our students. We still have a long way to go, and only through a joint effort will we be able to reach our fundamental goal.

Distinguished visitors, let me express, in the name of my organisation, GIP-CEI,, our most sincere wish that the discussions and agreements resulting from this Symposium will positively contribute to the consolidation of the aims of Service-Learning in higher education and thereby to the philosophy underlying it.

With warm regards,

P/O: Prof. Jean Michel Viola

Prof. Thierry Sauvage

General Manager, GIP-CEI, France

Messages from Supporters



Centro Latinoamericano de Aprendizaje y Servicio Solidario (Latin American Center for Solidarity Service-Learning)

CLAYSS, which stands for Centro Latinoamericano de Aprendizaje y Servicio Solidario, or Latin American Center for Solidarity Service-Learning, promotes service-learning as an innovative pedagogy that uses a holistic approach to encourage the development of relevant competencies as a response to both the educational challenges of the 21st century and the needs of local communities globally. CLAYSS' mission is to contribute to fostering a fraternal and participatory culture worldwide through the pedagogical proposal of service-learning from a Latin American perspective. CLAYSS was created to support students, educators and community organisations in developing of solidarity service-learning projects. These offer opportunities for children and young adults to apply what they learn in service of their communities while learning throughout the process. Participating in these activities outside of the classroom allows them to simultaneously acquire new knowledge, explore new topics, and develop skills for life, work and civic participation. This innovative pedagogy, spread worldwide, improves both educational quality and inclusion, and local development. CLAYSS offers training, researches and publishes its findings and quality service-learning practices, supports educational institutions of every level around the world and weaves networks. For the last 27 years CLAYSS has been offering its International Service-learning Conference which gathers local and international specialists, practitioners, public officers, students and educators committed to the growth of service-learning around the world. During that same week we hold the meeting of the Iberoamerican Service-learning network, which centralises institutions from around the region who promote service-learning, as well as national service-learning networks. We are honored to be participating in the IX International Symposium on Service-Learning, thrilled to share our Latin American perspective as well as experience promoting service-learning around the world, willing to keep weaving and strengthening networks.

Maria Nieves Tapia, Director

Messages from Supporters

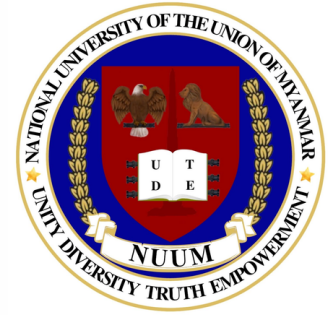


Campus Compact

The times we are living in are exciting, yet daunting. Each gathering of engaged scholar-practitioners seems to be growing as new faculty incorporate community-engaged teaching and learning into their courses every semester and as increasing numbers of community engagement professionals join the field at every level of the institution. But the list of challenges facing our world, communities, institutions, and students is also ever-growing. We are all navigating rapid change and uncertainty, whether it be attacks on our missions, values, and rights, continued constraints placed on resources, or deepening divides. These are the moments when our students, institutions, and communities need us the most—and when we most need each other. We are the people who lean into the tough issues and who understand the power and necessity of bringing people together to listen and talk across difference—and ultimately build solutions that lead to a more just and inclusive society.

As Campus Compact reaches its 40th anniversary, we are excited for the future. Campus Compact is the largest and oldest organization solely dedicated to advancing the public purposes of higher education. Representing universities and colleges across the United States, Campus Compact members are place-based institutions focused on using their civic and community engagement capacity to positively impact the communities in which they reside. We firmly believe that higher education is uniquely positioned to make a difference in the most pressing challenges facing our communities—and that our collective work as faculty, administrators, staff, and students committed to the public purposes of higher education is critical to bringing about the just and equitable future we all seek.

Messages from Supporters



National University of the Union of Myanmar

With a vision of a well-educated society in a peaceful, democratic, and prosperous country in which all members have the opportunity to contribute to and benefit from civic and economic well-being locally and globally, the National University of the Union of Myanmar (NUUM) – Global Campus was established in July 2021 in response to the educational crisis in the Southeast Asia Nation [SPECIFY CRISIS] with its primary objectives of providing continuing learning opportunities for Myanmar students whose education had been disrupted by delivering high quality, equitable, and accessible academic programs and educational services. In doing so, we capitalized on the success and experience gained through the Center for Research, Policy, and Innovation (CRPI) over a decade of delivering highly successful local educational programs in Indianapolis and various training and scholarship programs implemented under the BACI's Myanmar Initiative. NUUM is not just an educational institution. It is a catalyst for change. Currently, it offers certificate programs to Myanmar students through online courses taught by fellows and instructors from Myanmar and around the globe. But its role continues. NUUM is actively contributing to reform efforts and building systems for future democratic institutions, serving as a hub for academic research, scholarship, and intellectual inquiry, and generating ideas for innovations and policy debate, all in supporting democracy in Myanmar. At NUUM, we deeply value the power of collaborative partnerships. We are excited about the opportunity to draw on local experiences and international expertise through individual and institutional partnerships. We are particularly pleased to collaborate with various global institutions through the International Symposium on Service-Learning (ISSL). We believe in the impactful effect that service-learning could bring to our shared global communities, and we are committed to supporting and participating in the realization of the vision of the ISSL and implementing of its ten-year strategic plan.



Acknowledgments

2024 Symposium Planning Committee Members

University of Indianapolis

Chair Marianna K. Foulkrod, *Center for Service-Learning & Community Engagement*

Julie Gahimer, *Physical Therapy*

Lisa Borrero, *Aging Studies*

Jennifer VanSickle, *Sports Management*

Jeff Bryant, *Social Work*

Toni Morris, *Nursing*

GIP CEI

Co-chair Mohamad Fadl

Harake, *Post-Conflict Public Management - Crisis / Urgent Logistics and Operations*

Jean Michel Viola, *Strategic Management & Innovation*

Phillip Cartwright, *Micro Economics & Performance, CABMR*

Campus Compact

Laura Weaver, *Special Projects Manager*

Nicole Springer, *Senior Director of Professional Development and Scholarship, & Chief Equity Officer*

Katrina M. Reinhardt, *Education*

Ghina Sadek, *Center for Global Engagement*

Jyotika Saksena, *History & Political Science*

Yvonne Wakeford, *Office of Human Research Protections*

Stellenbosch University

Co-chair Mawethu Nyakatya, *Division for Social Impact*

Chevaan Peters, *Division for Social Impact*

Lindsay-Michelle Meyer, *Faculty Medicine & Health Sciences*

Additional Partners

CLAYSS

Community-Engaged Alliance

The National University of the Union of Myanmar

St. Mary-of-the-Woods College

Special Thanks to our Community Partners



Paws & Think, Inc., a local nonprofit organization founded in 2001, is dedicated to improving lives through the transformative power of the human-dog connection. Our mission is to create a community where every person who can benefit from a dog has the opportunity, and every dog fulfills its potential. We achieve through two core programs: our Animal-Assisted Interventions (AAI) and our Youth-Canine Programs. AAI, commonly known as Pet Therapy, trains and mobilizes registered therapy teams to individuals of all ages and abilities. Our Youth-Canine Programs teaches young people how to train shelter dogs through positive reinforcement behaviors. As a volunteer-centric organization, we collaborate with schools, libraries, hospitals, detention centers, youth agencies, humane societies, and more, emphasizing the profound impact of the human-animal bond on community health and wellness. Explore more about our work at www.pawsandthink.org.



Exodus Refugee Immigration is dedicated to the protection of human rights by serving the resettlement needs of refugees and other displaced people fleeing persecution, injustice, and war by welcoming them to Indiana. Exodus was founded in 1981 to serve the legal needs of immigrants and Cuban refugees who arrived as a result of the Mariel Boatlift. In our 40-year history, Exodus has provided refuge to tens of thousands of individuals from 50+ countries. Exodus is an independent, nonsectarian, 501(c)(3) refugee resettlement agency governed by its own Board of Directors. Exodus's role is to provide the materials, services, support, and resources necessary to empower these new friends and neighbors. Our aim is for refugees to achieve self-sufficiency and create the secure, free life that every person deserves. For more information about the services that Exodus provides, please visit our website at exodusrefugee.org.



BACI is a community-based organization, established to assist the growing refugee population from Burma in Indianapolis, in tackling the various issues among refugees' basic needs, initially focusing on but not limited to, the refugees' Education and Employment through: Advocating – Connecting – Educating – Serving. Vision: Education for all, a stronger community. BACI emphasizes the inclusiveness and openness across the lines of different ethnic groups from Burma in its organizational development, and respect for and cultural and linguistic sensitivity in our service delivery. To learn more, please visit www.baci-indy.org.



About The Symposium

The Ninth International Symposium on Service–Learning (ISSL), entitled *The Role of Global Service–Learning in Transformational Leadership: Fostering Social Action & Vigilance*, is an exciting opportunity for scholars and practitioners of service–learning to gather and learn from one another, continuing to build upon the opportunities generated by past symposia:

- The 1st ISSL, *Service–Learning Models for the 21st Century: Intercommunity, Interdisciplinary, International* was held at Stellenbosch University in Stellenbosch, South Africa, in 2005.
- The 2nd ISSL, *Service–Learning in Higher Education: Paradigms and Challenges*, was held in 2007 at the University of Indianapolis in Indianapolis, Indiana, USA.
- The 3rd ISSL, *Service–Learning in Higher Education: Educators, Communities, and Students*, was held in November 2009 at the University of Indianapolis campus in Athens, Greece.
- The 4th ISSL, *Service–Learning in Higher Education: Connecting the Global to the Local* was held in September 2011 in Ningbo, China.
- The 5th ISSL, *Service–Learning across the Globe: from Local to Transnational* was held in November 2013 in Stellenbosch, South Africa.
- The 6th ISSL, *Service–Learning as a Global Movement: Transforming Communities & Higher Education* was held in May 2015 in Indianapolis, Indiana, USA.
- The 7th ISSL, *Service–Learning as a Response to Global Transitions in Higher Education: Opportunities for Transforming Higher Education and Advancing Social Impact* was held in June 2017 in Galway, Ireland.
- The 8th ISSL (Part 1), *Critical Service–Learning Across the Globe: Transforming Teaching into Social Action* in June 2021, Virtual Symposium. ISSL (Part 2), *Critical Service–Learning Across the Globe: Transforming Teaching into Social Action* was held in June 2023 in Nicosia, Cyprus.

Symposium Purpose

The purpose of the 9th International Symposium on Service-learning is to promote global citizenship, scholarship, and resiliency in a time of uncertainty and rapid worldwide change. The symposium will continue to focus on the development of reciprocal and transactional relationships as well as the development of innovative and fresh service-learning initiatives in higher education globally. These focal points will be threaded throughout a variety of presentation types and formats to allow for meaningful dialogue and work exchange among academics, students, community partners, and other professionals. The 9th ISSL aims to:

Highlight service-learning as a catalyst for societal, institutional (policy change), and student transformation.

Encourage the integration of service-learning and multicultural education in academia globally.

Promote service-learning as ethical leadership and educate about the challenges for academic institutions.

Bring awareness to the challenges in engaging service-learning in higher education post-global crises and events, both practical and theoretical approaches.

Promote the integration of service-learning through multicultural and/or multidisciplinary collaborative methodologies and engaged scholarship in higher education.

Emerge global theoretical perspectives that link to the student transformation into critical and engaged citizens.

Promote and support the transformation of education and resilience of service-learning approaches through global crises and events.

International Symposium on Service-Learning Publications

1. Service-Learning: Intercommunity and interdisciplinary explorations. (Editors: Mac Bellner & John G. Pomery, University of Indianapolis Press). 2005
2. The Second International Symposium on Service-Learning Proceedings (Editor: Phylis Lan Lin, Asian Programs, University of Indianapolis). 2007
3. Service-Learn Paradigms for 21 st Century Intercommunity, Interdisciplinary & International (Editors: Kenneth Colburn & Rona Newmark, University of Indianapolis Press). 2007
4. The Third International Symposium on Service-Learning Proceedings (Editor: Phylis Lan Lin, Asian Programs, University of Indianapolis). 2009
5. Service-Learning in Higher Education: Paradigms & Challenges (Editors: Mary Moore & Phylis Lan Lin, University of Indianapolis Press). 2009
6. Service-Learning in Higher Education: National and International Connections (Editor: Phylis Lan Lin, University of Indianapolis Press). 2011
7. Service-Learning: Theory and practice in higher education (in Chinese; Editors: Phylis Lan Lin & Xu Weiming, Zhejiang University Press and University of Indianapolis Press). 2011
8. Service-Learning in Higher Education: Connecting the Global to the Local (Editor: Antoinette R. Smith-Tolken, Stellenbosch University Press). 2013
9. Service-Learning across the Globe: From Local to Transnational: Paper Series (Phylis Lan Lin & Mark R. Wiegand, University of Indianapolis Press). 2013
10. Service-Learning in Higher Education: Building Community Across the Globe (Editors: Phylis Lan Lin, Mark R. Wiegand, & Antoinette R. Smith-Tolken, University of Indianapolis Press). 2014
11. Service-Learning as a Response to Global Transitions in Higher Education: Opportunities for Transforming Higher Education and Advancing Social Impact Proceedings, NUI Galway, Ireland, 2017
12. Critical Service-Learning Across the Globe: Transforming Teaching into Social Action Proceedings, University of Nicosia, 2022

Journal Announcement and Work Submission Invitation by CLAYSS

RIDAS is a scientific journal co-edited between the Faculty of Education of the University of Barcelona, CLAYSS (Latin American Center for Solidarity Service-Learning), and the Ibero American Service-Learning Network. It is aimed at researchers, academics, educators, specialists, and people interested in service-learning and intends to contribute to the creation of knowledge about service-learning in all socio-educational areas and educational levels. The articles it contains can be theoretical, conceptual, and historical reflections; research articles; good practices analysed; case studies; short experiences and testimonials; literature reviews and reviews. It is issued biannually and has a Peer Review Process. Articles can be presented in Spanish, English, and Catalan.

Full info can be found here: <https://revistes.ub.edu/index.php/RIDAS/about>

10-year Strategic Plan

The University of Indianapolis, ESLI International (Campus ESPRIT Industries), and Stellenbosch University have decided to join forces to co-organize and co-host the International Symposium on Service-Learning (ISSL) in its 9th (USA), 10th (France), and 11th (South Africa) editions.

The aim of this international collaboration on three continents is to expand service-learning as a teaching approach to incorporate the needs of the community into students' learning to the needs of the community. Another aim of this partnership is to focus on the various transitions of higher education and the role that critical service-learning plays in social transformation as a whole. Indeed, the three institutions will be working on both their students and faculty's delivery of critical service-learning experiences in order to become true agents of positive change for their communities.

This American-European-African partnership aims to highlight the significant role that service-learning plays in students becoming more engaged citizens, in faculty members becoming more critical and collaborative, and the community becoming a true knowledge incubator. This new dynamic will be discussed and threaded throughout the symposium via various of presentation types and formats to allow for a rich dialogue among academics, practitioners, community partners, international organizations, students, and other engaged parties.

This new collaboration will allow for:

- The exploration of the complexities of development, transition, and transformation within higher education across the globe.
- The adoption of a vigilant stance when it comes to social transformation.
- The acquisition of the transformative change leadership skills necessary for the piloting of communal or community change initiatives.
- The enhancement of the social impact of critical service-learning in society.
- The review of current theoretical perspectives in higher education and how collaborative research and curriculum design can enhance Service-Learning's societal impact.
- The overview of new ethical goals and challenges impacting service-learning in higher education.
- The illumination of service-learning as an innovative and transformative pedagogy for social change.
- The strengthening of networking between the different engaged parties in social change initiatives across the globe.
- The development of a global service-learning community.

Symposium Themes

In our quest to contribute to a transnational service-learning pedagogy, presentations will cover one of the following:

1

Student and faculty engagement & impact of service-learning experiences

2

Conceptual frameworks, curricular design, and pedagogical techniques

3

Inter-, multi-, and trans-disciplinary initiatives and cross-border connections

4

Collaborations between higher education institutions and community partners & Transformative research

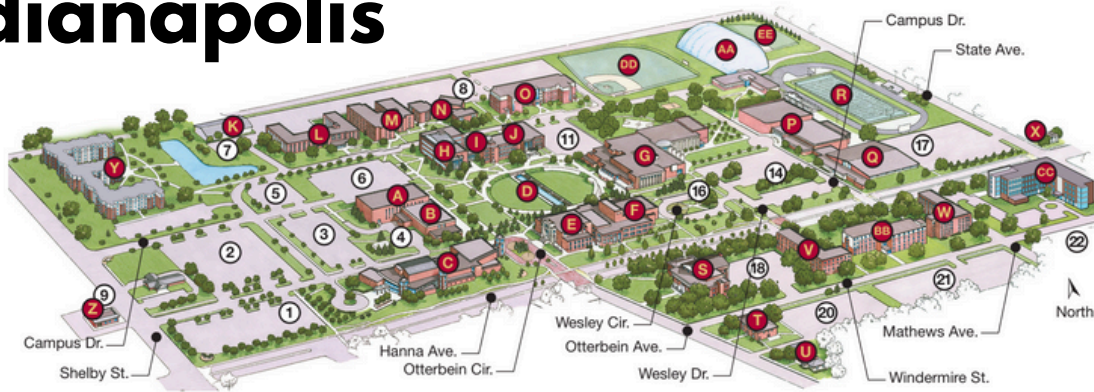
Presentation Formats

Storytelling: This is a medium through which best practice can be shared of service-learning as a teaching and learning approach. These 'stories' will be clustered in 25 minutes (including 5 minutes of Q & A) inputs by participants and a general discussion on new insights on practice. The presentation should consist of a context, outlining the practice and demonstrating the gain of using this practice to the audience.

Research papers: This form of presentation is theoretically grounded in published theory or by introducing new theoretical insights. The presentation should include a rationale for the research and the design and outcomes from service-learning. The research should include what has been measured and (or) assessed. The research may also introduce a framework, model or theory that was developed through the research. The abstract should include the methodology and the outcomes or findings. For this format 30 minutes will be given to present including discussion time.

Workshop: In a workshop, presenters showcase a particular research topic (or practice) through which best practices or new knowledge were developed. This form of presentation aims to build the audience's capacity on the diverse areas of service-learning through ample discussion and interactive activities. It could also take the form of an institution presenting the progress they have made in practicing service-learning on an institutional level, highlighting how they enhance citizenship of students and staff. Each presenter should submit their abstract with reference to the central theme of the symposium. Workshops will be 60 minutes in length.

About the University of Indianapolis



- | | |
|---|---|
| A Krannert Memorial Library | D Nicoson Hall |
| B Sease Wing (Library) | R Key Stadium |
| C Christel DeHaan Fine Arts Center | S Good Hall |
| D Smith Mall | T Stierwalt Alumni House |
| E Esch Hal | U President's Home |
| F Ransburg Auditorium [Esch Hall] | V Cravens Hall |
| G Schwitzer Student Center | W Warren Hall |
| H Martin Hall | X Athletic Development |
| I Lilly Science Hall | Y Greyhound Village |
| J Zerfas Wing, Lilly Hall | Z Police Department |
| K Physical Plant | AA Athletics & Recreation Center |
| L Cory Bretz Hall | BB Roberts Hall |
| M Central Hall | CC UIndy Health Pavilion |
| N Crowe Hall | DD Baseball field |
| O East Hall | EE Softball field |
| P Ruth Lilly Fitness Center | |

OFF-CAMPUS LOCATIONS

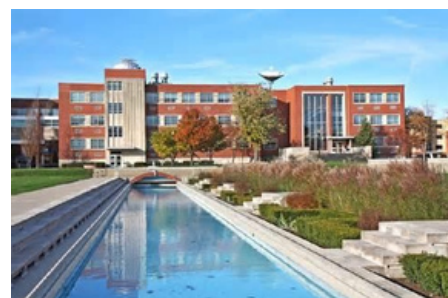
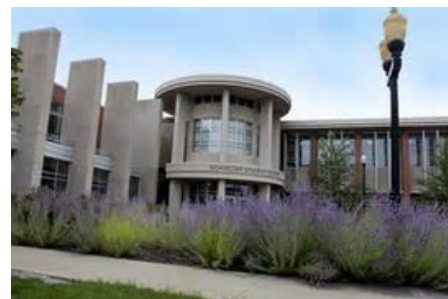
The Fountain Square Center is located at 901 Shelby Street, four miles north of campus.
The UIndy Tennis Center is located at 2727 East National Avenue, one mile east of campus.

PARKING

Parking is available for visitors in lots 1-4, 9, 16, 17

The University of Indianapolis is a private residential institution founded in 1902. UIndy offers its diverse student body a comprehensive set of general, pre-professional, and professional programs grounded in the liberal arts. UIndy is home to almost 5,000 undergraduate and graduate students, and is recognized for personal attention, small and interactive classes, and flexible programming. As it develops its strategic plan, dubbed Vision 2030, the University is making investments in creative interdisciplinary ventures and opportunities to apply learning, strengthen the student-faculty connection, reflect the workplace realities students will encounter, and greatly enhance the educational process.

Learn more at
uindy.edu



Panelists and Emcee

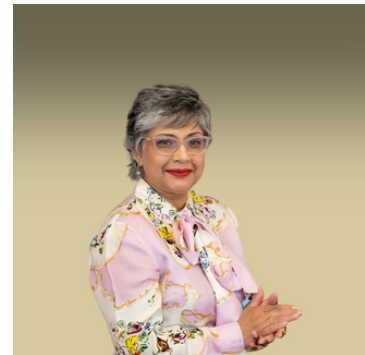
Opening Reception Panel: The Power of Global Networks



Luz Avruj
CLAYSS



Phillip Cartwright
CABMR



Gurinder Kaur
Immigrant Welcome
Center



Elaisa Vahnie
BACI



Chevaan Peters
Stellenbosch University



Laura Weaver
Campus Compact

Opening and Closing Reception Emcee



Tynnetta Muhammad
University of Indianapolis



Opening Ceremony Agenda

Wednesday, May 29th, 2024

University of Indianapolis Student Center - Enders Hall

5:30 pm - 7:30 pm

Emcee: Tynnetta Muhammad

Welcome to ISSL

Recognition of ISSL Logo Design Team & Emcee Introduction
University of Indianapolis Marianna Foulkrod, ISSL2024 Co-Chair

UIndy Presidential Remarks

University of Indianapolis President, Dr. Tanuja Singh

Presidential Message

Stellenbosch University

Presidential Message

Jean-Michel Viola, GIP Campus ESPRIT Industries (GIP CEI)

Campus Compact Remarks

Nicole Springer, Senior Director of Professional Development and Scholarship & Chief Equity Officer, Campus Compact

Provost Remarks

Recognition of ISSL Co-Founder Dr. Phylis Lan Lin
University of Indianapolis Provost, Dr. Chris Plouff

ISSL Reflection from a faculty

Dr. Candace Beitman, University of Indianapolis Occupational Therapy Associate Professor Emeritus & Long-term ISSL participant

Panel on *The Power of Global Networks*

Panelists: Gurinder Kaur, Immigrant Welcome Center; Elaisa Vahnje, NUUM & BACI; Phillip Cartwright, ESLI; Luz Avruj, CLAYSS: Centro Latinoamericano de Aprendizaje y Servicio Solidario; Cheevan Peters, Stellenbosch University; Laura Weaver, Campus Compact

RIDAS Journal Announcement

Preview of Upcoming Conference Program



Closing Ceremony Agenda

Friday May 31st, 2024

University of Indianapolis Student Center - Enders Hall

5:00 pm - 6:00 pm

Emcee: Tynnetta Muhammad

Closing Remarks

University of Indianapolis, Marianna Foulkrod ISSL Co-Chair

Project Presentation

GIP Campus ESPRIT Industries (ESLI)

Announcement of ISSL 2026

Jean-Michel Viola GIP Campus ESPRIT Industries (ESLI)

Looking ahead to our ISSL global network

The National University of the Union of Myanmar & the Burmese American Community Institute (BACI)

ISSL 2024 Presenter Awards

Emcee, Tynnetta Muhammad

Reminder for RIDAS Journal Submissions

Completion of Pledges and Giveaway of Candy Bars

PRE-CONFERENCE & SYMPOSIUM PROGRAM AT-A-GLANCE



Tuesday, May 28th

Pre-conference Workshop "Pen to Paper," Trustee's Dining Room

A retreat focused on preparing scholars to publish their community-engaged work. Check in begins at 11:00 am in the Atrium of the Student Center.

Wednesday, May 29th

Pre-conference Workshop "Pen to Paper," Trustee's Dining Room

A retreat focused on preparing scholars to publish their community-engaged work. Check in begins at 9:00 am in the Atrium of the Student Center.

Vendor & Affiliated Partners Fair, Schwitzer Student Center Shreve Atrium

Symposium registration open at 12 pm in the Student Center Atrium.

Opening Ceremony, Enders Engagement Center, Schwitzer Student Center

Experience the Indianapolis Indians, Use Red Line Bus/Victory Field

Enjoy an evening at the Indianapolis Victory Field located in Downtown Indianapolis! We will be visiting the field on Wednesday, May 29th, after the ISSL2024 opening festivities, to enjoy an evening of friendship and collegiality. Home to the Indianapolis Indians baseball team, the ballpark draws many visitors and is a popular attraction for baseball fans! Located in the White River State Park, Victory Field is found near the Indianapolis Zoo and Lucas Oil Stadium, with many people visiting all three while they are in the area.

Thursday, May 30th

Scholarly Presentations, Schwitzer Student Center Basement Rms

010, 011, 012, 013

Check in begins at 8 am in the Atrium of the Student Center.

Lunch will be served from 12:30 pm - 1:30 pm at Ober Dining Hall.

ISSL Mental Health Awareness Walk, Schwitzer Student Center Shreve Atrium
Brigham Young University will host a Mental Health awareness walk with support from the University of Indianapolis. Walk participants will experience a demonstration of a structured Mental Health Awareness Walk. The 1-mile route will stop at several presentation stations that will present specific mental health disorders and their treatments. Group leaders will facilitate discussions between stations. The UIndy Student Counseling Center (SCC) will be one of the primary stops along the walk, where the director of the center will provide a tour and discuss mental health initiatives the center has developed for campus-wide mental health training and support, and will remain open for the Mental Health Awareness Walk between 4 - 5:30 p.m. A debriefing and a raffle drawing will conclude the experience. This mental illness stigma program will demonstrate several methods of engaging students in service-learning. How-to manuals will be available to participants.

Cultural Dinner & Celebrations, Schwitzer Park

Enjoy an evening of fun and music, grilling out some amazing hot dogs and burgers, and celebrating what makes America so unique...the melting pot of different cultures and cuisine! A few international desserts will also be available for us all to try, and we will spend the evening eating, dancing, and being together.

Bamboo Dancing: The Cheraw Kan dance is a traditional bamboo dance and it is one of the most famous dances among the Chin traditional dances in Burma/Myanmar. Male performers clap bamboo staves rhythmically while female dancers move intricately between them. The Cheraw Kan features traditional music with instruments like gongs and drums, accompanied by agile dancers in colorful attire. They skillfully navigate bamboo sticks, creating intricate formation amidst a mesmerizing atmosphere. Women wear Vakiria (headdresses) adorned with feathers, beetle wings and other colorful objects, along with Kawrchei (traditional blouse) and Puanchei (sarong). Men wear Khumbeu (bamboo hats) and Ngotekherh (black and white checkered fabric that can be worn as a shirt or sarong).

Indian Dancing: Originating from the vibrant Indian state of Gujarat, Dandiya Raas is a captivating socio-religious folk dance deeply intertwined with the festivities of Navaratri. Dandiya Raas adds an exhilarating twist by incorporating sticks held in both hands while dancing. The dance is traditionally performed in pairs, with each group consisting of an even number of participants. As the music sets the rhythm, participants form two lines facing each other, moving clockwise in a synchronized motion. The dance unfolds in an eight-beat time cycle known as Kaherva, where participants rhythmically strike their own sticks together, followed by coordinated movements with their partners. With each step forward, the exchange of stick hits creates a mesmerizing visual and auditory spectacle, symbolizing unity, harmony, and community spirit. As the dance progresses, participants seamlessly transition between partners, ensuring a continuous flow of movement and energy throughout the performance. This dynamic interplay of music, movement, and camaraderie makes Dandiya Raas a truly immersive cultural experience, embodying the joy and vitality of Gujarati heritage. In essence, Dandiya Raas is more than just a dance—it is a celebration of tradition, togetherness, and the timeless spirit of Navaratri.

Line Dancing: Line dancing is a form of dance where individuals perform choreographed steps in unison, arranged in lines or rows, typically without a partner. It originated from folk dance traditions where dancers would line up in rows and perform repetitive steps to music. However, the modern form of line dancing, as we know it today, emerged in the United States, particularly in the country and western dance scene during the late 20th century. Line dancing became particularly popular in the 1970s and 1980s, especially in country and western bars and clubs across America. Its simplicity and the fact that it doesn't require a partner made it accessible to many people. As it gained popularity, line dancing evolved to incorporate influences from various music genres, including country, pop, rock, and even Latin music.

Bachata: Bachata is a style of dance that originated in the Dominican Republic. It is danced widely all over the world but not identically. The basics to the dance are three-step with a Cuban hip motion, followed by a tap including a hip movement on the 4th beat. The knees should be slightly bent so the performer can sway the hips easier. The movement of the hips is very important because it's a part of the soul of the dance.

Friday, May 31st

Scholarly Presentations, Schwitzer Student Center Basement Rms 010, 011, 012, 013

Check in begins at 8 am in the Atrium of the Student Center.

Lunch will be served from 12:30 pm - 1:15 pm at the Student Center cafeteria.

Service-Learning with Exodus Refugee, Use Red Line Bus

Exodus Refugee is proud to partner with UIndy for the ISSL2024 Service-Learning Experience in Exodus' on-site storage warehouse! During this time, service-learning participants will be assisting the Exodus office by sorting and organizing unprocessed donations and other housing inventory on shelves throughout the warehouse. These donations will include household items, toiletries, bedding items, furniture, and more! There will also be an opportunity to sort and organize unprocessed clothing donations in the client clothing room. Guests are advised to wear clothing that could get dusty.

Service-Learning with Paws & Think, Schwitzer Student Center Shreve Atrium

Participants will collaborate to create dog enrichment toys for local nonprofit Paws & Think. Paws & Think is dedicated to improving lives through the power of the human-dog connection. Their therapy dog programs bring comfort and joy to our college students and individuals in hospitals, schools, and other community partners. In contrast, their Youth-Canine program pairs shelter dogs with vulnerable youth for mutual benefit. All toys created during this session will be donated for use in Paws & Think's Youth-Canine program, enriching the lives of both shelter dogs and participating youth. Don't miss this chance to make a difference while having fun and learning about the impact of service-learning in our community!

Closing Ceremony, Enders Engagement Center, Schwitzer Student Center

ISSL 2026 announcements, presenter award announcements, pledge to continue service.

Saturday, June 1, 2024

ISSL2024 Excursion - Check-in begins at 9 am in the Student Center Atrium

Buses will be located at the Bell Tower following check in

Join us for a day of exploring Indiana! We will visit Brown County State Park, Indiana's largest park, with nearly 20 miles of tree-lined roads and many scenic vistas overlooking miles of uninterrupted forestland. We will stop by the quaint village of Nashville, Indiana, for a lunch-on-your-own visit. Nashville is known for its unique craft, specialty, and antique shops, and it is best known as the center of the Brown County Art Colony. "We will also be visiting Hard Truth Distilling Company. At Hard Truth, they've traded skylines for tree lines, pavement for forest trails, and complicated for pure and simple. Hard Truth Distilling Co. is Indiana's largest destination craft distillery featuring a full-service restaurant, a tours and tastings center, outdoor amphitheater and more. Guests ages 21 and older can tour the Hard Truth distillery, experience a guided tasting, or hop on an ATV with one of our guides and explore our 325 wooded acres while learning about the history of distilling. Visit them for mixology classes, single barrel selection experiences, and more!"

Pre-Conference: Pen to Paper

A retreat focused on preparing scholars to publish their community-engaged work.

This event will take place from 12:00 PM on Tuesday, May 28, 2024, to 2:00 PM on Wednesday, May 29, 2024.

An in-person writing retreat to learn the ins and outs of what makes writing about community engaged work different than writing about disciplinary work. Dr. Diane Doberneck and Laura Weaver, experts in the field of community engagement and public scholarship lead this pre-conference experience where participants will receive tips and tools to sharpen their writing skills and enhance productivity. A panel of editors from some of the top journals in the field of service-learning and community engagement will speak on ways to make a manuscript stand out from all the rest.

Faculty of all ranks, administrators, professional staff, graduate students and community partners as individuals or writing teams are welcome.

Facilitators

Dr. Diane Doberneck



Diane M. Doberneck, Ph.D., is the director for Faculty and Professional Development, Office for Public Engagement and Scholarship, University Outreach and Engagement (UOE), Michigan State University. She provides leadership for UOE's faculty and staff professional development programs for graduate students, post-docs, academic staff, tenure-track faculty, administrators, and community partners.

Laura Weaver



Laura Weaver, M.S. Ed., is an engaged scholar-practitioner dedicated to facilitating authentic community-campus relationships and partnering on community-driven engaged scholarship. She has nearly 20 years of experience supporting institutions as they work to actualize their culture for community engagement.

ISSL 2024

Peer Reviewers



**Mohamad
Fadl Harake**

France
GIP Campus ESPRIT
Industries

Jean Michel Viola
France

GIP Campus ESPRIT
Industries

Virginie Nahas
France

EPSI

Marianna Foulkrod
United States

University of Indianapolis

Jennifer VanSickle
United States

University of Indianapolis

Julie Gahimer
United States

University of Indianapolis

Lisa Borrero
United States

University of Indianapolis

Katrina Reinhardt
United States

University of Indianapolis

Elizabeth Moore
United States

University of Indianapolis

Mawethu Nyakatya
South Africa

Stellenbosch University

**Lindsay-Michelle
Meyer**

South Africa
Stellenbosch University

Jeannie Mitchell
United States

Saint Mary-of-the-Woods
College

Tricia Pierce
United States

Saint Mary-of-the-
Woods College

Ushotane Useh
South Africa

North-West University

Denise Ferrell
United States

Marian University

**9th International Symposium on Service-Learning
University of Indianapolis, May 29th - June 1st, 2024**

Thursday, May 30th, 2024

Session Time	Storytelling (SC010) 30 minutes per presentation	Research (SC011) 30 minutes per presentation	Workshops (SC012) 60 minutes per presentation	Workshops (SC013) 60 minutes per presentation
9:00 - 11:00 am	<p>D. Pracht, K.H. Fletcher, C. Lawlor, & M. Coyle <i>Overcoming challenges through successful partnerships for an international service-learning study abroad program.</i></p> <p>E. Kung, K. Kaiser, & C. van der Vyver <i>Rising from the ashes – the story of a faculty’s journey to a culture of Service-Learning.</i></p> <p>J. VanSickle, K. Watkins, A. Garabrant, T. Morris, & S. Wareham <i>Service-learning Across Disciplines: One Event, Multiple Opportunities.</i></p> <p>L. Gilchrist <i>Service-Learning and Inclusion: Building Capacity and Partnership through Universal Design for Learning Principles.</i></p>	<p>S. Denney & K. Reinhardt <i>Exploring Service-Learning as a Tool for Expanding Pre-Service Teachers’ Professional Role Identities.</i></p> <p>P.A.Cartwright <i>The Impact of Service-Learning on Public Policy Making.</i></p> <p>A. Naidoo <i>Enacting community service-learning as an integrated social justice pedagogy: Lessons from a 25-year retrospection.</i></p> <p>S. Ross, W. Scogin, & B. Aho <i>An International Service-learning Trip’s Impact on Graduate Students’ Interprofessional Collaboration: A Mixed-methods study.</i></p>	<p>C. Ruby, M. Drnach, A. Pilsner, B. Sloane, B. C. Chávez, & G. K. Góngora <i>Cultivating Change: A 20-Year Journey in Global Rehabilitation Partnerships.</i></p> <p>D. Coker-Kolo & L. Reed <i>Integrating service-learning with social justice: A critical opportunity for candidates in an educational leadership program.</i></p>	<p>M. Pietersen, R. Hector-Kannemeyer, & P. Khosa <i>Utilizing a Moodle platform to advance engaged citizenship and enable national virtual service-learning initiatives as a curricular requirement for social work students at Stellenbosch University.</i></p>
BREAK				
11:30 am - 12:30 pm	<p>S. Asim <i>An Easy Tool to Transform Teacher Preparation: Integrating Global STEM Career Role Models through Leveraging Picture Books.</i></p> <p>S. Ramer & K. LaComba <i>Global Leadership in Troubled Times: A student-led international sister city project.</i></p>	<p>U. Useh <i>From job-seeking to job-creation initiative: Changing the ecosystem and improving graduate attributes for African graduates through service-learning.</i></p> <p>E. Gahimer <i>Upon Return: Cultivating Global Citizenship & Social Action in U.S. Global Health Students: A Case Study in Córdoba, Argentina</i></p>	<p>T.Morris <i>An Innovative Faculty Role: A Catalyst To Incorporate Service-Learning And Engaged Scholarship Into Higher Education.</i></p>	<p>T. Jones, P. Jones, M. Voice, & G. Gee <i>Beyond Words: Service-Learning and Hip-Hop as a Language of Social Change.</i></p>
LUNCH (Ober Dining Hall)				
1:30 - 3:30 pm	<p>I. C. Beulaygue & K. S. Murch-Shafer <i>Service-Learning Impacts on Career Exploration and Wellbeing in the Exploratory Studies Program</i></p> <p>T.Pierce <i>How to promote a global change from a service-learning course on your campus.</i></p> <p>P.Cartwright <i>Ascencia’s Center for Applied Business and Management Research</i></p> <p>J. Bester & M. Kloppers <i>Going full circle in SLEAK project & Stronger together.</i></p>	<p>M. Foulkrod & P. Lan Lin <i>Global Leadership Adaptability Through Servant Leadership and Cultural Humility: A Conceptual Framework</i></p> <p>L. Avruj, A. Peregalli, & C. Ferrara <i>Service-learning networks: conceptions, skills and conditions of a glocal transformative movement.</i></p> <p>M. D. Freeman <i>Self-Directed Learning to Promote Healthy Lifestyles for Adults with Chronic Illness.</i></p> <p>T. Nqowana <i>Fostering Social Justice Through Service-Learning: A Closer Look at the Vulindlela Parent Engagement Program’s Initiatives.</i></p>	<p>L. Borrero <i>Indirect Service-Learning: Aims, Advantages, and Best Practices</i></p> <p>E. Orr <i>Changing Knowledge, Awareness, and Stigma Through the Service Learning Activity of a Mental Health Awareness Walk.</i></p>	<p>C. Peters <i>Bridging Knowledge and Action: Insights from Stellenbosch University’s Social Impact Knowledge Platform</i></p>

BREAK

4:00 - 5:30
pm

MENTAL HEALTH AWARENESS WALK (Schwitzer Student Center Shreve Atrium)

CULTURAL DINNER (Schwitzer Park)

**9th International Symposium on Service-Learning
University of Indianapolis, May 29th - June 1st, 2024**

Friday, May 31st, 2024

Session Time	Storytelling (SC010) 30 minutes per presentation	Research (SC011) 30 minutes per presentation	Workshops(SC012) 60 minutes per presentation
9:00 - 11:00 am	<p>A. Schlessman, J. Foucrier, S. Trotter, & C. A. Berg-Carramusa <i>The Implementation of Service-Learning into an Accelerated Hybrid Multi-Site Physical Therapy Program.</i></p> <p>S. Moore, J.R. Jamison & T. Morris <i>Service-Learning for Student Transformation.</i></p> <p>J. Schlessman <i>A High School Service-Learning Course: Transforming Students into Engaged Citizens.</i></p> <p>K. H. Fletcher, D. Pracht, & M. Coyle <i>An Irish tale: How four unlikely characters came together to create a successful international service-learning study abroad program.</i></p>	<p>J. M. Viola <i>Service-Learning as a unique way to develop soft skills.</i></p> <p>M. Foulkrod & C. Giardina <i>Leadership Transformation in times of change and cultural adversity.</i></p> <p>C. Pearson <i>Theory Integration in Education Transformation and Resilient Service-Learning Amid Global Crises.</i></p> <p>S. Shall <i>New constructs for service, learning, and practice: Understanding the transformative power of building abroad on communities and students.</i></p>	<p>M. Glowacki-Dudka & R. Lordeni - <i>Service-Learning for Communities through Transformative Leadership and Culturally Expansive Learning.</i></p> <p>L. Kojich & J. Gahimer <i>Enhancing the 21st Century Skills: An E-Service-Learning Toolkit of Creative Pedagogies.</i></p>

BREAK

11:30 am - 12:30 pm	<p>R. Wolverton <i>Becoming change makers through service-learning and human-centered design: Students & community standing in the gap together.</i></p> <p>T.Jones <i>Amplifying Voices: Service-Learning and the Imperative to Capture the Experiences of Black Women.</i></p>	<p>E. Konwest, K. Silvester, & S. Asim <i>Implementing the Global Community Engaged Learning Course Development Institute at Indiana University-Bloomington.</i></p> <p>R. Rostom & C. Paterson <i>Building Energy Conservation and Cost Savings Into A Campus Renovation.</i></p>	<p>M. Sass <i>Connecting AI with Service-Learning.</i></p>
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LUNCH (Ober Dining Hall)

1 - 5:30 pm	SERVICE- LEARNING EXPERIENCE (Exodus Refugee; Paws & Think)		
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9th International Symposium on Service-Learning

Abstracts

Overcoming challenges through successful partnerships for an international service-learning study abroad program.

D. Pracht, K.H. Fletcher, C. Lawlor, & M. Coyle

This interactive workshop will be structured to share what one institution (University of Florida), one global partner (Ionad Naomh Pádraig), and one program provider (Learn International) are doing to integrate high-impact experiences that lead to career integrated global learning to promote global citizenship and cross-cultural exchanges. The structured portion of this workshop will include interactive activities modeling our best-practices for high-impact learning and outcomes. We will demonstrate prefection, reflection, mindfulness, and gratitude experiential learning exercises. Collectively, we will share these experiences through overcoming challenges of a global pandemic together, along with its impact on our global partner, The Ionad. Through these challenges of incorporating meaningful international service-learning (ISL) experiences, resiliency, adaptability, and flexibility were essential as we pivoted with programming and placements. We will share examples of how we integrated community, culture, academic learning, and experiential learning throughout this program to transform our educational and ISL experiences for our students and our global partner. Through extensive reflection and evaluation of the past four programs, the three entities (UF, Learn International, and The Ionad) improved the educational and programming experiences tailoring the approach to include several key elements in the predeparture sessions. The number of predeparture sessions have increased the resiliency in our most recent cohort (Summer 2022). Another key element gained through observation, student input, and evaluation, was to include an interview to match student expectations with ISL program goals, to increase the number of predeparture sessions to four, which now includes a prefection exercise (Cully-Garbers & Roberts, 2019), and include teambuilding sessions. In our initial predeparture session, we work to establish a sense of camaraderie through a charcuterie board teambuilding activity. In our second, predeparture session our students are oriented, trained and screened through the National Vetting Bureau with An Garda Síochána prior to arriving at their placement. They also, begin to select their accountability partners for the program to ensure safety and accountability, while creating a sense of belonging. During our third predeparture session, we discuss health and safety protocols, along with self-care best practices, and mindfulness and gratitude exercises. In our final predeparture session, we maintain a sense of camaraderie through a potluck dinner while providing an informal opportunity to answer any last-minute questions the students may have regarding the program. During this final predeparture, we also have them write a letter to their future selves where we return their letter on the final week of our program. This fellowship and camaraderie building is continued with a welcome dinner at the onset of our program and a celebration dinner to finalize the end of the ISL program.

Another key component gained through evaluation, was to create an E-learning Hub for all prospective students as centralized electronic location for information regarding this program. This includes the following: it begins to create an online learning community, it facilitates organizing interview times, it provides information regarding all our NGOs and our program partner, all predeparture information, course syllabi, course calendar for academic-related materials and assignments, itinerary of the program, and a centralized communication hub. While on program, we continue to utilize this E-learning Hub for best-practices to include both written weekly reflections and in-person group reflection sessions, an electronic portfolio, and cultural journals connected to excursions. Two other critical elements on program include communications featuring an international group-chat (WhatsApp) and a routinely updated itinerary that students have easy access to (E-learning site). The final component gained through evaluation of this program and the collective partnership between the three entities was to expand its citizenship of students, faculty, and staff to include a graduate student on all future programs. This graduate student will serve as a pivotal member of the interviews, the decision-making team, and will serve as a core member of planning and implementing team on all four predeparture sessions, along with co-leading the ISL Program with the Director.

The three partners continue to collaborate through conducting evaluation, research and presenting globally. As a result of this partnership with Learn International, they been approved as an official program provider of sponsored Faculty-Led study abroad programs for The University of Florida's International Center. Based on the collaborative efforts of three partners, it has been determined that the time spent in-country has positively impacted both leaders and children/youth at the Ionad Naomh Pádraig, one of our NGO Partners, where we have each learned from the skillsets of one another. In addition, the children/youth at "the Ionad" learn about the diversity of cultures while the American students are exposed to their rich heritage, culture, and the old Irish Celtic language. The local Irish community benefits socially and economically from this valuable program, and the American students learn about the importance of community development and the impact a social enterprise has on a disadvantaged, marginalized rural community.

Dr. Pracht is an Associate Professor Community Based Organizational Systems for the University of Florida and has been a faculty member in the Department of Family, Youth and Community Sciences (FYCS) since 2007. His research expertise is risk management, service-learning, experiential learning, youth leadership development, volunteer management in nonprofit organizations, and transformational leadership. He teaches undergraduate and graduate courses, conducts research, and provides service through IFAS Extension serving all 67 counties in the state of Florida.

Kate H. Fletcher is a Senior Lecturer for the University of Florida and has been a faculty member in the FYCS since 2008. Her research is service-learning, experiential learning, youth leadership development, and mentorship. She teaches undergraduate courses, conducts research, and provides service through academic advising and mentoring of undergraduate and graduate students. She is pursuing a doctorate degree in Leadership through the Department of Agricultural Education and Communication at the University of Florida.

Chris Lawlor is the co-founder and Chief Executive Officer at Learn International.

Mary Coyle has been building local community capital since 1996 in County Donegal, Ireland. Her founding purpose is rooted in promoting positive social change and community development. She has established, promoted, operated, and developed an internationally known Community Centre. She continues to fundraise and manage the Centre. The Centre is dedicated to the direct provision of community support, development, enterprise and education services for children, young people, parents, and families in the community.

Rising from the ashes – the story of a faculty’s journey to a culture of Service-Learning.

E. Kung, K. Kaiser, & C. van der Vyver

The story we bring to you is the story of a Faculty of Education’s journey to embedding Service-Learning into pre-service teacher curriculums as a catalyst for societal, institutional, and student transformation. We are but at the beginning of the journey but hope that the growth over the last five years is indicative of the road ahead. To provide context to our situation, we need to share a short history, paint a picture of the faculty today and share our dreams. The North-West University (NWU) came into being in 2004, as part of a restructuring of tertiary education in South Africa. A “forced” merger of three vastly different institutions, the University of the North (a black, rural university situated in what was previously Bophutatswana), the Potchefstroom University for Christian Education (a traditional, white, Afrikaans university, consisting of a main campus in Potchefstroom and a satellite campus in Vanderbijlpark) and the Sebokeng campus of the Vista University (a multi campus university for black students spread across South Africa). As one can imagine, this merger did not come about without many issues and baggage. Jumping to 2016, the management of the NWU embark on a complete restructuring of the university to counter division between the three campuses, Mahikeng, Potchefstroom and Vanderbijlpark. Along with the restructuring also came full alignment of programmes across campuses. One of the aims of the restructuring was to ensure equal managerial representation across the institution. Thus, a faculty would have an executive dean, supported by three deputy deans, one per campus. Each deputy dean took responsibility for a portfolio, Teaching and Learning, Research and Innovation and Community Engagement. By creating a focused position for community engagement, the NWU ensured to address the worldwide cry for universities to move from ivory towers of knowledge to collaborators with the members of the societies they serve. Our story emits from an exploratory participatory action research study making use of the narrative method forming part of a larger project focused on storytelling as teaching strategy. The aim of the exploratory study is to establish how Service-Learning can contribute to societal, institutional and student transformation within a faculty from an interprevist paradigm. The focus of our story will be the lived experiences of various role players in faculty, i.e., management, Service-Learning project owners, students, staff, and community members participating the in Service-Learning projects, sharing their journey on the road to slowly change minds and transform initial teacher training within the Faculty of Education of the North-West University. Our purpose is to share with the audience a journey of growth. Our story will share how Community Engagement as the stepchild in tertiary education is slowly rising from the ashes with the aim to encourage some of our audience to embark on a similar and/or renew the passion for change in other audience members. At the same time, we wish to learn from our audience and their experiences through conversation.

Dr Elize Küng is currently the Deputy Dean, Community Engagement and Stakeholder Relations in the Faculty of Education of the North-West University. She obtained a BA, PGCE, B.Ed. Hons, M. Ed at the then P.U. for C.H.E and her Ph.D. at the North-West University. While her research has focused on human rights, but of late her interest is in the role of Service-Learning and Work Integrated Learning in preservice teacher education.

Prof Kotie Kaiser is the director of the School for Languages in the Faculty of Education of the North-West University. Her areas of expertise are ESL teaching and learning, LAC, and Multilingual Pedagogies.

Dr Corné van der Vyver is a lecturer in the subject group Afrikaans for language education in the Faculty of Education She obtained the following qualifications: BA(Ed) from the University of the Free State (1990); and the consecutively from the North-West University, Honors in Language Practice (2007), MA in Afrikaans and Netherlands (2014) and PhD (2018).

Service-learning Across Disciplines: One Event, Multiple Opportunities.

J. VanSickle, K. Watkins, A. Garabrant, T. Morris & S. Wareham

In the traditional service-learning model one faculty member partners with a community organization to enact a service-learning project related to a specific course that fulfills a specific community need (Bringle, Philips, & Hudson, 2004) thus connecting the service to specific course/program content (Eyler, 1999). While it is widely known that service-learning benefits students across a variety of disciplines, providing opportunities for personal, professional, and cultural growth (Jarrett, Dunnm, Tomchek, Reynolds, & Mercer, n.d.), rarely do faculty from different disciplines intentionally work together with one community partner (Marx, Glaser, Moran, & Tucker, 2021) on a project that meets everyone's needs. This presentation will tell the story of how faculty from 7 different disciplines (music therapy, nursing, occupational therapy, physical therapy, education, public health, and sport management) collaborated to implement a unique service-learning project for Special Olympics Indiana athletes. Presenters will share the processes used for creating the project and the benefits derived by students, faculty and the community partner, Special Olympics Indiana. Attendees will be provided with a model for creating a similar project.

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Toni Morris, DNP, RN, CNE is an Associate Professor in Nursing at the University of Indianapolis. She is a nurse with over 25 years of experience and interest in operating room nursing, informatics, community-public health, service-learning, interprofessional education, disaster simulation, and nursing education. Dr. Morris earned her Bachelor of Nursing from Indiana University, her Master of Nursing Education from the University of Indianapolis, and her Doctorate of Nursing Practice from Indiana State University.

Sarah Wareham, PhD is an Assistant Professor of Education, teaching in the areas of special education, inclusion, and Universal Design for Learning. Dr. Wareham joined the University of Indianapolis School of Education faculty in 2019. Previously, she worked for 15 years as a special education teacher in a large, urban school district in Indianapolis. Dr. Wareham earned her doctorate in Educational Leadership from Indiana State University studying the impact of teacher attitudes on professional collaboration and student participation. She presents at international, national, state, and local conferences, speaking on the topics of Universal Design for Learning and Inclusion.

Service-learning and inclusion: Building capacity and partnership through universal design for learning principles.

L. Gilchrist

Inclusive higher education (IHE) programs designed to serve the needs of college students with intellectual disability continue to be on the rise (Grigal & Papay, 2018). In even more recent years, the call for inclusivity on college campus have been evident. In tandem, inclusive higher education programs are being called to design academic components within inclusive, not segregated settings. In other words, inclusive higher education (IHEs) are being challenged to teach essential independent living skills in inclusive environments. Over the past two and a half years, this inclusive model has been strengthened through the partnership with a Vanderbilt University, Human and Organizational Development (HOD) service-learning course and the Next Steps at Vanderbilt program.

Together, the HOD undergraduate course and the Next Steps program leadership developed a multiyear service-learning partnership aimed at joining students and faculty from both contexts to thoughtfully address inclusivity in program design and delivery. The mission of the undergraduate course is to explore the complexities of health service delivery to diverse populations. Social-ecological models are applied to provide a deeper understanding of the impacts of health policy, social justice, structural inequities, and the systems of diverse communities so that students may be more effective in serving the needs of all people. Launched in 2010, Next Steps at Vanderbilt is a "4-year inclusive higher education program committed to providing students with intellectual disability an inclusive, transformational postsecondary education in academics, social and career development, and independent living, while honoring equality, compassion, and excellence in all endeavors."

This partnership provides the opportunity for undergraduate students to serve in two capacities, as tutors assisting students enrolled through Next Steps with these independent studies, and scholars working to differentiate independent study syllabi. Students will be working in conjunction with Next Steps students, faculty, and staff as well as external community-based resources in researching, developing, and delivering Experiential Seminar course syllabi used for the personal and professional development for students enrolled in the Next Steps program. The focus of the tutoring and syllabi design efforts will address areas as social and career development, health and well-being, community resources and engagement, and independent living. Through this initiative, HOD students will better understand the value and application of Universal Design for Learning principles in inclusive program and service design and delivery. All participants learn valuable skills in collaboration, teamwork, and are experiencing, first-hand, the power and importance of inclusion.

The decision to utilize service-learning pedagogy to guide the collaboration between Next Steps and the HOD undergraduate course was intentional and aimed to engage students, faculty, and program leaders in all aspects of the learning process. As an instructional method, service-learning has been found to enrich learning and strengthen communities (Fiske, 2001). Other research has emphasized the relationship between service-learning and critical thinking skills and deep learning (Hahn & Hatcher, 2015; Conway et al., 2009). Further, much has been written about the benefits of service-learning for students including greater self-awareness; development of interpersonal and leadership skills; preparedness for future professional responsibility (Huda et al., 2018); and potential to improve students' sense of self-concept and self-efficacy (Reeb et al., 2010). Considering these critical areas of stakeholder growth and development, service-learning proved to be the shared mechanism through which program goals, course objectives, and student learning were realized.

The nature of the service-learning collaboration lends itself to the power of building capacity to better achieve the measurable outcomes listed above. The end of the Fall 2023 semester marks the completion of five semesters implementing this academic structure and in partnership with a service-learning course. Through this service-learning partnership, over 40 students enrolled through Next Steps have demonstrated an increased level of knowledge, skills, and awareness of community resources pertaining to their topic of choice. Joining with the HOD undergraduate class, Next Steps was able to illicit the support of over 140 HOD students. Serving as tutors and syllabus developers, these HOD students tackled syllabus topics as entrepreneurship, building technology skills, civic engagement, managing mental health, building cultural diversity, and developing leadership skills. In a direct effort to build community and encourage reciprocity of learning between Next Steps and the HOD course, the service-learning initiative was developed to continuously integrate Next Steps students, undergraduate student, faculty, and program leaders in the design-feedback-evaluation process. We are looking forward to the continued growth of this service-learning initiative and reflecting on its journey with those at the International Symposium on Service-Learning.

Leigh Z. Gilchrist is an Associate Professor and serves as the Director of Undergraduate Studies in Human and Organizational Development (HOD) at Vanderbilt University. Her research examines the impact of service-learning and community engagement on student development, community partnerships, and teaching practices within the context of Higher Education and K-12. She incorporates service-learning and community engagement into her teaching and service and views the campus and broader communities as vital components to her professional identity.

Global Leadership in Troubled Times: A student-led international sister city project.

S. Ramer & K. LaComba

While inquiry into international service-learning endeavors under normal circumstances is plentiful (Furco & Billig, 2020), little is known about what – if anything – educational institutions and their constituents (faculty, staff, and students) can do to offer meaningful assistance in times of crises, especially as violent and damaging as armed conflict. The philosophical purpose of this storytelling session is to demonstrate that extraordinary circumstances need not be a deterrent to involving students in meaningful service-learning opportunities, and a creative approach to stakeholder support can produce lasting and self-sustaining results. Practically, this storytelling session has a purpose of demonstrating a replicable mechanism through which students can engage in a multicultural collaborative service-learning project that addresses the needs of local communities during a time of a global crisis.

Russia's full-scale invasion of Ukraine in February of 2022 ended the world as we know it and posed unprecedented challenges to international organizations, refugee nonprofits, world governments, and academic institutions. In response, the United States Agency for International Development (USAID) has sharply increased its investment in Ukraine's victory through projects in local governance and accountability, fiscal system reform, cybersecurity, and economic resilience. One of its largest projects is implemented by DAI Global and focuses on assisting Ukraine with its decentralization reform (Udovychenko et al., 2017), including a process of pairing up Ukrainian communities with US communities for mentorship and knowledge exchange around local government transparency, fiscal responsibility, and community engagement. Several such "sister city" partnerships have been established, including two in Indiana: Wabash with Korosten and Monticello with Luibar. Once established, these partnerships require careful guidance on collaboration policies and strategies of communications and outreach to local communities (Gil, 2020). Such tasks are often a challenge to the local community's capacity, especially for those affected by an active invasion and the day-to-day response to emergencies. This is where collaborations with local institutions of higher education can be the key in both addressing local government needs and providing students with real-life service-learning opportunities and ways to get involved with their community for the long term. One of such opportunities in Indiana emerged through the PhD in Global Leadership Program at Saint Mary-of-the-Woods College, where students in GL 886 International Policy and Communications are driving the creation of a collaboration plan and community outreach strategy for a sister city partnership between Terre Haute, Indiana in the US and Zviahel, Zhytomyr Oblast in Ukraine.

The students are preparing the communities to engage in the sister city partnership by conducting in-depth research on geographic, demographic, and economic characteristics of each community; they are working with the local governments to understand priorities and strategic growth plans; and they are working with the local stakeholders to understand the opportunities for community outreach and engagement. Because of the challenging and rapidly changing environment, the group benefits from employing a variety of data collection methods: source material research (maps, census data, historic records), qualitative data collection based on interviews with project leadership and city administration officials, and expert assessments from academic and professional sources. Through the service-learning project, students identified several findings consistent with current research: 1) effective sister city, while an international level partnership, heavily relies on local activism (Creme et al., 2001); 2) the more similarities the communities possess, the more likely the sister city is to be a success (Baycan-Levent et al., 2010); 3) creative solutions in the face of limited resources are necessary to maintain a long-term relationships (Cross, 2010). This demonstrates the empirical importance of the study as it demonstrates that the main tenets of sister city relationship success are still applicable in times of armed conflict and can be used as successful guides for an international service-learning project. Which means that these pillars of success can apply in other upheavals, whether natural or manmade.

In this manner, the findings of this project fill theoretical and practical gaps in the service-learning realm by providing guidance on the strategies that remain successful in troubled times. In a world that was rocked by the COVID-19 pandemic (Reif-Stice & Smith Frigerio, 2021) and is now ripe with multiple simultaneously occurring armed conflicts, this knowledge is valuable to those who still want to provide students with service-learning opportunities to bring about positive changes in most challenging environments.

During the conference storytelling session, facilitators will outline the initiation of the sister city project, steps involved in working with relevant stakeholders, and the process by which students drive the creation of a collaboration policy and communications strategy. This will be a highly practical session with applicable learnings for managers (faculty, university and nonprofit staff managing service-learning program) through demonstrations and hands-on activities. Participants will understand how such service-learning projects can become catalysts for societal change, how collaborating with multiple international stakeholders creates an opportunity for long-term impact, and how conducting this type of project can make a substantial difference in communities affected by global crises. Participants will receive take-home materials and templates that will allow them to apply the methods in their own institutions and replicate this type of service-learning project for other communities worldwide.

Born and raised in Ukraine, **Svitlana** obtained her MS and PhD in the US, focusing on acculturation and diasporic travel. She is currently a Senior Communications Manager, Ukraine Projects with DAI Global and Adjunct Faculty in PhD in Global Leadership at Saint Mary-of-the-Woods College.

Kimberly LaComba, Ph.D. is the Director of the Ph.D. in Global Leadership program and an Assistant Professor of Global Leadership at SMWC. With more than 20 years of experience in higher education, she has served in a variety of faculty and administrative roles. Dr. LaComba has taught both graduate and undergraduate students in business and leadership courses.

Service-Learning Impacts on Career Exploration and Wellbeing in the Exploratory Studies Program

I. C. Beulaygue & K. S. Murch-Shafer

This project aims to answer the following research question: To what extent and in what ways does Service-Learning benefit the exploration of majors and careers while improving student well-being in the Exploratory Studies Program at the University of Nebraska at Omaha (UNO)? Rationale: This research describes the novel and unique Service-Learning activities of the Exploratory Studies Program at UNO. This multicultural and interdisciplinary wrap around support network helps first-year undecided students to explore majors and careers, improves their sense of belonging in the UNO community, and guides them to declare an academic path. Our faculty, students, and community partners (UNO's Service-Learning Academy, AIM Brain Exchange, Together Inc.) have conducted Service-Learning projects connected to the interdisciplinary exploration of majors and career pathways in STEM fields, environmental and sustainability, gerontology, and education—while connecting pedagogy to real world social issues such as climate change, food insecurity, AI and the future of work, etc... A wide body of research has demonstrated that helping others through service and human interaction can improve our own happiness levels, foster community engagement, and build meaningful connections. In addition, research shows that people who help others have reduced mortality and experience less stress (Poulin et al. 2013). Service-Learning enhances the growth of the community and the common good. Finally, it fosters the development of civic responsibility, while generating measurable impact in our campus communities (Eyler 2002).

Methodology: Community partners help design Service-Learning projects to assure that interactions help organizations fulfill their missions. Students visit community partners twice in the semester and help complete service projects, while also learning about all the careers needed to make partner organizations run effectively. The current research uses qualitative thematic analysis of post-Service-Learning student reflection writings to uncover various dimensions of two outcomes for first-year students at UNO: 1. Major Exploration and 2. Career Affinities. Student Well-Being Preliminary Findings: Preliminary data suggests multiple dimensions of enhanced student well-being (increased agency, increased sense of belonging, having an "uplifting" feeling when helping the community, which resulted in a very impactful experience. Additionally, research found students had increased affinities for career identities as a result of the experience. Expected Outcomes: This research will highlight new theoretical insights aligning well-being to finding one's major/career purpose. In addition, we expect this project to enhance community building and well-being across a variety of stakeholders, while discovering global career opportunities. We anticipate that our results will be scalable and applicable at other institutions and in other (academic and non-academic settings) and will discuss related policy implications. The current project is value-aligned with the mission of the 2024 International Symposium on Service-Learning in that it aims to create reciprocal and transactional relationships between students and community partners, while looking at global social issues and career opportunities.

Dr. Isabelle Beulaygue is half-French and half-Colombian. She is currently an Instructor of Exploratory Studies and Sociology at the University of Omaha, Nebraska. She earned her doctorate in Sociology from the University of Miami and completed a postdoctoral fellowship at the Center for Promise at Boston University. There, she explored the social, educational, wellness, and economic conditions necessary for children and youth to thrive. Her research focuses on adolescent development and substance use and its impacts on education and well-being during adulthood.

Dr. Karen Murch Shafer: My research interests primarily center on the study of *Apis mellifera* (the European honeybee) and native bees. Current projects investigate identifying genetic honeybee strains that are best able to fight off ecological threats, such as infestations of the *Varroa destructor* mite and wax moths. I'm also interested in providing undergraduate students with small research projects that get them excited about asking scientific questions, and designing and executing approaches to answer those questions. Recent projects include identifying methods for small scale fungal propagation, and the development of new techniques to investigate tooth decay. Best pedagogical practices for teaching science are also an interest.

An Easy Tool to Transform Teacher Preparation: Integrating Global STEM Career Role Models through Leveraging Picture Books.

S. Asim

The elementary school years play a pivotal role in shaping students' perspectives on science, technology, engineering, and mathematics (STEM) learning. In this context, every elementary teacher emerges as a powerful global educator and a catalyst for change in the educational system. This presentation underscores the critical role of elementary educators in a global context, acknowledging their influence not only within the confines of the classroom but also in shaping attitudes and awareness on a global scale. Recognizing the need for a comprehensive and transformative approach to STEM education, this curated book list advocates for the integration of global education. By leveraging the inherent influence of elementary educators, we aim to propel STEM education to new heights, emphasizing its global relevance and impact. The pedagogical approach proposes a strategy for globalizing STEM efforts by anchoring lessons in picture books that showcase STEM careers and role models from diverse cultures around the world. Drawing inspiration from successful examples such as Tu Youyou's groundbreaking malaria treatment discovery rooted in Chinese herbal medicine and Istou Ceesay's grassroots movement to recycle plastic bags in Gambia, the literature serves as a powerful tool for connecting students to real-world contexts and fostering career awareness. During the poster session, participants will actively engage in a book walk, exploring a curated list of literature that exemplifies catalyzing service-learning through learning about diverse cultures. Through this multidisciplinary approach, the aim is to stimulate dialogue, raise awareness, and inspire educators to become agents of positive change in the face of global challenges. (I am open to making this a workshop session if it's worth of participants time and the audience attending)

Dr. Sumreen Asim is a COFFEE enthusiast. She is an associate professor science and technology and teaches courses to both undergraduate and graduate students at Indiana University Southeast. Over the last two decades she has focused her work to share, love and grow with fellow educators.

How to promote a global change from a service-learning course on your campus.

T. Pierce

The purpose of this storytelling session is to inspire, share and provide evidence of ways a service-learning course provided reciprocal relationships and improved the overall health and well being on campus. The exercise science program offers a service-learning course that provides students career experience with faculty and staff. Students practice interactions with staff or faculty as a student personal trainer. Each staff or faculty must commit to twice per week, 30 minutes of physical activity. Students prepare a HIIT training program which offers aerobic and strength benefits in 30 minutes. HIIT training is defined as brief bursts of moderate to vigorous activity with short periods of rest or a less intense activity.

Methods: Students designed a semester program, lasting 12 to 14 weeks. Participants volunteered for the program, signed an informed consent, and were screened for limitations. Volunteers committed every Tuesday and Thursday from 12:15 pm to 12:45 pm. Workouts began with a light intensity circuit consisting of 12 exercises for 30 seconds with a 15 second rest. As the group gained strength, stamina and confidence, their workouts became moderate and at the final weeks, workouts are vigorous. The final weeks consisted of 8-10 exercises, 45 second and 15 second rest. Warm-ups and cool downs were completed if time allowed flexibility was added. Training principles followed were individuality, overload, progression, adaptation, and recovery.

Results & Discussion: The group reported decreased overall blood glucose levels, improved balance and coordination, as well as more energy overall. Patients saw an increase in range of motion and decrease in waist circumference. The group completed more complicated exercises with increased intensity and time compared to when they first began their exercise program. Figure 1.1 shows the various heart rate zones or intensity of the participant in the HIIT training. Blue represents moderate, yellow being moderate vigorous, and orange being vigorous. The progression of the workouts can be clearly identified, increase in overall heart rate, increase in minutes in the moderate vigorous level and 3 minutes of vigorous activity. This shows the overall overload and progression that HIIT training offers. Participants reached 80 - 90% of their maximum heart rate and doubled the number of calories burned.

Conclusion: Students and participants were able to build reciprocal relationships based on the conversation and relationship building. Relationships are a way to strengthen overall campus culture and encourage staff and faculty to engage with students. Students are able to have a professional relationship with the staff and faculty. Students are able to continue building and networking with the staff and faculty as their career develops. The course provides career readiness, communication skills, cueing techniques, motivational opportunities and behavioral strategies. Students are working with people outside of their known age groups, activity levels and profession. This course addresses the worldwide epidemic of sedentary lifestyles and incorporating activity into your day to day life, as a student and faculty. Lack of physical activity is a global health problem, the covid pandemic causes reduced time spent on physical activity and increased sedentary behavior. Future Work In the future, we are hoping to include nutrition accountability and healthy eating education. Participants would understand the impact of an exercise program and a balanced diet can lead to a healthier lifestyle. There are many areas to make improvements, such as, before and after photos, pre and post resting blood pressure measurements, pre and post waist circumference reporting and body composition changes.

Dr. Tricia Pierce is a Registered Clinical Exercise Physiologist through the American College of Sports Medicine. Dr. Pierce worked clinically with cardiac and cancer patients. Currently Dr. Pierce is the Assistant Professor of Exercise Science at St. Mary-of-the-Woods College in Terre Haute, Indiana.

Bridging Knowledge and Action: Insights from Stellenbosch University's Social Impact Knowledge Platform

C. Peters

The 9th International Symposium on Service-Learning convenes under the theme "Global Service-Learning and Transformational Leadership: Cultivating Social Action and Vigilance," reflecting on the imperative of collective action in addressing global challenges. This paper offers reflections on the role of Stellenbosch University's (SU) Social Impact Knowledge Platform within the framework of the Quadruple Helix model, and the context of the Global South, and the necessity of robust monitoring and evaluation mechanisms to gauge impact. SU's Social Impact Knowledge Platform serves as a hub for academic engagement, community partnerships, and societal transformation, embodying principles of service-learning and transformative leadership whilst serving as a conduit for knowledge exchange and fostering collaborations that extend beyond the academic realm and contributing to the University's broader societal impact. Grounded in the Quadruple Helix framework, which emphasizes collaboration among academia, government, industry, and civil society, SU's platform exemplifies a holistic approach to addressing complex socio-economic and environmental challenges through fostering multi-stakeholder dialogue and co-creation of knowledge, SU's initiatives transcend traditional boundaries, catalysing innovative solutions and empowering local communities. In the context of Stellenbosch University, social impact is defined as the positive, measurable change resulting from knowledge-driven actions that address pressing societal challenges. It encompasses a commitment to advancing the well-being of local and global communities through informed, ethical, and transformative initiatives. This paper posits that the transformative potential of service-learning initiatives can only be fully harnessed through systematic monitoring and evaluation, serving as a crucial feedback loop to inform future endeavours. Through the Social Impact Knowledge Platform, service-learning initiatives can be enriched with interdisciplinary perspectives and real-world insights. However, a critical gap persists—insufficient monitoring and evaluation infrastructure undermines the true potential of service-learning. The abstract further highlights this disparity, urging a collective reflection on how to amplify monitoring and evaluation practices. I argue that comprehensive assessment strategies are paramount to bridge the divide between transformative aspirations and measurable societal impact. However, the dynamics between the Global South and Global North present unique considerations in the context of service-learning initiatives. While the Global South often serves as a locus for experiential learning and community engagement, power differentials and historical legacies of colonialism necessitate a nuanced approach to partnership-building and knowledge exchange. SU's social impact knowledge platform embraces principles of reciprocity, mutual respect, and cultural sensitivity, acknowledging the importance of co-learning and solidarity in fostering sustainable development. Practical examples within the South African Local Government sector will be shared, highlighting how it is applicable and or adaptable for the Higher Education sector within the South African context. This paper positions the Social Impact Knowledge Platform as more than just a repository of information but a tool fostering knowledge exchange between academia, practitioners, policymakers, and community stakeholders and revealing the platform as instrumental in shaping service-learning initiatives that lead to tangible societal impact.

Chevaan has over a decade of experience in community engagement within the Higher Education sector of South Africa and remains actively involved through his current role as Manager of Knowledge Information Systems at Stellenbosch University, Division for Social Impact and Transformation Office. He has a Bachelor of Arts in Community Development and furthering his studies while he is accountable for the strategic and operational management of SU's Social Impact Knowledge Platform and provides essential support for the institutionalization of social impact at SU. He fulfills a critical role in advancing the university's mission to create positive social change. The platform he meticulously manages serves as a hub for knowledge-sharing and collaboration, bringing together faculty, students, and external partners to address complex social challenges.

Service-Learning for Student Transformation.

S. Moore, J.R. Jamison & T. Morris

In order to foster student transformation and promote global citizenship, faculty felt that providing a service-learning trip to Cyprus was an ideal opportunity. This trip was designed for students to immerse themselves in another culture and gain insight to issues facing others around the world. This trip provided a way for students to work with the Center for Social Innovation to support community members, developing a reciprocal and transactional relationship. This trip (2024) was a follow-up trip to the 2023 Cyprus Spring Term trip. We have continued the partnership with Center for Social Innovation and are taking part in the Young Cities initiative.

The purpose of the teaching strategy: To create an innovative, interactive, educational opportunity for foundational concepts in global citizenship. This service-learning experience was designed to enhance cultural understanding, develop an appreciation of other populations, and to provide an opportunity to create and foster transactional and reciprocal relationships. Student engagement with the local community gives insight to challenges others may face, and how innovation and partnerships can mitigate challenges; ultimately bringing communities together.

Method/procedures: Faculty and Trip Leaders held call out meetings to recruit students from a variety of degree plans. After the recruitment period ended, regular meetings were held. The meetings were designed to educate students on what to expect when visiting a different country. Students studied topics such as traditional foods, religion, education, views on healthcare, and climate. The group met via GoogleMeet with community partners (Center for Social Innovation) to discuss what project we will be completing, and to develop a relationship prior to visiting Cyprus. These meetings not only were informative, but essential as group dynamics are a significant factor when traveling abroad. These meetings and developing an understanding of group dynamics was essential to meet objective 3: To learn about group dynamics, how to collaborate with others in a group, and increase self-awareness of one's role in a group. Major outcomes: The students all expressed an appreciation for this service-learning experience. Many discussed how different the culture was, while also identifying similarities. The engagement with Cypriots was instrumental in this trip's objectives; To learn about another culture while exploring one's own attitudes, beliefs, and biases regarding cultural diversity and to gain an understanding of international applications and implications for Service-Learning. Major outcomes with the Young Cities initiative have yet to be determined.

Conclusions and implications: As future global leaders, it is crucial that students be offered the opportunity to travel abroad. This experience allows them to develop communication skills, see other viewpoints, gain a better understanding of what is going on in the world around them, understand that providing a service to others not only helps the community but is foundational in developing transactional and reciprocal relationships for the future.

Dr. Shannon Moore is an Associate Professor in undergraduate nursing at University of Indianapolis. She works as a registered nurse at both IU Health Riley Hospital and IU Health Bloomington in the Neonatal Intensive Care Units. Dr. Moore has a passion for service-learning and has led several medical mission trips to Ecuador, as well as a service-learning trip to Cyprus. She believes that student engagement with the world around them is the best teaching strategy.

J. R. Jamison is an award-winning author and storyteller who hosts the Indiana Public Radio and NPR podcast The Facing Project (based on the organization of the same name that he co-founded, and where he serves as president). The Facing Project has helped over 7,000 people in 20 U.S. states and 11 countries tell their stories on tough topics such as homelessness, depression, gun violence, and more with a goal of creating a more understanding and empathetic world. J.R.'s nonfiction and fiction writing has appeared in The Huffington Post, Pangyrus, Beyond Words, Writer's Digest and various other print and web publications, and his work has been covered by outlets such as The Guardian, Harlem World Magazine, PBS, Runner's World, and The Statesider, among others. J.R.'s memoir, *Hillbilly Queer*, was a Libro.fm bestseller in LGBTQ nonfiction (audiobook, narrated by the author) and received starred reviews from Library Journal and Foreword Reviews Magazine, and was chosen as one of The Best Audiobooks of 2023 by Library Journal. In addition, the paperback edition was the silver winner of the 2022 Nautilus Book Award for Best Memoir and a finalist for the 2022 Indiana Authors Award. He can be found online at jrjamison.com.

Toni Morris DNP, RN, CNE is an Associate Professor in Nursing at the University of Indianapolis. She is a nurse with over 25 years of experience and interest in operating room nursing, informatics, community-public health, service-learning, interprofessional education, disaster simulation, and nursing education. Dr. Morris earned her Bachelor of Nursing from Indiana University, her Master of Nursing Education from the University of Indianapolis, and her Doctorate of Nursing Practice from Indiana State University.

The Implementation of Service-Learning into an Accelerated Hybrid Multi-Site Physical Therapy Program.

A. Schlessman, J. Foucrier, S. Trotter, & C. A. Berg-Carramusa

Context: Tufts University's Doctor of Physical Therapy (DPT) multi-site (Boston, Phoenix, Seattle, and Atlanta) program values humanism and social responsibility and is intentional with their mission in positively impacting societal health and improving the human experience with a commitment to excellence, inclusion, discovery, and meaningful service. Its dynamic and innovative curricular design is explicit with integrating service-learning (SL) longitudinally for a geographically diverse group of students that reaches across the entire United States through collaboration within a novel accelerated hybrid education model. This education model poses unique challenges for the academic program, community partners, and students with SL logistics and implementation that demands eliminating the metaphorical box while pioneering and exploring alternative and practical approaches to meet the needs of students, the program, the profession, and society at large.

Our purpose with this storytelling session is to provide an intimate account of our SL journey at Tufts DPT and to share our curricular design and educational strategies that have been effective in promoting positive professional formation in our students while impacting communities served and the physical therapy profession in a meaningful way. We aim to ignite scholarly dialogue and future research in sharing our work, lived experiences, and lessons learned with the implementation of SL into an accelerated hybrid DPT curriculum. We will showcase how our SL curriculum is a catalyst of student transformation in becoming a change agent and ethical leader within local and regional communities, healthcare sectors, and the profession through planning, collaboration, instruction, action, and reflection. We will discuss our SL curricular design and processes in how we empower our students to be agile, adaptive, and resilient by comprehensively facilitating learning across the cognitive, psychomotor, and affective domains so they can effectively navigate global challenges and barriers within evolving communities and situations. Additionally, we will impart our lessons learned in coordinating and adapting SL into a novel accelerated hybrid DPT curriculum.² We will share SL engagement perspectives through qualitative data from our students, faculty, and community partners. Lastly, we will talk about logistical challenges and limitations encountered within our contemporary educational model.

We seek to facilitate an open dialogue with session attendees on engaging innovative and fresh SL initiatives into higher education and hybrid learning, how SL can catalyze positive professional formation and foster development of ethical leadership, and how to transcend posed challenges of SL for an accelerated hybrid curriculum in unison with other organizational and societal barriers.

Objectives: Attendees will:

1. Understand the uniqueness of an innovative SL curricular design and the opportunities and challenges of SL implementation within a novel accelerated hybrid educational model.
2. Compare and contrast approaches to engaging SL across different educational models within higher education in fostering professional formation and ethical leadership development in students.
3. Reframe curricular design and teaching and learning strategies to mitigate challenges and barriers to SL implementation in a novel accelerated hybrid educational model.

Amy has been a pediatric physical therapist since 2002 in Ohio. She has taught in higher education since 2005 with expertise in online and hybrid formats. She is a former faculty liaison in a Center for Teaching Excellence. Her research focuses on pediatric health promotion and the scholarship of teaching and learning. She has given over 60 presentations at national and state conferences, and over 100 invited speaker presentations. She serves APTA Pediatrics in leadership roles.

Dr. Jeffrey Foucrier is an Assistant Professor for the Doctor of Physical Therapy Program at Tufts University School of Medicine (Phoenix). Dr. Foucrier is a Board certified as an Orthopedic Clinical Specialist. He practices in an interprofessional alternative family medicine clinic in Tumwater, WA. He also serves as a clinical member on the Washington State Board of Physical Therapy. His research interests are in online education methodology, curricular development, and clinical education.

Dr. Trotter has a robust community service agenda in the area of delivery of rehabilitation services to resource-limited countries. She has led interprofessional service trips for Potter's House Association International. Her scholarship agenda has been tied to her service work, with presentations at various national and international conferences. She is currently evaluating the effectiveness of pre-departure training for an Interprofessional Service-Learning experience emphasizing simulation to help train for global health experiences.

Dr. Berg-Carramusa's academic experiences embody clinical education, professional formation, & leadership. She has taught across several areas of practice from Neuro & Cardiopulmonary to Geriatrics & Population Health within the context of acute care, inpatient rehabilitation, home health, and outpatient. She held several administrative/leadership roles and worked internationally in Italy. Her scholarly focus is professional formation, the affective domain of learning/clinical practice, values, and financial management.

A High School Service-Learning Course: Transforming Students into Engaged Citizens.

J. Schlessman

A recent study of almost 1,000 middle and high school teachers and almost 1,000 parents of middle and high school students found very limited amounts of service-learning (SL) occurring in middle school and high school (Atwell et al 2021). Most teachers reported their school did not have formalized SL programs at their school (only 16 percent had community service activities directly connected to a course) (Atwell et al 2021). In the study, both parents and teachers reported perceived benefits of SL opportunities, believing SL prepares students to become good citizens, give back to their community, and get along with and understand people different from them (Atwell et al 2021). Around 60% of teachers and parents also believe that SL would benefit students for work and life after high school (Atwell et al 2021).

St. Xavier High School in Cincinnati, Ohio, offers an innovative, SL course for juniors in high school. The course, titled "Mortality and Social Justice with Service," is a course students can choose to take. The course is offered directly before or after lunch time, allowing extended time for students to go off-campus and engage with a variety of community partners for service-learning during school hours throughout the school year. The most basic questions to be explored in this class are "What does it mean to be human, and what will be our response?" Students engage in a systematic approach to moral problem-solving and conscience formation which is ultimately rooted in these questions. Students are asked to reflect on what type of person they want to be (and why) and then encouraged to define their own position on various moral and social justice issues which confront the human community. Students also learn to recognize various stages of moral growth and development. Another focus of the course is "exquisite mutuality." This means not separating individuals into social classes, shaming the poor, and upholding the belief that the lives of some individuals are more important than others. Exquisite mutuality also teaches doing service throughout ones life, for the greater good of humanity, not just as an obligation. I will share SL perspectives of students, faculty, and community partners.

I will discuss logistical challenges and limitations encountered in the course.

Objectives: Attendees will:

1. Understand the uniqueness of an innovative SL course for high school students.
2. Identify the facilitators and barriers of a SL course for high school students.
3. Identify the benefits of a SL course for high school students.

I am **Jacob Schlessman**. I am a junior at St. Xavier High School where I swim, and run cross country and track, and get involved in the my schools community by taking advantage of leadership opportunities, such as editing my school newspaper and and participating in science Olympiad and weekend service. I decided to take morality and social justice with service because upperclassmen had told me what an interesting and fulfilling class it was. I find service-learning to be an extremely valuable opportunity that I would happily recommend to any high school, middle school, or college student.

An Irish tale: How four unlikely characters came together to create a successful international service-learning study abroad program.

D. Pracht, K. H. Fletcher, C. Lawlor, & M. Coyle

It all began with a vision and a desire of one faculty member wanting to create an international youth development service-learning (ISL) study abroad program because of not studying abroad as an undergraduate student. The only issue, she needed a country, a partner, a program provider, and in-country NGO partners for her future students to volunteer directly with youth in another country.

An opportunity through service-learning with a local organization, led to a conversation with a study abroad advisor, which led to a sit-down meeting to share potential program providers and suggestions on countries that provide youth-based ISL opportunities. After this initial meeting, a country (Ireland) and location (Galway) were identified, then the faculty member immediately ran to her department chair's office to seek permission and guidance. The Chair suggested a partner with expertise in both service-learning and study abroad, and so the faculty member walked down the hallway and knocked on the door of this suggested faculty member to partner with. She asked this potential future partner, "want to go to Ireland with me on a study abroad?" and he said "Sure". And so, the partnership began.

Now, with City, Country, and Partner identified, the next step was to connect with a program provider. But, this initial program provider was anything but what this fledging program and people needed to be successful. After 4-weeks in country on program, without a secured NGO partner, a massive kerfuffle ensued, instigating a ripple effect through the program, students, and faculty partners to find a new partner that truly understood both Ireland and ISL intimately. Therefore, we parted ways with the original program provider and took the advice of the Assistant Director of the International Center to contact a brand-new program provider. In comes the mighty CEO of one Irish-based program provider to save the day. He vision-casts not just one city, but a rural, remote Irish village with an Irish Fairy Godmother who can make all your dreams come true. Our best-practices include a shared vision, daring to dream, accumulated experience, openness to change, a concern for the community, a love of culture and people, and desire to transform lives.

This story-telling session will include two faculty members, two program providers, and one community partner. This will be a collaborative storytelling session in which a rich and detailed story will be expanded upon from the above description.

Dr. Pracht is an Associate Professor Community Based Organizational Systems for the University of Florida and has been a faculty member in the Department of Family, Youth and Community Sciences (FYCS) since 2007. His research expertise is risk management, service-learning, experiential learning, youth leadership development, volunteer management in nonprofit organizations, and transformational leadership. He teaches undergraduate and graduate courses, conducts research, and provides service through IFAS Extension serving all 67 counties in the state of Florida.

Kate H. Fletcher is a Senior Lecturer for the University of Florida and has been a faculty member in the FYCS since 2008. Her research is service-learning, experiential learning, youth leadership development, and mentorship. She teaches undergraduate courses, conducts research, and provides service through academic advising and mentoring of undergraduate and graduate students. She is pursuing a doctorate degree in Leadership through the Department of Agricultural Education and Communication at the University of Florida.

Chris Lawlor is the co-founder and Chief Executive Officer at Learn International.

Mary Coyle has been building local community capital since 1996 in County Donegal, Ireland. Her founding purpose is rooted in promoting positive social change and community development. She has established, promoted, operated, and developed an internationally known Community Centre. She continues to fundraise and manage the Centre. The Centre is dedicated to the direct provision of community support, development, enterprise and education services for children, young people, parents, and families in the community.

Becoming change makers through service-learning and human-centered design: Students & community standing in the gap together.

R. Wolverton

This presentation will focus on empowering students and leaders to transform their community by taking on the work of social justice. It's the story of the partnership of University of Indianapolis' One14 Design Studio, a faculty-led student-staffed design agency and non-profit partner, ProAct Indy. The goal of ProAct is to empower youth to stand in the gap for vulnerable populations to turn the world outward. ProAct is committed to improving the mental health and well-being of vulnerable youth in Indianapolis and beyond. They believe that people, not programs have the power to create meaningful change through character-building, mentoring and leadership training through a curriculum focused on social equity and community service.

When One14 invited ProAct Indy to take on a human-centered socially-just design project it was a collaboration aligned to both of their missions. Human-centered design involves not just designing for but designing solutions to social justice issues together. One14 Design aims to help graphic design students learn how to utilize strategy and research with design skills to become creators of transformation and not just makers of things. This starts by helping students fill a toolbox with something beyond physical tools — research methods and strategies for not just solving design challenges but seeking out the needs and offering solutions for real people. By implementing service-learning it allows us to break away from the classroom to work with communities on real life challenges, even social issues that might be considered wicked problems because they often have deep rooted social and cultural dimensions that are deeply interconnected with other things making them resistant to quick fixes.

You will hear both the perspective of the leaders in the ProAct community and faculty in One-14 Design. Experience the shared perspectives, innovative process, impactful tools, and the transformative outcomes of our joint efforts in service-learning. Discover how we fostered trust, sustained engagement, and leveraged human-centered design to address challenges related to racial disparity, restorative justice, community service, and appreciation.

Rhonda Wolverton seeks to be a creator of transformation. By leveraging design's ability to inform, persuade and advocate her work empowers individuals, connects people and engages communities and often includes service-learning. For the last 8 years an Assistant then Associate Professor at University of Indianapolis. There she served as the Creative Director for One-14 Design a student-staffed design agency. Wolverton is currently a Assistant Professor of Graphic Design at Texas Christian University.

Amplifying Voices: Service-Learning and the Imperative to Capture the Experiences of Black Women.

T. Jones

"Power is the ability not just to tell the story of another person but to make it the definitive story of that person. The Palestinian poet Mourid Barghouti writes that if you want to dispossess a people, the simplest way to do it is to tell their story and to start with "secondly." Chimamanda Adichie

In Adichie's TED talk, she shares the danger of the single story. This abstract examines the intersection of service-learning and the imperative to capture the distinct experiences of Black women within the educational sector. This research explores how service-learning can be utilized as a powerful tool to engage and document Black women's unique perspectives and contributions by recognizing the importance of diverse narratives in shaping comprehensive educational approaches by delving into the historical and sociocultural contexts that have shaped the experiences of Black women, emphasizing the need for inclusive educational practices, multifarious educational pedagogy, expanded curricula, and diversified "Best Practice." It explores how service-learning initiatives can serve as platforms for Black women to share their stories, perspectives, and insights, fostering a deeper understanding of their roles in historically accurate teaching and learning, fugitive pedagogy, curricula/community development, and social change.

Drawing on theoretical frameworks and practical examples, this abstract showcases how tailored service-learning programs can capture and amplify the voices of the many Black educators who utilize alternative measures to ensure historical accuracy, data-driven teaching and learning, metacognitive thinking, problem-solving, and instituting a new set of best practices for kinesthetic tactical learners. Through storytelling, this work explores and seeks to answer how service-learning can be utilized as a powerful tool to engage and document the unique perspectives and the educational prowess of Black contributors, especially Black women. The work will address the challenges associated with the endeavor, such as the potential for double consciousness, especially when interacting outside of the learning environment, tokenization, and the importance of establishing ethical frameworks for storytelling within service-learning initiatives.

By prioritizing narrating the experiences of Black women in service-learning, this research contributes to a more nuanced understanding of community engagement and social impact, emphasizing the role of educators, community partners, and students in co-creating spaces that authentically capture and celebrate the rich contributions of Black women to the service-learning narrative. Ultimately, integrating Black women's experiences into service-learning initiatives enhances the educational experience and promotes social justice and equity within the broader community.

Tasha Jones is a rare and wonderful artist who strikes a balance in a world so often lopsided. Jones is a student of life and a teacher of lessons. On stage, she tells the story of her life and, in doing so, tells the story of all women. She offers a perspective, poignancy, and insight in her writing that allows men to see themselves through her work and women to see themselves in it

Going full circle in SLEAK project & Stronger together.

J. Bester & M. Kloppers

The SLEAK (Skills, Learning and Educational Activities for Kids) project was established in 2008 as a joint partnership between a community and the Division of Occupational Therapy Stellenbosch University. The vision of the SLEAK program is to create a sustainable, non-profit, leisure-time activity project for the youth aged 10-13 to curb drug and gangster-related activities and to foster healthy work-related skills in these youths to make them responsible and productive members of their community. The project is situated in Bishop Lavis that forms part of the Cape Flats – a previously disadvantaged community with a high unemployment rate and limited resources.

In 2019, the Dean of the Faculty of Medicine and Health Sciences pointed out that the largest advancement in health for those living in resource-constrained settings is going to be made outside of the healthcare realm. Therefore, to address the most pressing healthcare challenges, and specifically in the context of equity and equal opportunity, initiatives should acknowledge the social determinants of health in which these activities are embedded. This led the Division of Occupational Therapy to seek intra-institutional partners to share knowledge, collaboration, and an innovative mindset, to re-imagine and strengthen the already established SLEAK project, in a way that the collaborative effort could increase the impact.

At the end of 2019 SLEAK 2.0 was established by forming collaborative partnerships with two other faculties (Theology's Unit for Moral Leadership and Maties sports Centre for Sport Leadership) to enrich and expand the activities SLEAK could offer the project participants. The new partnerships enabled SLEAK 2.0 to expand its focus from learner centered to the learner within their context – strengthening the input offered to the SLEAK parents and learners.

The input offered by the three collaborators is as follows:

- The Division of Occupational Therapy conducts weekly training of community volunteers to present age-appropriate constructive leisure-time activities to learners to facilitate the development of transferable skills. These activities are presented twice a week as part of the after-school activities. Home visits are conducted four times a year to each of the learners' parents in an attempt to build relationships and foster shared values with the parents.
- The Faculty of Theology joins Occupational Therapy students on home-visits to SLEAK learner parents and contributes to the creation of a stable home environment by facilitating value development and character building within the family so that the learners can prosper.
- The Centre for Sport Leadership (Maties sport) provides physical sport activities and skill development as part of the weekly after-school activities.

All partners follow a quarterly theme with their activities, ensuring a shared focus in the project. Collaboration is further maintained and strengthened by partners attending an annual planning meeting at the start of every year. At the end of every quarter a reflective meeting is held where partners have the opportunity to give feedback on their experience of the collaboration as well as changes to project activities that need to be made. Furthermore, daily and/or weekly communication occurs via WhatsApp and email for implementation of the day-to-day running of project. An annual project evaluation report is done by Occupational Therapy students incorporating feedback from all partners and project participants. This evaluation report is used to plan the project for the next year and apply for funding as needed.

The gains from this collaboration are on multiple levels. The students involved have opportunities for peer-to-peer learning in a wider arena than their own professional field (interdisciplinary awareness across faculties). They gain exposure to other cultures and have the opportunity to develop leadership skills for the greater good of the project participants. The SLEAK learners have access to sport resources and skill development that otherwise was not available to them in their community. SLEAK parents receive support on a spiritual level to help them build a family value system. The SLEAK project itself now has access to a wider network of resources to enable a wider reach and impact.

Ms. Maatje Kloppers: Lecturer in Occupational Therapy. My research interests include Interprofessional Education, technology in teaching and rehabilitation outcomes in community-based settings.

Ms. Juanita Bester: Senior Lecturer in Occupational Therapy. My research interests are focused on the field of education with a specific interest in interprofessional education, service-learning and fieldwork education.

Enacting community service-learning as an integrated social justice pedagogy: Lessons from a 25-year retrospection.

A. Naidoo

In this presentation I propose to reflect on a career as a black community psychologist/academic with a deep commitment to engaged service-learning scholarship in a predominantly white university setting in the South African context. I will firstly present my own journey to enact an approach to psychology as a discipline and practice that engages with the social justice imperative of a country still struggling to emerge from its apartheid past. I will then describe, using examples and illustrations from two major projects that I've initiated, the theoretical and practical considerations that guided the conceptualisation, development, implementation and adaptation of these projects in different community settings. This will include endeavours to integrate teaching, praxis and research at graduate level, with the needs of racially diverse students and the needs of the community partners. I will also reflect on how COVID-19 conditions impacted on project implementation and provided opportunity for multidisciplinary collaborative and innovative methodologies. Finally, I will share my own lessons gleaned from 25 years experience straddling the roles of community psychologist, activist, academic (teaching, training and research) and transitions for the future.

Anthony Naidoo is an Emeritus Professor in Community Psychology at Stellenbosch University, South Africa. He holds a PhD in Counselling Psychology from Ball State University. He has a track record of 25 years as an academic-activist committed to a community based participatory action research pedagogy with a social justice value, emanating from his experience as a Black South African growing up in the apartheid era.

The Impact of Service-Learning on Public Policy Making.

M. F. Harake & P. Cartwright

Linking service-learning to social transformation, the purpose of this paper is to study the role of academia in drawing public policy. A French study was conducted in order to explore the role of higher education institutions when it comes to both implicating their students in the associative world through curriculum changes, project initiatives, state funded actions, etc. and participation in policy making. The study reviews the role of universities and business schools in the drafting and implementation of French laws that recognize and promote students' engagement in social development both locally and abroad and how it is concretized in their education in various forms such as course credit awarding, exemption from certain courses or internships relating to the student's course and pre-requisite for various degrees, scholarships, etc. Interviews conducted with academic officials, public servants, legislators, and students between 2022 and 2023 identify a very particular French service-learning model. Results indicate the emergence of a hybrid system that recognizes valued skills and abilities acquired through voluntary activities within operational projects by students that have been both identified and put into place by academic institutions and framed by both national and regional public administrations.

Prof. Dr. M. F. HARAKE is a management Professor based in France. He is currently the Director of International Academic Affairs of GIP CEI (a French Higher Education and Research Institution) and the scientific director of the MBA DELIVERWEB at ALTERNIS Business School (Bordeaux – France). On another note, Dr. M.F. HARAKE is a research fellow at the CEREGE Research Laboratory (University of Poitiers – France), and a visiting research fellow at CABMR Research Center (Paris – France). His research interests include Post-Conflict Public Management, Crisis and Urgent Operations Management, Humanitarian Logistics, and Project Management in Unstable Environments.

Dr. Phillip A. Cartwright is an American citizen raised in the Chicago area living in France for over thirty years. A Ph.D. in economics from the University of Illinois, Urbana-Champaign, he has forty years of academic and business experience and he has published extensively in leading journals. He has been posted at the University of Georgia, Imperial College School of Business, London Business School and INSEAD. Today, he is Full Professor and Academic Dean, International DBA, Ascencia Business School, Paris and Director, Ascencia Center for Applied Business and Management Research; and Visiting Researcher, Royal College of Music, Centre for Performance Science, London. Phil's teaching and research interests are in the areas of research methodology (quantitative), corporate finance, performance science, and the performing arts. He is Founder, HorizonVU Sound and Movement. He studies music theory and composition at the Berklee College of Music and he is a member of the American Economic Association, American Psychological Association, American Musicological Society, the Dance Studies Association, and the Society for Dance Research.

Exploring Service–Learning as a Tool for Expanding Pre–Service Teachers’ Professional Role Identities.

S. Denney & K. Reinhardt

Significant increases in the population of immigrant students in U.S. schools over the last decade has challenged K–12 educators to move beyond traditional support systems typically focused on English language proficiency. To design lessons, deliver instruction, and enact pedagogies that are culturally sustaining, future teachers need to know about students’ funds of knowledge — the personal, cultural, and community assets students bring with them from their homes into the classroom. The enactment of culturally relevant pedagogy requires teachers to first engage in critical self–reflection and gain knowledge of their own culture and the cultures of others. In this qualitative study, theories of culturally sustaining pedagogy (CSP), funds of knowledge, and the Dynamic Systems Model of Role Identity (DSMRI), are employed to examine the role identities of pre–service teachers before and after a service–learning project that allowed them to interact with K–12 English Language learners (ELLs) and gain firsthand insight into the K–12 students’ funds of knowledge.

As a part of this qualitative case study, undergraduate students enrolled in education courses with multicultural lenses will engage in initial reflection on their perceptions of their professional role identities as teachers in relation to CSP. The service–learning project consists of a minimum of 5 contact hours with ELLs. The teacher educators worked collaboratively with community agencies and K–12 classroom teachers to develop the service–learning project activities. Pre–service teachers were tasked with getting to know students’ cultural backgrounds and interests, as well as supporting students with homework, reading strategies, and social emotional programming coordinated by the hosting teachers. At the completion of their service–learning experience, pre–service teachers will be surveyed a second time, and again asked to reflect upon their purpose of CSP, beliefs about CSP, self–perceptions, and perceived action possibilities related to CSP.

Preliminary findings from the study suggest that pre–service teachers (undergraduate students) are able to grow in their knowledge and skills designing instruction and classroom environments for culturally and linguistically diverse students, and thus shift their professional role identities to come into greater alignment with the tenets of CSP. We anticipate the results of this study will demonstrate how teacher preparation programs can creatively partner with classroom teachers and community partners to bring concepts from multicultural education to life through service–learning. The current climate surrounding teacher preparation is pushing programs to prepare teachers quickly and “efficiently,” making it difficult to add additional experiences, courses, and credit hours for students to explore concepts such as CSP in–depth. With thoughtful co–planning and structuring of the service–learning experiences, teacher preparation programs can more fully allow students to embrace professional identities as multicultural educators.

Sarah Denney is an assistant professor in the School of Education at the University of Indianapolis. She teaches courses in multicultural education, social studies education, and educational assessment. She has 9 years of K–12 experience as both a classroom teacher and administrator. She earned her Ph.D. in Curriculum and Instruction from the University of South Florida, in Tampa, FL.

Katrina Reinhardt is an assistant professor in the School of Education at the University of Indianapolis. For 10+ years she has served UIndy students by teaching introductory, literacy, and EL courses, arranging fieldwork, coaching teachers, and coordinating the secondary education program. She is currently enrolled as an EdD candidate at Indiana University for Literacy, Culture and Language Education where she is researching how teachers are prepared to teach ELs in the general education classroom.

From job-seeking to job-creation initiative: Changing the ecosystem and improving graduate attributes for African graduates through service-learning.

U. Useh

Background: The burden of youth unemployment in Africa is documented and recorded in various political statements and government bulletins across the continent. African graduates are ill-equipped with the right skills to transfer or apply their learning to the real life or in the work environment. It is hoped that effective service-learning initiatives will positively impact on this narrative.

Rationale: This initiative shall assist in re-evaluating and reviewing South Africa's higher education ecosystem in order to train graduates who will not only be job-seekers but also be job-creators through service-learning re-engineering. Problem being addressed: Traditionally, a higher education or training is believed to be the pathway towards securing employment by youths. However, this is no longer the case in our society as African graduates have been deemed unemployable by employers. They are said to lack the skills to apply their training to the real-world issues that are to be addressed in the workplaces and services to achieve the mandate of the African Union. The official unemployment rate released by StatSA in the second quarter of 2022 showed that the total number of unemployed youths aged 15-34 increased by 2% (92000) to 4.8 million from the first quarter of the year. Youths in South Africa continue to be disproportionately affected by unemployment with the majority often classified into three categories uneducated, unemployed, and unemployable. It therefore behooves on universities and other higher education institutions to be more innovative in the design of their curricular from admission to graduation to train graduates who are equipped to apply their learning outside the classroom.

Expected outcomes: To train graduates who will be job-creators would involve a modification in pedagogy technique and approach to include an inter-professional and multi-sectoral in which students from several disciplines would work together towards developing social impact driven-projects for national development. The pre-requisite skills enhancement should include transferable, entrepreneurial, ICT, and presentation and communication skills. Transforming African our graduates from job-seekers to job-creators must be transversal, involving the joint work of several disciplines and dialogue between different areas of the same discipline. Integration has a long and rich history that is reflected in higher education and professional practice. It is our view that students from different disciplines and groups and cultures and/or across faculties in a university should be able to work together to build themselves into job-creating graduates.

Conclusion: Service-learning should be seen as a framework for developing curriculum to enhance job-creation attributes amongst graduates.

Dr. Ushotanefe Useh is the Deputy Dean, Faculty of Health Sciences (for Community Engagement and Stake Holder Relations). A multidisciplinary professional in Health (Physical Therapy), Education, Law, Humanities, and Management and a C2 rated research with the National Research Foundation (NRF). He has been committed to excellence in teaching and learning, research, and community engagement. He is particularly committed to a broader outlook on university strategy that involves keying into global initiatives for sustainable development such as the United Nations Sustainable Development Goals (UNSDGs).

An International Service-learning Trip's Impact on Graduate Students' Interprofessional Collaboration: A Mixed-methods study.

S. Ross, W. Scogin, & B. Aho

International service-learning exposes students to cultural, societal, political, and physical experiences. This exposure is especially beneficial for healthcare professional students as they prepare for practice in a world that is globally interconnected. An additional aspect of healthcare practice is interprofessionalism. Interprofessional practice occurs when two or more providers are jointly involved in patient, which has evidence to support improved patient outcomes. Most all health professional education programs have required components of interprofessional education.

The frequency of interprofessional international service-learning opportunity for healthcare professional students has been growing; however, there is still a lack of strong evidence as to the effectiveness of these trips. The purpose of this study was to look at the impact of an interprofessional international service-learning trip on the interprofessional collaborative skills of graduate healthcare professional students, and how it impacts them as it relates to working in cross-cultural services or with underserved populations.

Methods: This was a mixed-methods study composed of a quantitative survey study and phenomenological study of healthcare professional graduate students' experience on a service-learning trip to Ecuador. The study consisted of students (n=37) from physical therapy (n=11), physician assistant (n=11), and speech-language pathology (n=15). Data collection took place during two separate service-learning trips over two consecutive years. The Interprofessional Collaborative Competencies Attainments (ICCAS) was administered to the students immediately prior to the trip (pre-IPE) and during the final trip debrief (post-IPE). The ICCAS is validated instrument which assesses perceived IPEC core competency skill attainment. The ICCAS-Q20 has 20 items that are scored from 1-7, with 1 being strongly disagree and 7 strongly agree. ICCAS constructs include communication, collaboration, roles and responsibilities, patient-centered care, and conflict management-team functioning. The data from the surveys were analyzed for descriptive information, as well as pair sample test to determine any pre-post difference. Qualitatively, the final debriefing of each trip was recorded and transcribed. This debriefing session was summative in nature, looking across the whole experience. The debriefing questions and session were semi-structured in nature. All students participated in the debriefing session. The transcripts were qualitatively analyzed for themes underlying the students' experience, both from an interprofessional and a cross-cultural service standpoint.

Results: Preliminary findings show a statistically significant ($p < 0.05$) difference on all 20 ICCAS items post-IPE compared to pre-IPE. Cohen's d effect size ranged from 0.80 to 1.82, indicating that each item on the ICCAS demonstrated a large effect. Additionally, preliminary qualitative findings show themes and subthemes including student growth and change in personal world views, practice within their own discipline, and working as an interprofessional team.

Expected Outcomes: A service-learning trip to Ecuador enhanced the communication, collaboration, roles and responsibilities, patient-centered care, and conflict management skills of PT, PA, and SLP students. Additionally, students were impacted personally, professionally, and interprofessionally.

Sarah Ross, PT, DPT, PhD is an Associate Professor of Physical Therapy within the School of Health Professions at Samford University in Birmingham, Alabama. She is in her seventh year of academic service. Dr. Ross focuses on incorporating experiential learning into the curriculum and is highly involved in the program's simulation events. Her research area is focused on the use of simulation in PT education and the impact of international service-learning on students' interprofessional attitudes and competence.

Will Scogin, PT, DPT, ScD, is an Assistant Professor of Physical Therapy at Samford University in Birmingham, AL. He has 7 years of experience working with chronic pain patients in various outpatient orthopedic settings across the country. He also assists weekly with chronic pain clients through Samford's pro-bono partnership with Cahaba Medical Center. He is a Board-Certified Orthopaedic Clinical Specialist by the American Board of Physical Therapy Specialists, as well as a Certified Orthopedic Manual Therapist by the International Academy of Orthopedic Medicine – US. Mrs.

Beth Aho served adult patients for thirty years as a speech-language pathologist in the inpatient rehabilitation, home health, private practice, and skilled nursing settings. Her clinical experience includes treatment of patients with aphasia, dysarthria, apraxia, upper airway dysfunction, dysphagia and cognitive impairment resulting from various medical conditions. Beth is trained to administer and interpret modified barium swallow studies and has a passion for patient/caregiver counseling and education.

Global Leadership Adaptability Through Servant Leadership and Cultural Humility: A Conceptual Framework

M. Foulkrod & P. Lan Lin

Adaptability is critical for future global leaders and a mechanism through which leaders can be best prepared to navigate constantly changing environments and shifting circumstances. Objectives: The authors aim to explore the relationships between global leadership mindset and adaptability by applying servant leadership and cultural humility perspectives. Leadership theories and approaches to leadership and adaptability will be discussed relative to leadership traits, skills, and knowledge and their potential relation to the degree of leadership adaptability. Servant leadership refers to the leader's aim to serve others first, and it differs from the commonly traditional leadership, where the leader's primary focus is to help their company or organization thrive. Cultural humility is a mindset and process that enables a global leader's ability to adapt to a culturally diverse environment. A global leader with cultural humility develops cultural awareness and tends to interact and adapt effectively with people of different cultures. We propose that by combining servant leadership and cultural humility through service-learning practices, mindsets will enhance the development of global leadership adaptability. Being adaptable as a leader allows for innovation and growth while navigating cultural disparities. Global leaders must be resilient, relevant, vigilant, ready to address crises, and strive for stability and progress for humanity's survival while transforming and inspiring effective change. Leadership transformation influences and inspires team and organizational transformation in times of uncertainty or change. The authors suggest a conceptual framework with servant leadership and cultural humility perspectives to create a global leadership mindset to enhance leadership adaptability to meet leadership challenges today.

Marianna Kalli Foulkrod, MAAS, is the Director of the Center for Service-Learning and Community Engagement (CSLCE), adjunct faculty at the Shaheen College of Arts & Sciences at the University of Indianapolis and St. Mary's of the Woods College, where she also pursues her Ph.D. in Global Leadership. Marianna has a strong passion for higher education and service-learning particularly, and she is committed to supporting her institution's motto, "Education for Service," through a variety of faculty, community, and student programming between the university and the community locally, nationally, and globally. Marianna is a strong advocate for community engagement, civically and academically, and she is committed to providing quality education through service to higher education students. Much of her work is showcased in the latest videos, *UIndy: Changing Lives through Service*, which tell the university's story of how students, faculty, and staff are engaged in their local, national, and international communities.

Phylis Lan Lin, PhD., Professor Emerita, University of Indianapolis, serves as the senior advisor to the Asia Organization Development (AODN). She received the UIndy Meritorious Award for 45 years of dedicated teaching, administration, and service, and the Phylis Lan Lin School of Social Work and Counseling is named in her honor. Dr. Lin received a Ph.D. in sociology from the University of Missouri in 1972. She is a prolific writer and editor in Chinese and English, including numerous research papers, monographs, and books, including *Organizational Behavior*, *Stress Management: Enhancing Quality of Life*, *Marriage and the Family*, *Crisis Intervention: Theory and Practice*, *Service-Learning in Higher Education*, *Medical Sociology*, etc. She organized and chaired the International Symposium on China, the International Symposium on Service-Learning, and the International Symposium on Families: East and West. She established the University of Indianapolis Press. The Master Au-Ho-Nien Museum, founded in 2004 at UIndy, is one of her enduring cultural legacies.

Self-Directed Learning to Promote Healthy Lifestyles for Adults with Chronic Illness.

M. D. Freeman

The pressing issue at hand is people's lack of knowledge and access to essential resources to foster healthy behaviors and effectively manage chronic diseases. Chronic diseases, including heart disease, diabetes, obesity, arthritis, lung diseases, and others, stand as the leading causes of mortality and morbidity worldwide (Greene et al., 2021). Consequently, there is an urgent need to address the informational void and resource disparities that limit the well-being of patients distressed by these conditions. Thompson et al. (2020) claim that while other determinants of health (genetics, environment, and medical care) influence health outcomes, by far the most important factor contributing to health outcomes is individual lifestyle and behaviors.

Specifically, the core of the problem lies in the absence of training or educational programs tailored to empower patients with chronic diseases. Through the self-directed learning process, those who struggle with chronic disease will set goals, determine how their progress is assessed, and define activities and the timeline for their learning (Robinson & Persky, 2020). A comprehensive review of the existing literature underscores the necessity to equip individuals with the knowledge and skills required to adopt and sustain healthy lifestyle habits, such as exercise, nutrition, and more. The targeted population, in this context, comprises patients grappling with chronic conditions, whose overall quality of life and health outcomes can be significantly enhanced through informed, evidence-based interventions.

The core problem identified is the gap in training, in other words, the need for training or educational programs that help inform patients with chronic disease conditions on improving their lifestyle. Although the literature is broad, the study will focus on the experts in nutrition, health science, and primary care medicine. This provides a multidisciplinary collaborative approach to community-based service-learning.

Community educators can become involved with a coalition of providers that work together to build a program of education about healthy lifestyle habits including exercise, nutrition, yoga, and meditation. Patients then become partners with not only their primary care physician but also this coalition. There are barriers to this type of training in that there is a lack of personnel trained in a primary care setting which makes self-management courses unavailable. Additionally, many with chronic conditions are deep into the medical model and do not see the benefits of self-management education programs (Bodenheimer et al., 2002). In my research paper, I plan to share what I have found in the literature regarding this problem and the ways that through collaboration service-learning can be the catalyst for societal changes in healthy lifestyle habits.

Marcia D. Freeman, M.A. is a third-year doctoral student in the Ed D. Program at BSU. Serving in the ministry for 23 years and working 33 years in secular careers in finance and medical fields. Published in the summer of 2022, and 2022, also featured on a Fox 59 "Where's Sherman" episode in September of 2022. Getting a doctorate in my 60s serves to challenge and encourage service and lifelong learning.

Service-learning networks: conceptions, skills and conditions of a glocal transformative movement.

L. Avruj, A. Peregalli, & C. Ferrara

The 21st century challenges us to work in networks (Castells, 2015); to integrate the glocal as a characteristic of individual and organizational identity (Tapia & Peregalli, 2020). If at some point in history social and educational processes were conceived as entities isolated from the whole that sustains them, today they cannot be understood without “the other”. We are part of multiple networks and we are networked; valuing diversity and learning together and from each other.

Service-Learning Networks (SLNs) are communities of actors that collaborate, structurally and subjectively, guided by the objective of contributing to build a fraternal world (Peregalli, Avruj, Ferrara, 2023). They coordinate their actions to promote Service-Learning (SL) pedagogy and strategically influence society and public policies. SLNs are dynamic, complex entities, in tension, with different levels of formalization, formality and impact (Avruj, Mayer, 2022). They are inserted in a local, regional and global ecosystem and face the challenge of managing different processes, times and histories to enhance their objectives and impact. Their action and agency is stimulated and promoted, both individually and collectively, to expand SL in the terms they consider appropriate for their region and country, to give sustainability to the actions and advance towards profound transformations.

This article describes, at a double and complementary level, how to lead and manage SLNs (structural level) and what perceptions relevant actors have about the state of affairs and challenges of networking at a global level (subjective level). This is based on CLAYSS’ knowledge of experience (Balduino, 1993) – analysis of documentary and programmatic records of actions carried out between 2002–2022 – as well as the results of the first and second Global SL Mapping (ZIGLA-CLAYSS, 2019 and 2022). Using quantitative and qualitative techniques, the Mappings surveyed over 1300 stakeholders.

At the structural level the results show that the good development of SL requires sharing certain concepts, deploying certain skills and generating conditions. The results express that the motivations to integrate SLNs are: strengthening of good practices and resources; alliances to advocate toward public policy; assistance for institutionalization processes. In terms of the needs to be met to expand SL through networking, the following stand out: human resources, funding and collaboration. The following are perceived as opportunities to develop SL: new partnerships; commitment to post-pandemic social issues. And as challenges: differentiating SL from other approaches/practices; institutionalization; contextual particularities (insecurity, inequity). SLNs support webs of actors who work collaboratively and in diversity to achieve common goals. They are action strategies (structural level), but even more so, an identity trait of the actors; a way of being, doing and being in the world (subjective level); a community that learns collaboratively.

At the subjective level, we explore motivations to be part of SLNs; what is needed to expand SL, opportunities and challenges to develop it. The analysis of the perception of key actors regarding SL in the current context reveals differences among regions: in Ibero-America there has been an incipient development of pedagogy in the last 20 years, an issue that favors the discussion on the relevance of SL and its inclusion in the field. The Ibero-American Service-Learning Network (REDIBAS) has been a crucial space for exchange to promote this type of work for over two decades. Other regions have shown similar results: in Europe, both national and regional SL networks such as the European Association for Service-Learning in Higher Education (EASLHE) and the Pan-European Network of SL in Schools and Organizations (SLESON) were mentioned as key actors to make the pedagogy more visible and to obtain support from local and international public bodies, same with the Service-Learning Asia Network (SLAN).

The visibility that SL and similar approaches have gained in the last 30 years (e.g., Community Engagement; Community-Based Learning) is perceived as a trend conducive to inter-actor collaboration. Despite the contextual differences, the interviewees express that the need to teach and research with a purpose of social transformation has increased, also reflected in documents of international organizations (UNESCO, 2022) and of the Catholic Church (e.g., Global Compact on Education) that explicitly refer to SL.

Among other materials and experiences, these conceptions, skills and conditions for managing and leading SL are illustrated and substantiated from the experience of the Program "Promotion of SL in Central and Eastern Europe 2016-2022". The development of inter-actor relationships played a key role in the Program, it involved coordinating knowledge, time and experiences in order to facilitate and promote reciprocity, an encounter between equals (Avruj and Ferrara, 2022). "Connecting and networking have strategic value when there is a shared purpose. People and institutions that intentionally work together to expand knowledge, practices and SL projects create powerful movements. In times of change, networks sustain them, and in turn, they strengthen them with common projects and action. Concretion and communication enhance growth and help gain political support, sustainability, funding, among others."

Democracy is a construction, a process; it is not something given but an "in process" that depends on all the social actors that somehow intervene. The action of SLNs is strategic, working with others in dynamic contexts within the framework of democratic and democratizing constructions. It therefore becomes evident, as Rovere points out, that networks bring about the logic of "organized heterogeneities" (2006); different from that of the "systemic logic" (homogenizing apparatus). The management and leadership of SLNs implies acting on both levels: structural and subjective; so that the institutional framework and institutional cultures are complementary elements that get coordinated to achieve the proposed objectives. From the moment a SLN is formed, its members enter into a web of solidarity ties, which is not simple: as Batlle expresses: "this need for alliances generates a broad consensus (...) who would disagree? The problem is that there is not enough training for it in the educational and social sectors (...) to promote service-learning in a specific territory, in addition to the novelty of giving impulse to an educational methodology, it is necessary to deal with the effort of moving it collaboratively, something quite unusual" (2018). This session intends to share some learnings on creating, sustaining and strengthening SLNs around the world with the aim to promote more of these and encourage more exchange on this topic which is key in the expansion and systematization of SL around the world.

Luz Avruj holds a B.A. in Institutional Organization and Management (UNSAM), Specialist in Social Network Analysis and Management (Universidad Bolivariana de Chile) and University Diploma in Education (Universidad del Museo Social Argentino). Her two passions have always been Education and Social Development and she has worked in both fields for more than 20 years: in schools and universities as a teacher and teacher trainer and with social organizations offering technical assistance, facilitation, training and developing didactic materials. She has also worked with companies in negotiation and conflict management. She was CLAYSS Training Coordinator for several years and was in charge of the Service-Learning Promotion Program in Central and Eastern Europe. She is currently the Coordinator of Institutional Relations and Networks, an area from which she promotes the formation, strengthening and interrelation of networks related to the subject all over the world.

Fostering Social Justice Through Service-Learning: A Closer Look at the Vulindlela Parent Engagement Program's Initiatives.

T. Nqowana

South Africa's education system continues to grapple with deep-rooted disparities that mirror the country's historical legacy of inequality. Despite progress made since the end of apartheid in 1994, significant gaps remain in access to quality education, resources, and opportunities. These disparities disproportionately affect marginalized communities, perpetuating cycles of poverty and limiting social mobility. Furthermore, socioeconomic factors exacerbate this divide. Makhanda stands as an embodiment of the profound inequality pervasive in South Africa, particularly evident within its educational framework and socioeconomic landscape. Addressing this injustice and anchoring Rhodes University within the Makhanda community necessitates collaborative efforts from the university and the community to transform the local education system. Without such transformation, both the future of Rhodes University and the overall well-being of Makhanda are at risk. In this regard, alternative approaches to reshaping South Africa's education trajectory, such as the community engagement initiatives undertaken by Rhodes University's Community Engagement Division (RUCE), assume critical importance.

This paper focuses on research conducted from January 2022 – February 2024, and looking at the impact and effectiveness of service-learning courses within the Vulindlela Parent Engagement Program, which is one of RUCE's programs, with the goal of advancing social justice in Makhanda. The theoretical framework guiding this study is rooted in the principles of social justice, which entail a commitment to fairness and equity in the distribution of power, resources, and societal obligations among all individuals. In the context of this research, social justice is characterized by equal access to educational resources, financial advice and other essential elements underpinned by principles of inclusion, cooperation, collaboration, equal opportunities, and equal access. Community-Based Participatory Research (CBPR) was employed as the multicultural /multidisciplinary research approach to guide the study, emphasizing collaborative planning and implementation between the facilitators, parents and learners of the Vulindlela Parent Engagement Program (community partners) and the different departments of Rhodes University. Within this framework, the teaching of the service-learning courses and the engaged research study were jointly planned and executed, and a focus was particularly given to two services-learning courses within the Vulindlela program. One of the service-learning programs is a collaboration between the Vulindlela Parent Engagement Program and the School of Journalism and Media Studies (SJMS) at Rhodes University. As part of this course, third-year journalism students compile relevant educational materials onto SD memory cards and distribute them to Grade 12 learners in the Vulindlela program and across Makhanda. Additionally, these students conduct interviews with learners, write reflective articles, and create social media blog posts to document their experiences and provide a comprehensive assessment of their learning. This partnership between the Vulindlela program and SJMS exemplifies the program's commitment to addressing educational disparities and fostering collaborative partnerships, both of which are central to the pursuit of social justice.

Another service-learning course the study focused on within the Vulindlela program, is known as the Financial Life Skills Course, and is developed in collaboration with the Rhodes University Management Department and GBS Mutual Bank. This course empowers parents with financial literacy skills that they can share at home with their families, promoting economic empowerment within the community of Makhanda. The curriculum encompasses both theoretical content provided by GBS Mutual Bank and practical components facilitated by the Management Department at Rhodes University. By equipping parents with practical knowledge of financial management, this course contributes to social justice by promoting fairness and equity in accessing financial resources and opportunities.

Reflections, interviews, student articles, and course evaluations served as key methods of data collection within this CBPR approach, facilitating a comprehensive understanding of the impact and effectiveness of the service-learning initiatives. The sample of this qualitative study comprised of 38 parents, 38 learners and 27 students. Students engaged in critical self-reflection, documenting their experiences and insights through personal reflections and articles. Interviews were conducted with parents, learners, and other stakeholders to gather their perspectives on the program's outcomes and effectiveness. Course evaluations provided valuable feedback from both students and parents, informing continuous improvement and refinement of the service-learning courses. The tangible outcomes of these efforts, including improved access to career pathways due to improved learner performance, certificates awarded to parents, and the teasing out of the hidden curriculum from reflections from both parents and students, serve as evidence of the success of these initiatives. This study contributes to the existing literature by illustrating the effectiveness of service-learning in addressing educational disparities and empowering parents and learners and students, offering valuable insights for educators, policymakers, and stakeholders seeking to enhance educational outcomes and promote community development.

Thandiswa Nqowana is a service-learning Lecturer and coordinator of the Vulindlela Parent Engagement Program at Rhodes University in Makhanda, South Africa. She holds this position in the Community Engagement Division, and is currently registered at Rhodes University for her doctoral studies in the Biotechnology Innovation Centre (RUBIC) at Rhodes. Her research focuses on the development of products and processes with direct societal impact. This includes collaboration with communities on the topics of water quality testing and treatment in remote areas. Through her work, she studies how direct science engagement with communities regarding research and technology, holds multiple benefits for communities, science students, and ultimately for the successful development and deployment of beneficial water products.

Upon Return: Cultivating Global Citizenship & Social Action in U.S. Global Health Students: A Case Study in Córdoba, Argentina

E. Gahimer

This proposed research presentation comes out of the fields of international higher education, education abroad, and global health education and has meaningful intersections with global service-learning and ethical community engagement. The presented study derives from dissertation research looking at U.S. students participating in a global health education program to Córdoba, Argentina in June 2023 with the organization Child Family Health International (CFHI). The study's research questions were 1) What are the experiences of U.S. college students who participate in a socially-conscious, ethics-informed global health education abroad program to Argentina? and 2) How do U.S. college students understand power differentials in Global North-Global South community engagement in a global health education abroad program to Argentina?

Using a post-colonial theoretical framework, the study was carried out as a qualitative case study examining a cohort of 12 global health students studying in Córdoba, Argentina in June 2023. Data collection took place at pre-departure, on-site, and re-entry phases and included on-site field observations, focus groups, and 1:1 interviews. The knowledge gap being addressed, and therefore the rationale for the study, was learning more about how U.S. students engage with issues of power differentials, and their accompanying ethical implications, in their education abroad programs to the Global South.

The session's purpose will be to present the findings of this study as it relates to student experiences and understanding of power differentials, specifically highlighting the findings related to the nature of the relationship between the students and the Argentine host community, the embodied asset-based orientation towards Argentina, as well as the duality of roles assumed by students as both neoliberal consumers and global citizens. Extended discussion about how U.S. students demonstrated a spirit of social action for their future careers as health professionals in the U.S. will be highlighted. The session will underscore the themes of service-learning serving as a catalyst for societal, institutional (policy change), and student transformation (1), also, service-learning as a means to address ethical leadership (3), and, lastly, emerging theoretical perspectives that link to student transformation into critical and engaged citizens (6).

In terms of expected outcomes for service-learning, this research spotlights the possibilities that exist for U.S. students upon return from global health education programs. It spotlights the life-long impact global community engagement can have for cultivating socially-conscious, transformational leaders as social actors in the U.S. context. It does so while also centering ethical best practices related to host communities abroad, notably when global health education providers embody a socially-conscious & ethics-informed ethos in their approach to global community engagement.

Erin Gahimer is a doctoral student at the University of Illinois Urbana-Champaign studying Global Studies in Education through the College of Education. Erin recently defended her dissertation research and will be graduating in May 2024. Erin will continue working in the field of International Education, building on her previous 8 years of professional experience working at the Office of Education Abroad at the University of Dayton in Dayton, Ohio.

Building Energy Conservation and Cost Savings Into A Campus Renovation.

R. Rostom & C. Paterson

The purpose of this presentation is to demonstrate a service-learning project within a Heat Transfer course in the Bailey College of Engineering and Technology, including the student and community partner outcomes. Senior undergraduate students collaborated with Duke Energy Company to conduct an energy audit of two buildings at Indiana State University slated for renovation. The two-building technology complex has 50,481 sq. ft. of space including the Technology Annex, built in 1980, and the Myers Technology Building, built in 1997. As part of the senior engineering heat transfer course, students performed an energy audit of the building complex to determine how energy is consumed. This assessment identified potential energy conservation strategies, associated energy cost savings, and projected incentives. The students were tasked with measuring room spaces and identifying leakages from pipes and infiltrations from windows using thermal imaging. They also collected information on general equipment in the building and room temperatures using data loggers. Once the data was collected, the Duke Energy Company's contractor toured the space to verify the accuracy of the data and finalize the energy audit. The estimated base cost to renovate heating, ventilation, air conditioning (HVAC), and lighting systems to meet the current code requirement is \$165,126. Going beyond code and achieving energy efficiency design would cost the university an additional \$15,379. This will result in an estimated annual energy cost savings for lighting and HVAC systems of \$34,235.

This service-learning project is but one example of the larger commitment our institution has to our broader community. Building renovation is no small environmental or financial endeavor. By directly involving students and their developing expertise with multiple levels of private industry, they created a more environmentally sustainable building plan. Communicating their recommendations and later seeing them realized in a campus structure signifies connection and permanence with the campus, industry, and community.

Dr. Rostom teaches engineering and engineering technology classes. Her research focuses on combining mechanical and civil engineering disciplines by performing energy usage simulations of mechanical HVAC systems, electrical lighting systems with civil engineering for better greener buildings. She is involved in research on engineering education by studying the effect of various education techniques applied in classrooms on student success and how it can improve the rate of success for future engineers.

Cat Stemmans Paterson has served on faculty since 1998 and has been affiliated with the Center for Community Engagement since 2008. She serves as Editor of the Journal of Community Engagement and Higher Education. Dr. Paterson is a Professor in the Department of Applied Medicine and Rehabilitation.

Leadership Transformation in times of change and cultural adversity.

M. Foulkrod & C. Giardina

This storytelling presentation will focus on discussing the ways that higher education institutions play a critical role in the delivery of innovative local and international collaborations that integrate service-learning through multicultural collaborative methodologies resulting in impact on current social and global concerns. Events such as pandemics, digital revolution, economic flux, healthcare advancement, global warming, and natural disasters with catastrophic consequences are reasons for a major global system reform. Higher education must consider a more innovative approach to prepare young adults to be critical and engaged global citizens. Global leaders must address the need for stability and progress for humanity's survival while transforming and inspiring to effective change. Servant leadership is a philosophy in which the leader aims to serve (Greenleaf, 1970). This differs from the commonly traditional leadership, where the leader's primary focus is to help their company or organization thrive.

Servant leadership researchers often associate this type of leadership with shared leadership approaches and love, which signifies empowerment and humility but often conflicts with certain cultural groups and societies globally and is not as welcomed (Kwasi, 2019). Transformational leadership is a theory that highlights the working relationship of a leader with their teams or followers beyond their immediate self-interest to identify necessary change, create a vision to guide the change through influence and inspiration and execute the change in tandem with committed group members. This change in self-interests elevates the followers' maturity levels, ideals, and concerns for achievement. Transformational leadership is an integral part of the full-range leadership model (Bass, 1999) and has a micro and a macro influence on leaders and followers (Yahaya et al., 2011).

These leadership styles are key to adapting to a leadership style that is all inclusive of cultural intricacies and perspectives and play a role in the degree of leadership adaptability that young leaders develop while in college. Adaptability is critical for future global leaders and a mechanism through which leaders can be best prepared to navigate constantly changing environments and shifting circumstances. Being adaptable as a leader also allows for innovation and growth and the ability to continually navigate cultural differences and imbalances. One of the ways that leaders learn about leadership and leadership adaptability is by observing others around them and adapting themselves as role models in order to inspire their teams and organizations to embrace change and adapt to challenges (Dweck & Leggett, 1988). Higher education can set at example and support the notion of Organizational adaptability, which involves responding at a quick pace to allow the organization to thrive (Birkinshaw & Gibson, 2004). Leaders who observe others and adapt their leadership are ones that value the perceptions of their teams and allow for those to influence them as such, allowing spaces for feedback and reinforcement while reshaping particular leadership behaviors.

Global leadership experiences are linked to adapting an individual's behavior contrary to social norms reshaping the culture nationally and internationally (Vitolla et al., 2021). Possibly, while taking into consideration the cultural norms of their own society, leadership institutions should also consider common verbiage or a 'code of ethics that would reshape internal processes and regulations to improve processes and behaviors towards social well-being. It is imperative that institutions globally continue to identify ethical values as it helps them prioritize their decisions and enhance their ethical sustainability and the findings of this study will support the need to better prepare leaders to the need for continued growth and constant adaptability. Leadership strategy in change is about accommodating and adjusting skillsets to meet current needs and to be consistent with current trends. Strategy and sharing that through effective communication with others who follow is the key to solid leadership's effectiveness.

This presentation suggests a servant transformational approach to global leadership as a solution to leadership challenges faced in global fast pacing settings, where change is inevitable and often unexpected. Leadership transformation influences and inspires team and organizational transformation in times of uncertainty or change. This presentation will provide insights to understand better the internal factors (such as personality traits) and external factors (such as perceptions and approaches of others) that influence leadership adaptability and response to such needs.

Marianna Kalli Foulkrod, MAAS is the Director of the Center for Service-Learning and Community Engagement (CSLCE) and adjunct faculty at the Shaheen College of Arts & Sciences at University of Indianapolis, in Indiana, USA. Since her migration from Cyprus to the United States, Marianna has had a fascinating and diverse career, starting as the Assistant Director for a non-for-profit advocacy organization that works for and with people with disabilities. She quickly realized her passion for higher education and moved back to that environment working to support her institution's motto "Education for Service" through a variety of faculty, community and student programming between the university and the community locally nationally and globally. She currently co-chairs the upcoming International Symposiums on Service-Learning (ISSL) that will be hosted in Nicosia, Cyprus in June of 2022. Marianna oversees Ulndy's Service-Learning Council, a faculty and staff advisory council who supports the development, delivery, and assessment of service-learning initiatives at the institution. Marianna is a strong advocate for community engagement, civically and academically, and she is committed to providing higher education students with quality education through service. Much of her work is showcased in latest videos Ulndy: Changing Lives through Service, which tell the university's story of how students, faculty, and staff are engaged in their local, national, and international communities. Marianna's most recent endeavors included publications, Ulndy receiving the Community Engagement Classification through Carnegie Foundation for the Advancement of Teaching (2020), as well as recognitions from the President's Higher Education Community Service Honor Roll. Marianna has most recently been recognized by Indiana Campus Compact with the Community Service Director Award (2016) as well as by Ulndy with the Beyond Ulndy Award (2019).

Dr. Claudia Giardina grew up in Saudi Arabia and Germany and earned a doctorate from Vanderbilt University in Comparative Literature and German Studies. Since then, she has taught a wide range of courses in Language, Literature, Translation Studies, and, most recently, Service-Learning. As Resident Director for U.S. exchange programs at the University of Regensburg, Germany, Claudia had an opportunity to work with Syrian refugees and their families. This experience was so fulfilling both professionally as well as personally that it led her to pursue similar work at IUPUI's Office of International Affairs as a Program Associate for Global Learning and International Partnerships before joining the University of Indianapolis in 2021. Here, she has been happily teaching German, first-year seminars, and service-learning courses emphasizing applied language in the community and the world. As a comparatist, Claudia has always been interested in the "inter spaces" between the different disciplines, as it is through communication between individuals from different fields, we can be the most creative and inspired, and create meaning for our lives and those of others.

Service-Learning as a unique way to develop soft skills.

J. M. Viola & M. F. Harake

Rohan Rajiv, Director of Product Management at LinkedIn, states that soft skills have become even more important given the rise of remote and autonomous work, and are growing in importance across industries, levels, and work environments, representing as much as 78% of jobs posted globally over the last three months. Continuous education is also considering upskilling workers to address the social and emotional skills that are in high demand. Empathy and interpersonal skills are specifically targeted. Soft skills generally refer to categories like leadership, communication and problem-solving. On the other hand, hard skills are the technical capabilities that can be quantified and measured. Typically, workers can acquire this knowledge through formal coursework, on-the-job training, and real-world experiences. We conduct an inquiry through a GIP-CEI students projects in an NGO dedicated to green supply chain, using sailing boat to transport fair-trade coffee. The idea was to evaluate through a questionnaire students' soft skills across three dimensions that are very hard to develop in the classroom:

- Ability for decision-making based on judgement.
- Relational skills.
- Coordination skills, ie multitasking.

Primary results show a solid improvement in terms of relational and coordination skills but only a symbolic increase in decision-making based on judgement. Beyond our tests, the experiment shows opportunities to develop a dedicated pedagogical framework to develop soft skills and tacit knowledge withing the context of service-learning. It offers opportunities to create a unique context, a "good-enough environment" to stimulate learning. The good-enough environment was theorized by Winnicott (1975) in his book *Playing and Reality*. Inspired by his on work on the mother-child relationship, the good-enough environment provides a space of freedom. A freedom that is not absolute but situated, framed, providing protection to allow creativity (Simon, 2002) We propose a framework to design and monitor knowledge acquisition in the context of service-learning, providing guidelines to optimize learning, focusing on the context, on the identification and use of boundary objects."

Jean-Michel Viola has over 15 years of professional experience, at JP Morgan (Paris office), as a professor of strategic and innovation management at HEC Montreal and CEU Business School in Budapest, and as a consultant. He has founded two knowledge providing boutique firms, Strafitech Inc. in Montreal and Knowstrat SRL in Bucharest. Both French and Canadian citizen, he is was an associate professor with ESC Rennes School of Business where he is the director for Graduate Executive Programs and now an Associate Professor & Director Accreditations at ESLI / ESTI/ GIP CEI!

Prof. Dr. M. F. HARAKE is a management Professor based in France. He is currently the Director of International Academic Affairs of GIP CEI (a French Higher Education and Research Institution) and the scientific director of the MBA DELIVERWEB at ALTERNIS Business School (Bordeaux – France). On another note, Dr. M.F. HARAKE is a research fellow at the CEREGE Research Laboratory (University of Poitiers – France), and a visiting research fellow at CABMR Research Center (Paris – France). His research interests include Post-Conflict Public Management, Crisis and Urgent Operations Management, Humanitarian Logistics, and Project Management in Unstable Environments.

New constructs for service, learning, and practice: Understanding the transformative power of building abroad on communities and students.

S. Shall

Architecture was, and is, a patronage-based practice. This reality profoundly imprints itself upon both the architect and educator, compelling them to prioritize linear, hierarchical, and largely impositional processes designed for a carefully-curated clientele. These processes typically result in the creation of prestigious works, designed to offer status for those fortunate enough to have the resources to enlist the services of these professionals (Crawford, 1991). Although not without utility, these exclusionary patterns become quite problematic when one attempts to use them in service-learning activities or community-centered design efforts – ambitions which obviously must be founded upon the tenants of authentic dialogue and social equity (Jacobson, 2010). To be effective in this arena, the architect and educator must critically examine the prejudice embedded within their current approaches and formulate new, more inclusive, patterns of engagement (Friere, 2010). Only then will they become able to avoid imposing their design ideals upon constituencies historically disadvantaged by them and inadvertently generating the “malevolent urbanism” such approaches naturally create (Theime & Kovaks, 2015).

In the session proposed by this abstract, attendees will explore this assertion through the analyses of three design actions constructed within “informal” communities over the last few years as a part of an ongoing building-abroad, service-learning experience in Africa. Built by small, inter-disciplinary teams of students and professionals in only a few days using scavenged means and budgets of less than \$1500, these modest works will offer attendees several unique vantages into a more inclusive and dialogical approach to service and learning, as each project was realized using a distinct form of community-based engagement (Image 01). From remote learning to design-build, globalized crowdsourcing to hyper-local peer-to-peer production, hands-on bricolage-based constructions to acts of digital fabrication, each of the analyzed works will present distinct insight into new forms of service-learning and community-based design. The proposed session will examine each of these approaches, as well as the resulting schools, homes and makerspaces, using an innovative assessment tool so as to better understand their efficacy in two ways: as an act of service-learning and as an act of community-based design. This assessment, and the meaningful dialogue it encourages, will allow session attendees to understand the assets and limitation of each approach and work as catalysts for both societal change and student transformation, inciting a radical re-imagination of the relationship between service, learning, and practice.

Scott Gerald Shall, RA, is an Associate Professor of Architecture at Lawrence Technological University (LTU), founding principal of *houm* (ourhoum.com) and the founding director of the International Design Clinic, a registered non-profit that realizes socially-responsive creative action with communities in need around the world. Shall’s work has been disseminated widely, including contributions to publications by the Routledge and AIA Press and inclusion within exhibitions at the Venice Architecture Biennale and MoMA.

An Innovative Faculty Role: A Catalyst To Incorporate Service-Learning And Engaged Scholarship Into Higher Education.

T. Morris

This session will discuss the progress the University of Indianapolis has made over the past decade in practicing service-learning on an institutional level. Practical and theoretical approaches are used to foster social action, enhance the citizenship of students and staff, and integrate service-learning through multicultural and/or multidisciplinary collaborations. The Distinguished Professor of Service-Learning (DPSL) at the University of Indianapolis is a unique role that has catalyzed meaningful dialogue and work exchange among academics, students, community partners, and other professionals. This role serves as an institutional support system for an appointed faculty member to explore diverse areas of service-learning and help promote civic engagement, scholarship, and resiliency in a post-pandemic, rapidly changing world. The role provides support for faculty to focus on the development of reciprocal and transactional relationships as well as developing innovative service-learning initiatives in higher education at the local and global levels.

Learner objectives:

1. Learn about the importance of institutional support systems that help advance service-learning
2. Gain an understanding of the role and responsibilities associated with the Distinguished Professor of Service-Learning at the University of Indianapolis
3. Explore lessons and opportunities to branch out beyond your discipline and develop a platform to advance service-learning initiatives

Toni Morris, DNP, RN, CNE is an Associate Professor in Nursing at the University of Indianapolis. She is a nurse with over 25 years of experience and interest in operating room nursing, informatics, community-public health, service-learning, interprofessional education, disaster simulation, and nursing education. Dr. Morris earned her Bachelor of Nursing from Indiana University, her Master of Nursing Education from the University of Indianapolis, and her Doctorate of Nursing Practice from Indiana State University.

Implementing the Global Community Engaged Learning Course Development Institute at Indiana University–Bloomington.

E. Konwest, K. Silvester, & S. Asim

Architecture was, and is, a patronage-based practice. This reality profoundly imprints itself upon both the architect and educator, compelling them to prioritize linear, hierarchical, and largely impositional processes designed for a carefully-curated clientele. These processes typically result in the creation of prestigious works, designed to offer status for those fortunate enough to have the resources to enlist the services of these professionals (Crawford, 1991). Although not without utility, these exclusionary patterns become quite problematic when one attempts to use them in service-learning activities or community-centered design efforts – ambitions which obviously must be founded upon the tenants of authentic dialogue and social equity (Jacobson, 2010). To be effective in this arena, the architect and educator must critically examine the prejudice embedded within their current approaches and formulate new, more inclusive, patterns of engagement (Friere, 2010). Only then will they become able to avoid imposing their design ideals upon constituencies historically disadvantaged by them and inadvertently generating the “malevolent urbanism” such approaches naturally create (Theime & Kovaks, 2015).

In the session proposed by this abstract, attendees will explore this assertion through the analyses of three design actions constructed within “informal” communities over the last few years as a part of an ongoing building-abroad, service-learning experience in Africa. Built by small, inter-disciplinary teams of students and professionals in only a few days using scavenged means and budgets of less than \$1500, these modest works will offer attendees several unique vantages into a more inclusive and dialogical approach to service and learning, as each project was realized using a distinct form of community-based engagement (Image 01). From remote learning to design-build, globalized crowdsourcing to hyper-local peer-to-peer production, hands-on bricolage-based constructions to acts of digital fabrication, each of the analyzed works will present distinct insight into new forms of service-learning and community-based design. The proposed session will examine each of these approaches, as well as the resulting schools, homes and makerspaces, using an innovative assessment tool so as to better understand their efficacy in two ways: as an act of service-learning and as an act of community-based design. This assessment, and the meaningful dialogue it encourages, will allow session attendees to understand the assets and limitation of each approach and work as catalysts for both societal change and student transformation, inciting a radical re-imagination of the relationship between service, learning, and practice.

Eli Konwest serves as the Director of the Center for the Study of Global Change at Indiana University Bloomington.

Katie Silvester is an associate professor of English and coordinator of multilingual writing at Indiana University Bloomington. Her recent work includes *Living English, Moving Literacies: Women's Stories of Learning between the US and Nepal*, forthcoming in December 2023.

Dr. Sumreen Asim is a COFFEE enthusiast. She is an associate professor science and technology and teaches courses to both undergraduate and graduate students at Indiana University Southeast. Over the last two decades she has focused her work to share, love and grow with fellow educators.

Theory Integration in Education Transformation and Resilient Service-Learning Amid Global Crises.

C. Pearson

In the evolving landscape of education amidst global crises and transformative events, the integration of robust theoretical frameworks holds paramount importance. This presentation is poised to dissect the pivotal nexus between theoretical paradigms, educational restructuring, and the enduring resilience of service-learning initiatives. It aims to meticulously unpack the strategic infusion of diverse theoretical lenses into pedagogical practices, curriculum design, and the formulation of adaptable educational policies. Our discourse will delve deeply into the multifaceted dimensions of employing theoretical frameworks as catalysts for educational transformation during tumultuous times. Drawing upon empirical evidence, case studies, and best practices, I aim to illustrate the transformative potency of theory application in navigating and thriving amidst global crises. Moreover, this session will navigate the intricate landscape of service-learning programs as resilient mechanisms nurturing adaptability, empathy, and social responsibility amidst adversity. Through interactive engagement and collaborative discussions, we will explore the symbiotic relationship between theoretical frameworks and service-learning methodologies, emphasizing their collective role in fostering resilience and robust community engagement.

Embracing an interdisciplinary approach, the presentation aims to serve as a platform for educators, researchers, and practitioners to share innovative strategies, interdisciplinary approaches, and evidence-based practices. These practices underscore the integration of theories in educational reformation and the fortitude of service-learning endeavors. By transcending disciplinary boundaries, this session endeavors to foster a deeper understanding of the nuanced intersections between theories, educational resilience, and service-learning innovation. Ultimately, this presentation aspires to catalyze transformative discourse, advocating for the integration of theories as fundamental pillars in the evolution of education amidst tumultuous global landscapes. By embracing theory-driven pedagogies and nurturing resilient service-learning frameworks, I aim to equip educators and stakeholders with actionable insights to navigate and thrive in times of crisis, fostering a more adaptable, empathetic, and resilient educational ecosystem.

Christy Pearson is a serial entrepreneur who has a continual love for learning, teaching, and giving back to her community and those around her. As a graduate of Saint Mary-of-the-Woods college she earned her undergrad degree in Human Services with a Minor in Business Administration, she continued on to earn her master's degree in Leadership and Development, as well as her Women's Global Leadership Certificate in 2020, both at Saint Mary the Woods. She is a current Ph.D. candidate in Global Leadership, teaches adult academics for Wagler education, she is the Assistant Director of the West Central Indiana Small Business Development Center at Indiana State University, and is an Adjunct Professor for the Scott College of Business. Christy and her husband own two businesses and a nonprofit organization in their small-town of Sullivan, Indiana, where they focus on community development, networking support and advocacy services. She sits on the Saint Mary of the Woods College Alumni Board, Pace Community Board, Addiction Recovery Sub-Committee board for United Way, Sullivan County Chamber of Commerce Board, Sullivan County Tornado Recovery Board, and is the Chair of the Sullivan County CEO Board. She is a wife, mother, granny, and was awarded the 2021 Leader of the Year award for Sullivan County. Christy's passion goes far beyond her everyday life activities and really lies in the realm of giving back to other inspiring students and entrepreneurs. At the end of the day, she feels most successful when she has helped someone else see their own potential.

Cultivating Change: A 20-Year Journey in Global Rehabilitation Partnerships.

C. Ruby, M. Drnach, A. Pilsner, B. Sloane, B. C. Chávez, & G. K. Góngora

The World Health Organization (WHO) estimates that more than 1 billion people (15%) in the world today experience disability. ¹ In both developed and developing countries, individuals with disabilities face higher rates of poverty, lower educational achievements, fewer economic opportunities, and higher rates of poverty than people without disabilities. Studies in many developing countries conclude that a high percentage of individuals with disabilities requiring rehabilitation do not receive the necessary care. ¹ Unmet rehabilitation needs can lead to deteriorating health, increased dependency on others for assistance, and decreased quality of life. Several barriers to providing rehabilitation have been identified, including cost, organization, lack of formal training, and curricular issues. WHO recommends interdisciplinary collaboration and the implementation of community-based rehabilitation interventions as a means to overcome these obstacles. This panel presentation will describe how a model of international service-learning, that utilizes an interdisciplinary team of professionals with students from Doctor of Physical Therapy Programs from multiple universities from the USA and the state of Yucatán in Mexico, reflect the WHO's recommendations of collaboration and community-based rehabilitation, and discuss the model utilized to meet curricular and accreditation objectives. The focus will highlight the development of this partnership and the significant changes observed over the past 20 years, which include increased allocation of resources, upgraded facilities, technology and equipment, a stronger emphasis on education, and a changed cultural perspective on individuals with disabilities. The panel will also present on the continuation of this collaboration amid the COVID-19 pandemic, highlighting the infrastructure upgrade that the pandemic facilitated. Clinicians from the USA and Mexico will share their experiences and perspectives, detailing the impact and reach of service-learning on rehabilitation practice in a developing country.

At the conclusion of this presentation, participants will be able to:

1. Recognize the importance for rehabilitation for individuals with disabilities.
2. Identify obstacles for rehabilitation in developing countries.
3. Create strategies to overcome those obstacles.
4. Create strategies to actively engage community partners.
5. Recognize how feedback from community partners shapes future opportunities.
6. Describe how international service-learning can affect change in healthcare practice.

Dr. Craig Ruby is the Program Director for the developing Doctor of Physical Therapy Program at Seton Hill University in Greensburg, Pennsylvania. Dr. Ruby has developed, implemented and participated in local, regional and international service-learning experiences for physical therapy students over the past 18 years. He has presented on service-learning at national and international conferences and published journal articles and books chapters on service-learning topics.

Dr. Mark Drnach is a Professor of Physical Therapy at the University of Findlay in Ohio. He is known for his work in the area of pediatrics and is the primary author of the textbook *The Clinical Practice of Pediatric Physical Therapy: From the NICU to Independent Living*. He has published over a dozen articles on pediatric and disability issues and has published several book chapters on the topics of health care economics, accounting and finance, and service-learning in various textbooks and journals. Dr. Drnach is active in service-learning, organizing and coordinating trips to the Yucatan in Mexico, Chimbote, Peru, and Santiago in the Dominican Republic. He is also active in a NGO that supports the educational programs in Mexico and Ghana.

Alison Pilsner, MPH, BSN, RN, CPH, IBCLC is on faculty at the College of Nursing at the University of Colorado Anschutz Medical Campus. She has dedicated her career to maternal and child health research and practice with a focus on health disparities and health equity. She has been instrumental in the development of health education and policy initiatives to support public health efforts at the national level. Over the past 15 years, Pilsner has also participated in and helped to organize global health missions to Mexico, Central, and South America.

Dr. Bethany Sloane, PT, DPT, PCS is an Associate Professor at Oregon Health and Science University in the Institute on Development & Disability. She is a PhD candidate at Oregon State University conducting research to promote powered mobility interventions for young children with developmental disabilities. Dr. Sloane's involvement in international service-learning began as a graduate student in 2009 to Chimbote, Peru and grew into continued participation and coordination to trips to the Yucatan in Mexico over the past 10 years.

L.R. Beatriz Canché Chávez is graduated in rehabilitation from the Faculty of Medicine of the Autonomous University of Yucatán. With nine years of experience at *Construyendo Sonrisas*, she has been dedicated to the early intervention area, and she is currently leading the rehabilitation department. Beatriz is a certified therapist in Neurodevelopmental Treatment by EBTA, Orofacial Myofunctional Therapy Rego-Torró, and Neuromuscular Taping. Also holds diplomas in Pediatric Physiotherapy and Neurodevelopment.

L.R. Gabriela Kim Góngora is graduated in rehabilitation from the Faculty of Medicine of the Autonomous University of Yucatán. She has been working at the association *construyendo sonrisas* for two years in the area of early intervention. She obtained a Diploma in Pediatric Physiotherapy and Neurodevelopment by the Marista University of Mérida. She studied English as a Second Language at Howard Community College as part of continuing education.

Utilizing a Moodle platform to advance engaged citizenship and enable national virtual service-learning initiatives as a curricular requirement for social work students at Stellenbosch University.

M. Pietersen, R. Hector-Kannemeyer, & P. Khosa

What is the role of education and its purpose? What is the value if it cannot respond to the common good? How should the university, contribute to our knowledge of the world? There is growing recognition across the world of the urgency of tackling a range of difficult, complex, and interrelated issues that impact human well-being. These issues include food, energy, and water security; the spread of infectious diseases; developments in technology and medicine; climate change; and of course, education. We need to look at the contribution that academia can make to understanding and addressing these global challenges. However, faculty will need to become more fully engaged in directly responding to real-world problems, especially in partnership with communities outside of campus. As the pace and complexity of our global society increase exponentially, there is an urgent need to realign the design and infrastructure of education with the needs of the people our educational systems are intended to serve.

There are two major trends in the world that pose a fundamental challenge to and many opportunities for our education system. One is that the world is shifting from an industrial economy to a knowledge economy. The other is that the rising generation raised on the Internet is very differently motivated to learn. These two forces, argues Dr Tony Wagner, co-director of Harvard's Change Leadership Group, compel us to reconceptualise education. He identifies what he calls a 'global achievement gap', which is the gap between what our institutions are teaching and what is regarded as critical skills of the future. The Stellenbosch University Vision 2040 core theme of a transformative student experience is cognisant of the global skills gap when preparing students for a global market.

Universities have a social responsibility to also use our talents to the benefit of those in society who are not as privileged as ourselves. To develop well-rounded thought leaders who have broadened their horizons and feed what they have learned and experienced back into society. We need to take a close look at the world right now and highlight the fact that there is a greater vulnerability and inequality, which is pulling people further apart. Maybe we need to do more than reflect on social transformation and emancipation as the ways of knowing and reflect on where education has not gone far enough. As a creator of sustainable hope in Africa, Stellenbosch University aspires to create the kinds of conditions that will enable each student to acquire the attributes in order to graduate with the following capabilities outlined below:

1. an enquiring mind
2. an engaged citizen
3. a dynamic professional
4. a well-rounded individual.

The Advancing Engaged program was created to enable students to participate in community engagement and civic involvement activities while also fostering social responsibility, sharpening leadership abilities and graduate attributes for the workplace, and equipping them to tackle complex social issues. The work of enabling student/ community relationships was birthed through Matie Community Service in 1964. The program facilitates learning opportunities within the various sectors of society be it the Government, the NGO sector, business, schools, etc where the introduction of the seven critical skills is applied in the experiential component of the training course which also facilitates learning opportunities for students to critically engage in diverse contexts on a national level in order to enable the development of the graduate attributes identified by Stellenbosch University (Strydom, Jacobs & Kirsten, 2012: 4).

As a pioneer of Community Engagement at Stellenbosch University, the Engaged Citizenship Hub has evolved over five decades. The Engaged Citizenship Hub brings together all the stakeholders involved in social impact at Stellenbosch University to ensure that student initiatives are informed and guided by professional development principles. Further, it is a hub for all student-driven social impact initiatives. It provides support and enhancement to student volunteer and service-learning initiatives to ensure that they are sustainable and adhere to best practice principles. The hub provides a variety of offerings. The Advancing Engaged Citizenship short- course has evolved from a forty-two participants course in the co-curriculum to a curricular offering for three hundred students as part of the service-learning component of their social work degree. It is envisaged that this offering will continue to contribute to an environment where student learning is enriched, and research relevance is enhanced. It supports the institutional commitment of reciprocity, redress, development, and transformation.

Renee completed a Masters Degree in Social Development, majoring in Conflict, Transformation, and Peace studies, and holds both an Honours Degree in Psychology and an Honours Degree in Geography at the University of the Western Cape. Renee has been actively involved in the field of Social Development for the past twenty-five years. She has presented a number of lectures on topics including healing and transformation, restorative justice, restitution, student-driven social impact, social identity and youth development in a South African context. Renee currently holds the position of Deputy- Director for the Division of Social Impact. A key priority of her work focuses on ensuring that young people are equipped and supported to make strategic choices and to choose a pathway that holds value in a rapidly changing world.

Michelle Pietersen grew up under Apartheid South Africa, where her family also suffered racial discrimination. She currently plays a vital role at a historically white university, as the Senior Programme Manager at the Division of Social Impact and Transformation. Michelle is responsible for the portfolio: Engaged Citizenship at Stellenbosch University - in line with the Stellenbosch University's vision to reciprocity, redress, development, and transformation. With 16 years of experience as a community practitioner, she is responsible for leadership training for all Social Impact leaders within the university residence environment, encompassing two large campuses: the medical faculty and the main campus. She also oversees the compulsory Transformative Social Work online course, which introduces first-year Social Work students to develop responses to real-life challenges and encourages active citizenship.

Dr. Priscalia Khosa is a Lecturer in the Department of Social Work at Stellenbosch University.

Integrating service-learning with social justice: A critical opportunity for candidates in an educational leadership program.

D. Coker-Kolo & L. Reed

Integrating multiculturalism within service-learning allows students to deconstruct the issues of diversity, equity, inclusion, and social justice (DEIJ) within the realities of the larger communities of which they are a part. Social justice and multiculturalism are inextricably connected. Social justice entails an understanding of structural inequities and issues of oppression (which multiculturalism also addresses) and requires that individuals take action to eradicate them. Service-Learning is an intentional teaching strategy that allows learners to transfer theory into practice in an authentic environment while concurrently meeting genuine needs in their local community. Rather than operating from a charitable, “doing for” perspective in which institutions are in a position of privilege in relationship to their communities, service-learning emphasizes a “doing with” perspective, leading to collaboration and mutuality. The reciprocal nature of this instructional approach makes it a fitting tool to engage students in critical consciousness about social issues. Multiculturalism in service-learning helps raise students’ awareness of various social justice issues and prompts them to act toward social change in their communities.

The increasing changes in demographics in K-12 classroom compels educator preparation institutions to include multicultural education in their programs. Education programs must incorporate cultural responsiveness, inclusion, and equity in their curriculum, especially those preparing future school leaders. Additionally, they must look for ways to build community-academic partnerships that allow their students to apply theories to bring systemic change to their institutions and the community. Service-learning offers opportunities for educator preparation programs and the community to build mutually beneficial relationships while responding to injustice and oppression.

This presentation focuses on sharing best practices on steps taken to re-develop the service-learning project in a graduate course by providing students with opportunities to engage in authentic experiential education with the potential to empower the community and address social problems. Titled “Education and Social Issues,” the course equips students with the knowledge and skills to move beyond acts of charity to address the root causes of inequality. Students are engaged in direct experience with issues of social justice they are studying in the class (for example, food insecurity, homelessness, and gender identity disparities) and are provided opportunities to analyze and help solve problems in the community in collaboration with community partners. Using critical reflections, students describe their service-learning experiences, naming feelings, relating the experiences to social justice concepts, and applying learning to course content. This course is required in the educational leadership program to fulfill its accreditation standard on diversity, equity, inclusion, and social justice. It contains a key assessment in which candidates engage in a service-learning project from a social justice lens. The course redesign began with faculty professional development on service-learning pedagogy, understanding the framework for service-learning course development, and through guided learning by an expert, developed and taught the course. This proposal demonstrates the possibilities that service-learning pedagogy can offer through its integration into a graduate course with a social justice paradigm.

The presentation will address the key components of service-learning and its potential as a vehicle to promote social justice and deeper learning for students while increasing productivity in the operations of community organizations. In addition to excerpts from students’ reflections on their service-learning projects, the presenters share findings from a partners’ impact survey.

The learning outcomes for this session are:

Understand the history of service-learning and the challenges and benefits of using service-learning in a graduate course from the institutional, faculty, community, and students' perspectives.

Discuss how service-learning pedagogy can be used as a high-impact learning approach in support of students in any course. • Learn the framework for designing a social justice service-learning course.

Learn how the framework was implemented in a graduate program/course.

Apply the knowledge learned to your course using an assigned template.

The presenters share their experience integrating service-learning pedagogy with social justice in a graduate program as a best practice. Their journey begins at the institutional level with participation in a campus-wide service-learning fellowship. Their experience showed that if applied with fidelity, this strategy can effectively promote meaningful learning around diversity, equity, inclusion, and social justice for students.

Doyin Coker-Kolo is Professor and Coordinator of Educational Leadership program at Indiana University Southeast. She is a recent Carnegie African Diaspora Fellow. Her areas of research include Program and Unit accreditations, Administration and Organization of Middle Schools, Multicultural Education, Brain Drain and Higher Education in Sub-Saharan Africa. Her recent publications include "Deanship: The Art of Service and Shared Leadership (2018)" In Hicks & Watson (Ed.) and "The Role of Accreditation in Fostering Diversity in Teacher Preparation Programs" (2014) in Sleeter, Neal & Kumashiro (Ed).

Dr. Lynn Reed is an Assistant Professor of Educational Leadership at Indiana University Southeast where she teaches online and face to face courses in the graduate program. She has over 39 years' experience as a building and district level administrator.

Indirect Service-Learning: Aims, Advantages and Best Practices.

L. Borrero

At its core, the goal of service-learning is to add value – via meaningful student learning, community enrichment, and addressing social issues. While a preponderance of the literature on service-learning focuses on adding value via direct service with community partners, another approach that receives less attention is that of indirect service-learning. The process of indirect service-learning incorporates projects that use less hands-on contact with the community partner and, instead, allows students to use resources to address an identified community problem, often through research, advocacy, policy work, and other indirect methods. While clearly distinct from direct service-learning methods, indirect approaches to service-learning can nevertheless provide students with practical experience in addressing community problems and foster critical engagement with social issues, civic responsibility, as well as decision-making and self-reflection skills. This session will identify the aims of indirect service-learning, common approaches used, best practices, as well as benefits and challenges. Practical examples of indirect service-learning used by the presenter with her students will be discussed, as well as ways in which to adapt these projects to meet the changing needs of students and communities. Finally, in keeping with the conference theme, the session will culminate in a generative interactive activity that will draw upon how indirect service-learning can be intentionally used to transform communities, institutions, and students, especially during times of community uncertainty. Learning outcomes for session participants include articulating the tenets and best practices for indirect service-learning; describing the unique benefits and challenges of indirect service-learning; discussing the ways in which indirect service-learning can be used as a transformative experience for communities, institutions, and students; listing ways in which indirect service-learning could be used in their own courses to meet the needs of their communities and to support student learning.

Dr. Lisa Borrero is Associate Professor in Health and Aging Studies at the University of Indianapolis. She has taught for over ten years in the areas of gerontology and health sciences, more than half of which have been in an exclusively online environment. Her scholarly interests include the qualitative exploration of self-concept among older women, the intersection of intergenerational learning and ageist attitudes, online service-learning, and gerontology education.

Connecting AI with Service-Learning.

M. Sass

There are numerous ways for students and faculty to leverage AI in integrating course content with community needs. Utilizing AI systems like Chat GPT, Google Bard or Firefly, can guide faculty and students in creating meaningful service-learning projects. This workshop will discuss the ways that AI will help transform students and, assist in creating engaged citizens.

Faculty will learn the following:

- Generating diverse ideas for service-learning projects.
- Incorporating and executing service-learning experiences within their course curriculum.
- Identifying social issues within their immediate community that students can engage with service-learning projects
- Gaining insights on reflection and the relationship their course connects to the community.
- Receiving step-by-step guidance on using AI resources.

This session aligns seamlessly with the mission of creating a reflective learning environment that centralizes student voices while challenging their perceptions of service, action, and advocacy. AI's capacity to aid in community-based projects contributes new ideas that students can possess as well as show them how they can contribute to the planning, execution, and dissemination of knowledge.

Margaret Sass moved to Boise to complete her educational specialist degree and her doctorate in education, curriculum and instruction. Once Sass graduated, she began work at Purdue University as the Service-Learning Director and established an undergraduate journal that highlighted student's research and projects in service-learning. Currently, Sass is employed as a Lecturer at Boise State University and a Service-Learning faculty fellow where she is currently designing a service-learning online institute for faculty. She is focusing her research on artificial intelligence and service-learning.

Changing Knowledge, Awareness, and Stigma Through the Service-Learning Activity of a Mental Health Awareness Walk.

E. Orr

On October 21, 2023, Brigham Young University – Hawaii held its Fifth Annual Mental Health Awareness Walk as a service-learning opportunity for students in the Psychology Department. The primary goals of the Walk are to improve student knowledge and awareness regarding mental illnesses, decrease the harmful stigma that surrounds mental health, and increase the accessibility of mental health services across campus. This is especially valuable at our campus where nearly half of the student body is international, many of whom are from Oceania and the Pacific Rim. With so many diverse perspectives on mental health, it is important that we engage students in working together to break down stigma. The walk is grounded in psychological principle, applying theories of social psychology such as Bigler’s Intergroup Identity Theory, Allport’s Contact Theory, and Bandura’s Modeling Theory to establish stronger connections between students and deepen the understanding of mental health at our institution.

The BYUH Mental Health Awareness Walk focuses on education as well as awareness, creating the structure for a true service-learning activity. When participants arrive at the walk, they are divided into groups of 10–12. Each group is assigned two peer “trail guides” to lead them on the walk. The trail guides are trained to model appropriate self disclosure and encourage healthy conversation about mental illness. The groups walk across campus to various presentation booths, where student presenters from the Abnormal Psychology class discuss factual information about some of the most prevalent mental disorders on college campuses. This past year included booths on Generalized Anxiety Disorder, Post-Traumatic Stress Disorder, and Major Depressive Disorder, among others. Each booth has brochures for participants to take home that include potential causes, common symptoms, and examples of coping strategies. The final stop for every group is the Counseling Services office, where students have the opportunity to learn about the mental healthcare resources available on campus. After the Walk, students are invited to play games, watch performances, and discuss their takeaways from the event.

The Mental Health Awareness Walk is an application of practiced social psychological theory directed toward reducing mental health stigma at our institution. As a part of the walk, all participants are asked to wear a red shirt. Anyone that does not have a red shirt is given a red jersey to wear. This common perceptual indicator helps to build unity in accordance with Bigler’s intergroup identity theory. We are all members of the same team and we are all there to support one another.

Allport’s contact theory was also taken into consideration. In his theory, Allport outlined five conditions for change through direct contact, one of these conditions is equal status. Equal status is achieved in the Mental Health Awareness Walk through the use of student presenters and trail guides. Students are learning, but not by sitting down in a classroom and receiving another lecture. They are engaging in open conversation with their peers – some of whom may be trusted friends or classmates. Through this conversation, they are learning factual information about heavily stigmatized mental illnesses.

Throughout the Walk, trail guides are instructed to lead a group discussion on mental health. Trail guides are trained to model appropriate self disclosure. This can take many forms such as sharing personal experiences with mental illness or discussing the information that was learned at the booths. This is an application of Bandura’s Modeling theory, which states that observing behavior plays a role in learning. The trail guides provide an example of healthy discussion for the participants in their group, who will hopefully follow suit. To measure student transformation as a result of the Mental Health Awareness Walk, we relied on the Beliefs Toward Mental Illness Scale (BMI), developed by Hirai & Clum in 2000. We administered the BMI to students before and after the walk and compared the results to a control group of students that did not attend the walk.

With the data, we conducted a repeated measures ANOVA that demonstrated that the BMI scores varied significantly from pre-test to post-test [$F(1,171) = 68.335, p < .001, \eta^2 = 0.041$] and from walk group to control group [$F(1,171) = 14.843, p < .001, \eta^2 = 0.068$]. We plan on continuing to collect data on future walks to see if the effect continues.

The presentation of the Mental Health Awareness Walk lends itself best to the 60 minute workshop format. We will begin with a brief 15 minute presentation on the Mental Health Awareness Walk. This presentation will provide background, establish the structure of the walk, and discuss our research. We will then divide the audience into groups and a presenter will act as a trail guide for each group. In small groups, we will spend the next 20 minutes playing games designed to generate conversation about mental health. For example, one game that we play is called "fruit basket" where players stand in a circle with one person in the middle. That person will call out a characteristic and everyone that shares that characteristic will rush to find another spot in the circle. The person that is unable to get a spot is now in the middle. Simple questions might be "I have a dog" or "my favorite color is red ". This game can easily be adapted with questions that foster appropriate self disclosure such as "I struggle with anxiety sometimes" or "I have been to counseling before". Groups will then have a brief discussion about the stigma that surrounds mental health and its impacts. We will then regroup and for the next 15 minutes we will train the audience to be trail guides and presenters themselves. Our presentation will include a discussion about stigma, the application of psychological theory, and instructions on how to model appropriate self disclosure. The remaining 10 minutes will be reserved for questions and discussion. With this training, it is our hope that the audience will be inspired to apply similar interventions at their own institutions, inspiring further change through service-learning.

Eric Orr, PhD. is an Associate Professor at BYU-Hawaii and a Clinical Psychologist, CEO of Kooalu Counseling LLC.

Beyond Words: Service-Learning and Hip-Hop as a Language of Social Change.

T. Jones, P. Jones, M. Voice, & G. Gee

This abstract explores the synergistic relationship between service-learning and hip-hop culture, framing hip-hop not merely as a genre of music but as a dynamic language for expressing and addressing social issues. This research recognizes the power of hip-hop's linguistic and cultural elements globally, delving into the genre and language as an expressive medium that can be integrated into service-learning initiatives to facilitate deeper community connections and amplify the voices of marginalized communities.

This workshop will merge the SPICES curricula (an acronym that stands for student-centered, problem-based learning; integrated teaching; community-based; electives and systematic) with the language of hip-hop that uses SPICE (Social, Political, Intellectual, Cultural, and Economic) framework to dissect the ills of the world. The audience will engage professors, artists, storytellers, and linguists as they discuss the unique communicative aspects of hip-hop, encompassing music, spoken word, graffiti, and dance as tools for storytelling, social commentary, and economic change in marginalized communities globally.

This workshop will examine hip-hop's potential to serve as a bridge between diverse global communities, fostering understanding, empathy, and collaboration within the context of service-learning projects by answering how the language of hip-hop has connected the world to impact change. Through case studies and practical examples, this research will illustrate how hip-hop's language can be leveraged to co-create and share narratives that resonate with the experiences of individuals within underserved communities globally. The work also addresses the transformative impact of this integration on students, emphasizing the development of cultural competence, critical thinking, and a sense of social responsibility. By framing hip-hop as a language of social change, this abstract contributes to a broader understanding of service-learning as a vehicle for promoting community service, cultural expression, and dialogue. The fusion of service-learning and hip-hop as a language presents a dynamic and inclusive approach to education, enabling students to engage authentically with social issues, express their perspectives, and contribute meaningfully to positive change within their communities.

Tasha Jones is a rare and wonderful artist who strikes a balance in a world so often lopsided. Jones is a student of life and a teacher of lessons. On stage, she tells the story of her life and, in doing so, tells the story of all women. She offers a perspective, poignancy, and insight in her writing that allows men to see themselves through her work and women to see themselves in it

As Senior Vice President of Leadership and Equity, **Dr. Patrick Jones** leads The Mind Trust's implementation of our racial equity priorities and commitments. He also serves on our leadership team. Before joining The Mind Trust in 2018, Dr. Jones served as Director of Secondary Schools for Tindley Accelerated Schools, where he coached principals and oversaw the development of instructional systems at the Indianapolis-based network of six charter schools.

Manòn Voice is a native of Indianapolis, Indiana, a multi-hyphenate-poet and writer, spoken word artist and filmmaker, actor, hip-hop emcee, educator, and community builder. The spirit of her work finds its niche at the intersection of arts and activism. She has performed on diverse stages across the country in the power of the word and has taught and facilitated writing and poetry workshops widely.

Gary Gee, based in Indianapolis, IN, is a multi-faceted artist whose primary focus is on drawing, but his artistic expression extends to painting, ceramics, mixed media, murals, and installations. Influenced by early rap and hip-hop culture, German expressionism, and cultural references, Gee's work reflects a deep interest in urban architecture, art history, and travel. Inspired by the character J.J. Evans from the show *Good Times*, particularly the on-screen paintings created by artist Ernie Barnes, Gee draws from a wide range of influences, infusing his pieces with a signature style and sense of humor. His ongoing series of handcast ceramic heads and skulls showcase a fascination with materials, incorporating multiple layers of glazes, luster finishes, acrylic, and spray paint ornamentation.

Enhancing the 21st Century Skills: An E-Service-Learning Toolkit of Creative Pedagogies.

L. Kojich & J. Gahimer

In the contemporary higher education landscape, engagement in service-learning activities has been identified as assisting students in the development of soft skills related to the 21st Century Skills framework. These skills, abilities and traits contribute to the formation of socially responsible global citizens. The purposes of this presentation are to: 1. Describe the digital shift which allowed for continued community engagement in the ways of: virtual volunteering, remote projects and innovative means of collaboration. 2. Share specific e-service-learning strategies related to the 21st Century Skills that have been implemented by ourselves and those found in the literature. 3. Give specific examples and the advantages and challenges of developing asynchronous and synchronous service-learning experiences.

Due to the COVID 19 pandemic, educators have had to make pivotal transformations in designing service-learning opportunities for students by leveraging digital platforms. E-Service-learning is a dynamic approach to traditional service-learning approaches as it broadens horizons and showcases the power of technology in maintaining social responsibility even in challenging times. The model facilitates inclusivity and cultural exchange regardless of physical boundaries.

The 21st Century Skills, commonly referred to as soft skills, are deemed critical for navigating the complexities of today's contemporary workplace. As students engage in service-learning, they form a sense of their role in addressing challenging societal issues, and honing their ethical and moral compass. The 21st Century Skills are divided into three main categories: learning skills, literacy skills and life skills. First, instructors can design e-service-learning experiences that foster learning skills: critical thinking, collaboration, communication and creativity. These experiences allow students to develop a deeper understanding of community needs and cultural awareness. Second, literacy skills of information, media and technology are critical as today's students are challenged by digital transformations, and emerging technologies such as AI and Machine Learning. Finally, life skills including flexibility, leadership, initiative, productivity and social skills are nurtured through engagement with diverse communities. Students learn to navigate societal challenges and resolve conflicts, crucial for their professional and personal growth.

In conclusion, e-service-learning can serve as a transformative platform for achieving what was once considered strictly a face-to-face endeavor. Integration of digital platforms acts as a bridge to connect the classroom content to the broader global community, developing future leaders committed to positive social change. These diverse pedagogical approaches combined with e-service-learning, leverage digital tools and creative methodologies in order to empower students, foster a sense of social responsibility and create meaningful impacts on the community. Learning

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Dr. Gahimer has received numerous awards for her role in community leadership and service-learning, including the University of Indianapolis Teacher of the Year award in 2012. She has presented at many international, national and local professional meetings and has authored multiple publications in the areas of service-learning, patient education and community health education.

Service-Learning for Communities through Transformative Leadership and Culturally Expansive Learning.

M. Glowacki-Dudka & R. Lordeni

This session will address the areas 1) Emerging global theoretical perspectives that link to the student transformation into critical and engaged citizens; 2) The transformation of education and resilience of service-learning approaches through global crises and events; 3) Challenges incorporating service-learning into higher education post global crises and events both practical and theoretical approaches.

Transformative leadership has been used to foster change for individuals and groups in social systems within the broader community, to cultivate a sound base of leaders for improving community health, vibrancy, and to embrace change and diversity. A few of transformative leadership tenets are (1) to create an environment that has clear values, priorities, and high standards of ethics and morals; (2) to emphasize authenticity; and (3) to encourage collaboration and cooperation. By adding transformative leadership approaches to service-learning and community-engaged learning, communities can work together with higher education and grow both the students and the community members through meaningful activities.

It's crucial to consider how these three leadership tasks embrace the role of culture and history regarding cultivating and improving leadership. Community leaders and university partners must work together to understand and master the local knowledge that can inform advocacy, social action strategies, and tactics in the topics of group dynamics, effective meeting management, group problem-solving, planning, and facilitation skills. Engeström (2016) has argued that learning is either a process that "transmits and preserves culture" or one that "transforms and creates culture (p. 36). By integrating transformative leadership with culturally expansive learning, community programs can transform and create cultures specific to the communities being served. In this type of program, the university can be a true partner that serves the needs of the community.

Expansive learning focuses on the primacy of the community as the learner as opposed to the traditional concept of the individual as the learner. The theory begins with the premise that learners learn what is important and timely to them, but not yet known. Through collaboration and cooperation, the needed leadership knowledge and skills emerge. Community leadership processes refine themselves in response to the changing nature of economy, social structures, advancing technology, and the implications from the influence of historically White institutions and policy. For this workshop, we share examples and scenarios of how transformative leadership can work in tandem with culturally based expansive learning theory to address concerns from a post-pandemic condition, rapidly advancing technology, widening disparities, a knowledge-based economy, and oppressive systems of power. By combining these two theories, we can embrace the local history and culture of the community and work with them to develop programs and strategies for improvement from an asset-based perspective.

Transformative leadership places an emphasis on authenticity. This theory analyzes what is constructed as "authentic" in the terms of the vulnerable community members. Expansive learning supports that learning must move beyond hegemony and understandings that serve to maintain status quo in the vulnerable communities. Authenticity is understood in the terms of horizontal movement, hybridization, and exchange between the different cultural contexts. Leadership through preserving the vulnerable community's culture and local history develop the knowledge that is not yet known. It is fostered by advocacy, social action strategies, and tactics in the topics of group dynamics to challenge, and transform, the hegemonical structure serving to maintain racial status quo. This model that combines expansive learning using transformative leadership theory is based on empirical research, current presentations in the culturally based conference on learning and community improvement, and programs based in UNESCO's (2015) learning cities initiative.

It also supports UNESCO's (2015) 2030 Agenda for Sustainable Development. This model responds to the increased call and encouragement for grounding adult and community education programs for community engagement and capacity building where community leadership is a vital component.

Specifically, we will use this workshop, as a simulation and envisioning space for these approaches to be explored using case scenarios. First, we will share the ideas of transformative leadership and culturally based expansive learning theory to define and transfer them to practice. Next in small groups, we will provide 3 case scenarios that could benefit from integrating these approaches. The participants from each group will work together to derive possibilities and potential futures impacts and outcomes from the actions and decisions they present. Then, we will come together and share reflections from this activity and develop applications for this approach in their service-learning programs in order to support student transformation into critical and engaged citizens who are attuned to the culture of the communities in which they work and learn.

Dr. Michelle Glowacki-Dudka is a Professor of Adult, Higher, and Community Education and the director of the educational doctoral degree in adult and community education in the Department of Educational Studies at Ball State University. Her research and practice are community-focused with attention paid to women's leadership, learning communities, community development, social capital, power and program planning, social justice, inclusive pedagogy, sustainability, and transformative learning.

Dr. Ramo Lord is an Assistant Teaching Professor and the Director of the master's degrees in Adult and Community Education and Executive Development for Public Service at Ball State University. He has a PhD in Adult Education from The Pennsylvania State University with a focus on instructional design, adult learner needs and characteristics, adult learning theories, community engagement & capacity building, qualitative research, critical thinking, and workplace learning accompanied by years of research experience working with diverse populations. He has worked on several community-based projects in vulnerable and impoverished communities to improve adult and community literacy, health, and vibrancy.



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