

Service-Learning and Study Abroad: Synergistic Learning Opportunities

Barbara Parker and Diane Altman Dautoff

Seattle University

International service-learning (SL) and study abroad (SA) courses are increasingly part of university curricula. A literature review shows these two types of experiential learning share similarities that offer potential synergies for the growing numbers of both types of experiences. This possibility is explored further by analyzing results from a business school course that combined SL and SA activities. Student outcomes were measured at two points: immediately after course completion and four years later to explore how SA and SL activities contributed to content, affective, and connective learning. The results suggest that while both SL and SA activities stimulate content and affective learning, connective learning more frequently results from SL activities. The implications for practice and future research are explored.

Despite shared philosophical roots (Dewey, 1963; Friere, 1970; Kayes, 2002; Kolb, 1981; 1984), service-learning (SL) and study abroad (SA) courses to date have developed primarily along parallel tracks. But evident growth in the numbers of international courses with an SL component (Annette, 2002; Crabtree, 1998; Kiely, 2004), and more SA short study tours and business school offerings (Gordon, 2003; Holland & Kedia, 2003; Szekely & Krane, 1997) create an opportunity to examine if SL and SA can complement one another. This opportunity is explored first by a literature review comparing SL and SA according to who learns, what they learn, the role of culture in learning, and typical teaching/learning activities. The second and third parts of the paper report results from studies of short- and longer-term student learning outcomes associated with a business school class that combined SL and SA activities. Despite limitations described later in the paper, results observed suggest that SL and SA can be complementary and have the potential for generating learning and teaching synergies at home and abroad.

Learning Outcomes from Service-Learning and Study Abroad

Teaching that incorporates curriculum-based SL occurs worldwide (Annette, 2002; Dumas, 2002) and in many disciplines (McCarthy & Tucker, 1999; Stachowski & Visconti, 1998). SL outcomes have been explored with large and small samples in diverse disciplines and settings, but researchers infrequently examine the learning effects of international SL (Crabtree, 1998; Kiely, 2004; Kraft, 2002).

Overall, SL research confirms Astin's (1993) assertion that an important learning outcome for SL

classes is cognitive learning (hereafter called content learning). Business disciplines have produced limited research on SL outcomes (Zlotkowski, 2000; Kenworthy-U'Ren & Peterson, 2005), but available research complements findings from other disciplines to show that SL produces course content learning (Astin, 1993; Eyler & Giles, 1999; Godfrey, 1999; Williams, 1990), and builds content-learning skills (Markus, Howard, & King, 1993) such as problem-solving and critical thinking (Astin, Vogelgesang, Ikeda, & Yee, 2000; *National and Community Service Roles*, 1994; Zlotkowski, 1996). Study abroad research on student learning outcomes is primarily descriptive, context-specific, and often unsystematic (Rust, 2002) but limited research based on short term business SA programs suggests they too stimulate content learning (Gmelch, 1997; Helms & Thibadoux, 1992) and enhance content-based skills such as problem solving and critical thinking (Carlson, Burn, Useem & Yachimowicz, 1990; Ingraham, 2003; Myers-Lipton, 1996; Thomlison, 1991).

Astin (1993) also argues that SL results in affective learning, and this too is supported by SL research on affective learning outcomes such as enhanced self-knowledge (Eyler & Giles, 1999) and personal growth (Eyler, 2002; Eyler, Giles, & Braxton, 1997; Godfrey, 1999; Roschelle, Turpin & Elias, 2000; Williams, 1990). Affective learning from SA also focuses on personal growth and development (Immelman & Schneider, 1998; Kuh & Kauffmann, 1985).

The SL literature also identifies two outcomes we think represent "connective" learning. In the SL literature, this type of learning is usually described either as *feelings* of personal connection to people

and groups beyond one's peer group or nation (Eyler, Giles, & Braxton, 1997; Kiely, 2005), or by *intent* or *action* to do "something about community problems" (Eyler, Giles, & Schmiede, 1996, p. 31). SL research identifies feelings of personal connections with a broader community as a desirable learning outcome (Bringle & Hatcher, 1996; Eyler, Giles, & Braxton; Giles & Eyler, 1998; Lamb, Swinth, Vinton, & Lee, 1998; Roschelle et al., 2000). In international SL settings, these feelings of connection are described as transformational (Kiely, 2004) when they shift student perspectives to a wider world view. Others identify the action component of connective learning as an important social outcome (Gray et al., 1996). The SA management literature observes that students who study abroad become more aware of international events and differences (Carlson & Widaman, 1988; Ingraham, 2003), but it is silent on either dimension of connective learning, except for Allen and Young (1997, p. 175) who write that an afternoon service project helped business students "sense the interconnectedness of the world."

Critical Differences Between Service-Learning And Study Abroad

Despite similarities, SL and SA differ in four ways that shape practice and are therefore likely to affect learning outcomes. First, students are principal beneficiaries from SA programs. For example, much SA research focuses on how international experience affects an individual's personal growth (see Crabtree, 1998 for a review). SL, on the other hand, tends to emphasize reciprocal learning and growth for faculty and community members as well as for students (Calderon & Farrell, 1996; Jacoby, 1996; Porth, 1997).

A second important difference relates to longer term outcomes with SL research showing that civic participation or social responsibility—the action component of connective learning—is an important SL outcome (Eyler & Giles, 1999; Gray et al., 1996; Kolenko, Porter, Wheatley, & Colby, 1996; Newmann, 1990). The longer term objective for business SA programs focuses on instrumental and more personalized outcomes such as improved job skills or enhanced opportunities for graduate education, careers, or international travels (Fagan & Hart, 2002; Ingraham, 2003).

The focus of cultural learning acquired through SA and SL programs is a third difference. SA frequently emphasizes content learning about one's own and other cultures whereas SL (see Kiely, 2004 for an international SL exception) concentrates less on cultures per se and more on results of

cultural interactions such as reduced racism or greater tolerance for diversity (Astin, 1993; Boyle-Baise, 1999; Boyle-Baise & Sleeter, 2000; Eyler & Giles, 1999).

A fourth difference between SL and SA revolves around teaching methods at home and abroad where SA management programs typically feature visits to for-profit organizations. The implicit assumption is that business sector activities are important mechanisms for national growth and development. SL programs abroad tend to expose students to not-for-profit organizations (Annette, 2002; Crabtree, 1998; Grusky, 2000; Myers-Lipton, 1996), and they often focus on social justice (Crabtree; Kiely, 2004). Although both SA and SL courses typically assign case analyses, student projects, and library research, reflection exercises are more usual for SL courses (Dunlap, 1998; Eyler & Giles, 1999; Gray et al., 1996; Mabry, 1998; Parker, 1996). Another teaching difference relates to free-time activities when abroad. SA courses often require personal interactions outside class time such as interviews with host nationals (Archangeli, 1999), interactions with international students (Sharma & Jung, 1985), organizing a community activity (Stachowski & Visconti, 1998), or independent travel (Laubscher, 1994; Thomlison, 1991). Domestic SL courses usually emphasize course-driven interactions, but Kiely found that interacting with others outside the SL assignment enhanced learning for international SL students.

The complementary benefits from SL and SA activities were reasons to combine the two in a single course. The following sections describe the resulting course and report on content, affective, and connective learning outcomes at the end of the class and four years later.

The Study Abroad/Service-Learning Course: Sample and Procedures

Thirteen students studied at their home campus for ten weeks prior to a 12-day sojourn in Nicaragua. The average age for the six graduate students was 34 as compared to 21 for the seven undergraduates. All but two undergraduates were business students and all the students were white. Titled "Economic Development through a Cross-Cultural Filter," the class examined how three economic development approaches (trade, microenterprise, and land redistribution) function in the United States and Nicaragua. The course syllabus stated that by "looking at alternative models of development in different cultures, we gain insight into managing each." Consistent with the teaching

mission of home institution Seattle University—"empowering leaders for a just and humane world"—students were exposed to different perspectives on economic development and to alternative frameworks for cultural analysis.

Five learning activities occurred during the Nicaragua sojourn. First, students participated in typical SA activities with lectures from and visits to manufacturing facilities, Free Trade Zones, and large and small businesses (Helms & Thibadoux, 1993; Porth, 1997; Holland & Kedia, 2003). They also met with government officials at the Export/Import Bank and with trade officials. Second, students were exposed to not-for-profit activities; they met with civil society leaders at FAMA, Pro Mujer, and Nitlapan, and with borrowers from microenterprise lending programs. Third was an SL project that took us to Rivas in southern Nicaragua where we interacted with rural Nicaraguans for three eight-hour work days. The project was sponsored by the Agros Foundation whose stated mission is to break "the cycle of poverty for rural families in Central America and Mexico by enabling landless communities to achieve land ownership and economic stability" (<http://www.agros.org>). In this particular instance, Agros had purchased land and materials outright which community members were to repay over time.

Agros partnered us with 22 families to help build a new community of homes. Students and faculty worked with community members and Agros staff to dig foundations, mix and pour concrete, and tie rebar. Daily labor of this sort was punctuated by joint activities such as baseball games, singing, talking, and playing with children. Some invited us to their homes to meet babies or grandparents who were not worksite regulars, and we visited home-based businesses. As indicated above, the Agros Foundation actively facilitated reflection during the SL project by assigning a staff member from Guatemala to us. Further, an Agros director worked with the class for a half day prior to the Nicaragua sojourn to help students and faculty learn more about the organization, its mission, and the people with whom we were to work. A fourth planned learning activity was social interaction with student counterparts from two Nicaraguan universities. This was kicked off by a Managua reception we hosted that led to social interactions among U.S. and Nicaraguan students for about 12 hours. Finally, students traveled independently on a free weekend. Learning outcomes associated with these five activities were assessed according to content analyses of "critical incident" reports described below.

Written reports and research papers typical for both SA and SL classes were used. A third assignment called the "Cross-Cultural Journal" (see

Appendix A) is the basis for the content analysis described in the next section of the paper. Consistent with Eyler, Giles, and Schmiede (1996), the journal required reflection and it was a continuous and ongoing part of the course. It encouraged students to explore links between their experiences and class content. Faculty led formal review and reflection sessions at home and in Nicaragua with the exception of five evenings prior to, during, and following the SL project when the lead facilitator was from the service organization. During the Nicaragua sojourn we traveled, worked, and ate together, slept together in two large rooms, and shared all facilities; this provided many informal opportunities for discussion and reflection.

Management educators frequently use Kolb's (1980; 1984) continuous learning cycle in SL and SA teaching (Kayes, 2002; Montrose, 2002) because it is intuitive and provides a good platform for planning instruction (Eyler, 2002). Students used it here to develop critical incidents reports chosen from among their journal entries, submitting two such reports prior to the Nicaragua sojourn to practice observation, analysis, and reflection. Following course completion, all but one student submitted eight to nine critical incident reports to describe an event (observation), followed by analysis, reflection, and a report on learning. Each student also submitted a summary reflection paper on the overall course experience. The resulting 101 entries covered 138 single-spaced pages. These data were converted to electronic text and content analyzed using N6—one of several software programs available for systemic analysis and coding of text. As one of the fastest growing techniques in quantitative research, content analysis is increasingly used to systematically analyze written work such as journals and open-ended questions into objective categories (Neuendorf, 2002).

The authors jointly developed a coding scheme organized around the content, affective, and connective learning outcomes we hoped to observe. The second author took the lead with N6 by assigning entries to the learning categories each reflected best. An example of learning that we categorized as content learning of Hofstede's (1994) cultural time dimension is:

Our readings also told us that punctuality is less observed in Latin America than in the U.S., but I found the exact opposite to be true in the Nicaraguan bus system; [where] punctuality is prized. However, I did see more a relaxed attitude toward time when the bus broke down when we were returning to Managua.

A follow-up review by the first author yielded an initial inter-rater reliability of 0.89. Discrepancies were resolved by mutual agreement.

Findings

Content Learning

The first column in Table 1 lists three types of content knowledge embedded in course objectives: (1) learning about business and economic development, (2) cultural learning of two types, and (3) content-based learning skills such as critical thinking and problem solving. The latter skills are consistent with Astin's (1993) taxonomy. The second column records the total number of entries reflecting each type of content learning. Columns 3-6 provide a breakdown for entries associated with each learning activity (totals for service-learning activities and the service-learning project are combined), followed by column 7 which reports relevant entries from students' summaries of the overall experience (OE). Final columns in Table 1 report the number of students who had entries in each category followed by mean scores and standard deviations for those entries.

Content learning about business and economic development. Table 1 shows that content learning about business and economic development resulted from all activities, but most that could be organized into a single category were associated with SA activities ($n = 30$) and service-learning activities ($n = 20$). This type of learning typically was a recital of facts such as:

- Heavily Indebted Poor Countries Debt Relief is implemented and monitored by the World Bank and the International Monetary Fund (SA activity)
- [the manager] at the Free Trade Zone said that it will be harder to find employees once other work comes to the country (SA activity)
- FAMA provides loans to the poorest of the poor, with more than 35,000 clients served during an eight-year existence (SL activity)

Content learning about culture. Culture was defined as the learned, shared, interrelated set of symbols and patterned assumptions that help any group—i.e., family, community, organizational, national—cope with the challenges it faces. Scholars universally agree that culture is a complex

Table 1
Content Learning from a Combined Study Abroad and Service-Learning Course (N=13)

Content Learning Category	# of entries						# of students with entries in the category		Mean	STD
		SA	SL	SI	FT	OE				
1. Learning about business and economic development	83	30	20	4	3	26	11	7.54	6.86	
2A. Cultural learning based on Hofstede										
Individualism/collectivism	49	12	19	1	5	12	11	4.45	3.11	
Power distance	42	4	0	10	11	17	8	5.25	4.97	
Time	27	9	0	0	15	3	7	3.86	1.68	
Uncertainty avoidance	2	1	0	0	0	1	2	1.00	0	
TOTALS	120	26	19	11	31	33				
2B. Cultural learning based on Osland et al.										
Fatalism	20	1	12	0	2	5	4	5.00	2.87	
Simpatia (personal dignity)	17	3	7	3	2	2	6	2.83	1.47	
Trust	17	0	3	0	11	3	4	4.25	3.2	
Joy and humor	14	1	10	0	1	2	5	2.80	3.82	
Personalism	13	2	7	0	1	3	7	1.86	1.57	
TOTALS	81	7	39	3	17	15				
3. Content-based learning										
Critical thinking	31	2	7	3	1	18	5	6.20	2.47	
Problem-solving	10	2	5	0	0	3	4	2.50	0.58	
TOTALS	41	4	12	3	1	21				

Note.

SA = Study abroad activities such as business visits

SL = Service-learning activities such as NGO visits and the Agros service-learning project

SI = Social interactions with students

FT = Free time

OE = Overall experience

construct covering many dimensions, and that it is so well learned that people often are unaware of their own cultural values, much less those of others. Given this likelihood, our teaching objectives were to introduce students to their own and others' cultural values. To this end, students participated in several cultural simulations, and they were exposed to multiple frameworks that analyze national cultures—e.g., Hall (1976), Hofstede (1980; 1994), Kluckhohn & Stodtbeck (1961), Schwartz (1992), Trompenaars (1994)—and to a framework specific to cultural values in Latin America (Osland, DeFranco, & Osland, 1999). Working independently, students also developed and distributed papers on cultural dimensions they chose to explore such as sex roles, corruption, and food preferences.

Lectures and assigned readings reviewed major advantages and disadvantages of using cultural frameworks such as: no cultural framework is comprehensive, all tend to focus on the dominant culture, national averages on cultural dimensions tend to obscure individual differences, and the relative parsimony of each cultural framework means they inadequately capture the complexity inherent for any nation's culture. As shown in the Cross Cultural Journal assignment reproduced in Appendix A, students could use cultural dimensions from any source to interpret their own experiences. Each entry had to report on a different cultural dimension, producing a varied and rich array of analyses. In the interests of brevity, this paper reports on the two cultural frameworks students most frequently referred to in their submitted work: Hofstede's (1980; 1994) well-known five-factor model of national cultures¹, and the Osland et al. article (1999) which focused on cultural dimensions more frequent to Latin America such as *simpatia* or personal dignity, *humor and joy*, and *fatalism*.

Table 1 reports entries on cultural dimensions drawn from Hofstede (1980; 1994) and Osland et al. (1999). Missing is Hofstede's masculinity/femininity dimension to which no one referred. Hofstede's individualism/collectivism was a frequent source of cultural learning stimulated both by SA activities (n = 12) and SL activities (n = 19). Among entries that could be assigned to a single activity, free time generated most frequent analysis of power distance (n = 11) and time (n = 15). The Osland et al. framework was much more likely to be used to analyze SL activities for a total of 39 entries as compared to seven entries for SA activities. For example, SL activities stimulated awareness of both fatalism (n = 12) and joy and humor (n = 10) as compared to one each for SA activities. Examples of cultural applications appeared in entries such as the following:

- In some cases it may be advantageous to have a group cooperating collectively. In other cases, it may be better to promote individual action and thought. But, in all cases it pays to be aware of what is being emphasized so that the resulting behavior is not a surprise (individualism/collectivism, SA activity)
- Several of the speakers that talked to us in Managua mentioned the theory of using lending groups or collective borrowing to help in the microenterprise lending arena. This is another example of the cultural emphasis on collectivism in Latin America in contrast to the United States' individualistic nature—every man (or woman) for himself (individualism/collectivism, SL activity)
- Commenting on a student host's behavior, Thomas observed "Luis was warm, respectful, humorous, and generally *simpatia* towards us. *Simpatia* is that warm, positive social behavior..." (*simpatia*, free time)

Content-based learning. Content-based learning, such as critical thinking, problem-solving, and decision-making are important outcomes for both SL and business school SA programs (Astin et al., 2000; Helms & Thibadoux, 1992; Ingraham, 2003; Zlotkowski, 1996). Table 1 shows 31 entries reflected critical thinking—which we defined as the ability to examine alternative ways of thinking—and 10 entries reflecting problem-solving skills. The single entry on decision-making skills is not reported on Table 1. Overall, content-based learning most often appeared in reflections on the overall experience (n = 21), and secondarily in SL project entries (n = 12). The following are examples of critical thinking assignable to a specific learning activity:

- I feel overwhelmed by what I have learned from scrutinizing the rhetorical context of a written document or the biases of a presenter. This has led me to become critical about how the mainstream of society (whose society?) pursues answers to their questions and statements of truth in general (SA activity)
- contradictions between observation and documented 'fact' have helped me to read between the lines and critically examine the argument a source presents (SA activity)
- can these principles work outside the U.S. when surrounded by a different culture? (SL project)

Affective Learning

Self-Knowledge. Affective learning was assigned

to one of two categories: self-knowledge (n = 238) or personal growth (n = 107). Most entries showing self-knowledge were found in summaries on the overall course experience, but when it could be associated with a single activity self-knowledge reported in Table 2 was most often associated with SA (n = 62) and free-time activities (n = 44) such as:

- following a long restaurant wait by himself, Ned commented “I sometimes tend to first list the negative aspects and connotations, in this case the relaxed atmosphere. Meanwhile, I could approach it from a positive atmosphere in that it promotes getting to know your environment and savoring the moment” (free time)
- It made me realize that work should accompany your priorities and satisfy those life-long dream careers or vocations I’ve had in mind (SA activity)

Personal growth. This form of affective learning appeared in 107 entries, the vast majority of which were entries from the overall experience (n = 72) and to a lesser extent SL (n = 14) and free time activities (n = 13). This result may be an artifact of the summary assignment which specifically asked students to summarize and “reflect on your personal learning.” Examples from overall experience entries include:

- the most important things that I learned were about me as a person now, and about the person that I strive to be (overall experience)
- The lesson here is that it is important when traveling and trying to conform to the local cultures to not forget to simply be yourself

(overall experience)

- I feel that I have probably learned the most about myself through this experience because in the U.S. I would probably never be able to feel this way (overall experience)
- [I gained] new criteria for looking at my life (overall experience)

Connective Learning

Connective learning within the sojourner group. Journal entries demonstrate that sojourners felt personally connected with one another. This is consistent with research that shows SL brings team members closer to one another (Crabtree, 1998) and can cast new light on what it means to be a group member (Godfrey, 1999). Feelings of connection to other sojourners appeared in 21 entries (shown in Table 2), expressed by statements like:

- I’m glad to be finally returning home soon, but still uneasy about adjusting to life and sad that I’ve left what was a temporary home for two weeks with a group of classmates who are now friends
- I concentrated on the welfare of the group and meeting the needs of the group over my own
- By the end of the two weeks, I had become more comfortable with my new traveling friends and found myself wanting and seeking their company

Many expressed desire or intention to remain connected with others from the sojourner group. For example, one wrote “I don’t want to lose touch with the friends I have made along the way...I hope

Table 2
Affective and Connective Learning from a Combined Study Abroad and Service-Learning Course (N=13)

Affective Learning Category	# of entries	# of students with entries in the						Mean	STD
		SA	SL	SI	FT	OE	category		
1. Personal development									
Self knowledge/personal understanding	238	62	22	6	44	104	11	21.63	7.36
Personal growth/values development	107	6	14	2	13	72	11	9.72	7.15
TOTALS	345	68	36	8	57	176			
2. Connective Learning									
Connections within the sojourner group	21	2	6	0	1	12	5	5.20	4.32
Connections beyond the sojourner group	16	0	12	0	3	1	8	2.00	1.71
TOTALS	37	2	18	0	4	13			

Note.

SA = Study abroad activities such as business visits

SL = Service learning activities such as NGO visits and the Agros service-learning project

SI = social interactions with students

FT = free time

OE = overall experience

we have gained some true friends as well.”

Connective learning beyond the sojourner group. Sojourner entries also reflected connections and commitments to Nicaraguans and others in similar economic situations (n = 16). Table 2 indicates that connective learning was not associated with SA activities, but did result from SL activities (n = 12). Examples of growing personal connections with Nicaraguans (all describing the SL project) include:

- close connection/relation with local Nicaraguans, working side by side built a very close sense of “team;” communication was possible without knowing Spanish
- watching the people of the village work together and involve us in their lives was significant to me
- I learned about the warmth of the poor who give their hearts rather than materialism
- there is a true genuine warmth between others that knows no cultural boundaries

Some sojourners also expressed intent to act on newly forged connections in statements such as:

- I want to keep experiencing life other than how I know it, if only to be reminded of what the world needs (overall experience)
- I want to have a career with close contact to helping the poor (SL project)
- I know that people all over the world are

dealing with forms of corruption and power and greed that override their ability for economic development, or at least sustainable living. This trip has only enhanced my interest in these types of project, and I just don’t want to stop being a part of learning and helping with such huge global problems (overall experience)

Longer-Term Learning

The impact of SL on student learning often is traced over a semester or with cross-sectional data (Giles & Eyster, 1998) such as that reported above; the same is true for most SA research (Rust, 2002). To examine how SL and SA affect learning over time, we contacted class participants four years after our class ended. Most had kept in touch, and we used this network to locate 10 of the original 13 students in seven states; all responded to an electronic survey. The survey included open-ended questions, and respondents also were asked to rate study abroad activities and the service-learning project according to how each contributed to content, affective, and connective learning.

Content and Affective Learning

Responses to the survey question “what do you think was the most important outcome for you of the course and your experiences in Nicaragua,” show that content and affective learning had persisted:

Table 3
Longer-Term Learning Outcomes (N=10)

<i>How strongly would you agree the study abroad activities:</i>				<i>How strongly would you agree the service-learning project:</i>			
		Mean	STD			Mean	STD
Content knowledge				Content knowledge			
improved my knowledge of economic development	SA=6; A=4	4.6	0.52	improved my knowledge of economic development	SA=2; A=7; N=1	4.1	0.56
improved my knowledge of cultural issues	SA=4; A=6	4.4	0.52	improved my knowledge of cultural issues	SA=6; A=4	4.6	0.52
improved my critical thinking skills	SA=3; A=3; N=3; D=1	3.8	1.03	improved my critical thinking skills	SA=1; A=3; N=6	3.3	0.7
improved my problem-solving skills	SA=2; A=2; N=4; D=2	3.4	1.07	improved my problem-solving skills	SA=1; A=5; N=3; D=1	3.6	0.84
Affective knowledge				Affective knowledge			
improved my knowledge of myself and what is important to me	SA=5; A=3; N=2	4.3	0.82	improved my knowledge of myself and what is important to me	SA=6; A=3; N=1	4.6	0.71
Connective knowledge				Connective knowledge			
increased my sense of connection to a wider world community	SA=4; A=6	4.4	0.51	increased my sense of connection to a wider world community	SA=8; A=1; N=1	4.7	0.67

Note.
SA(5) = strongly agree
A(4) = agree
N(3) = neutral
D(2) = disagree
SD(1) = strongly disagree

- Many times since my trip I have used the desperate economic situation faced by Nicaragua to explain issues in developing countries (content learning)
- Overall, the class/trip opened my eyes to what is really happening in the world (critical thinking)
- The most important outcome for me was my own personal learning and character development (affective learning)

The set of questions reported in Table 3 asked respondents to rate learning from SA and SL activities. Content learning about economic development was stronger for SA than for SL (six strongly agreed for SA, compared to two for SL), but cultural learning was stronger for the SL project (four strongly agreed for SA; six strongly agreed for SL). Few strongly agreed that critical thinking or problem-solving skills were stimulated by either SA or SL activities. Longer-term affective learning in the form of self-knowledge also was stimulated by both SA and the SL project.

Connective Learning

Connective learning also endured. Table 3 shows that in the longer term, eight strongly agreed the SL project “increased my sense of connection to a wider world community” as compared to four who rated SA activities as strongly. Responses to open-ended questions further illustrate connective learning had persisted:

- It personalized Central America for me
- Overall, the class/trip opened my eyes to what is really happening in the world
- It was my first-hand experience in Nicaragua that cemented my desire to be part of the solution to the problems that face Latin America and other former colonized countries

We also asked respondents to rate the extent to which each type of activity in the Nicaragua sojourn (SA activities; SL activities; the SL Project; social interactions; free time) helped each

“feel a sense of connection with people in other nations.” As shown in Table 4, respondents indicated that their strongest sense of connection came from interacting with people from the Agros village during the service-learning project. Meetings with business leaders produced least strong connections to others.

The action component of connective learning is reflected in either intent or actual community action (Gray et al., 1996; Lamb et al., 1998). But this dimension is somewhat difficult to explore among SL students because many who select SL courses are socially responsible before enrolling (Eyler et al., 1997). Among this group of students, five were active volunteers before the course began. Our follow up survey indicated nine of the ten were volunteers after the class, and some continued work with the Agros Foundation. Prior research links SL participation and subsequent careers in service organizations (Astin et al., 2000; Roschelle et al., 2000), a result we also found. Two former students work for service organizations, and two are in graduate school preparing for careers in international service.

Implications for SL and SA Practice

Combining activities typical for SL and SA classes added both short- and long-term learning value for students. Visits to micro enterprises such as home-based pottery production as well as to large organizations exposed business students to a broader array of business activities than is typical for SA business programs that usually visit large or multinational firms. Further, representatives from governmental and civil society organizations often presented new perspectives on formal economic development for Nicaragua, and this helped students analyze and critique options. Social interactions, the service-learning project, and free-time activities provided opportunities to interact with and learn from people from many socioeconomic groups, serving growing needs for business leaders to examine and address social concerns such as social responsibility, justice, and community development (Dumas, 2002; Godfrey, 1999; Kolenko et

Table 4
Students' Sense of Connection to Others Four Years Later (N=10)

Degree of Felt Connection	strong	moderate	neutral	weak	none
(SA) With Nicaraguan business leaders	1	4	5	0	0
(SL) With Nicaraguan nongovernmental leaders	3	4	2	1	0
(SLP) With people from the Agros village (the service-learning project)	8	2	0	0	0
(SI) With students from Nicaraguan universities	5	5	0	0	0
(FT) With Nicaraguan people in the course of their daily lives	4	4	2	0	0

al., 1996). The follow-up survey confirmed that these forms of learning had proved valuable over the longer-term as well:

- Matt observed “Our meeting sessions with academic professionals, NGO, business leaders, government representatives, microenterprise and free-trade zone officials were fascinating and extremely valuable learning events.”
- Selena noted “I feel like I had three trips in one, Managua, Matagalpa [where she traveled on the free weekend] and Rivas. I learned something from each part of the trip and had experiences that would not have been possible if we had visited only one of these places.”
- Liliana wrote “the balance of academics and service during our trip put the extremes right next to each other for me to see.”

Several implications for practice emerge. One is that planning for SL international and/or SA courses might well begin with explicit decisions about if and how to stimulate content, affective, and connective learning. Results from this study suggest that content learning for SA and international SL classes occurs via exposure to representatives from all sectors: business, government, and civil society. Exposure to people in different walks of life also stimulated affective learning; the latter occurred in all settings, but frequently during free-time activities. The latter finding poses a special challenge for shorter study abroad tours. Explicit studies of culture that help students go beyond superficial levels of cultural awareness also are recommended for both SL and SA courses (Gmelch, 1997; Hanvey, 1975). Connective learning, represented by feelings of personal connection and intent or action to stay connected, resulted most from informal face-to-face interactions rather than formal presentations. We believe that free time activities and work and play with SL villagers provided time for students to learn about others’ lives, hopes, and dreams, and they provided opportunities for students also to share their own thoughts and hopes. In particular, SL activities stimulated most personal feelings of connections.

Recommendations for SA practice include incorporating a service-learning component in study tours and other study abroad programs; this creates opportunities for cross- or within-discipline collaboration with faculty experienced in SL design. Also, results argue for incorporating reflection activities in SA classes. Formal and informal reflection encourages students to interpret their own behavior with greater insight (Parker, 1996)

and may better integrate content and affective learning (Dunlap, 1998). The results also suggest possibilities for SL international practice, including enhancing student exposure to representatives from varied sectors, incorporating explicit learning about culture, and providing free-time options for learning.

Study Limitations

There are several study limitations. First, resource scarcity limited course enrollment, resulting in a small sample. Most study abroad tours observe caps such as these, and they doubtless contribute to limited empirical research on SA. However, the follow-up survey affirms that content, affective, and connective learning occurred and persisted. Second, although SL/SA activities were purposefully combined, the opportunity to compare them arose later. Thus, questions we might have asked in 2000 did not occur to us until 2004. Like most study abroad courses this one enrolled more women than men (Ingraham, 2003). About 67% of U.S. study abroad participants are women (Hayward, 2000); female enrollment in the Nicaragua course was 62%. The small sample size made it difficult to explore possible gender effects.

A third study limitation is associated with content analysis methodology. Although this form of analysis provides a way to aggregate results, a cost may be too much reduction of what student comments show to have been rich learning experiences.

A fourth limitation is associated with using cultural frameworks to interpret behaviors. While class members were exposed to different cultural frameworks and encouraged to choose different dimensions from them to analyze their experiences, both a benefit and a liability of cultural frameworks is they can oversimplify complex phenomena. At worst, students might use a cultural framework at a superficial level without learning how various dimensions of culture interact, or focus on a single cultural dimension to the exclusion of all others. Doing either could lead to undesirable forms of stereotyping.

Opportunities for Future Research

This study makes a timely contribution to the growing numbers of international SL courses (Annette, 2002; Crabtree, 1998; Kiely, 2004) and short study tours sponsored by business and other disciplines in the form of Alternative Spring Breaks, Mission Treks, and the like. These activities are credited with tripling U.S. student participation in international study programs from 1985-2000 (Gordon, 2003; Holland & Kedia, 2003;

Szekely & Krane, 1997). The study also breaks new ground by examining learning outcomes from a course that combined typical SL and SA activities. It expands on an existing taxonomy by introducing the concept of connectivity as a learning outcome that reflects feelings of personal connection and intent or action to connect with others. Results also reinforce Kiely's (2005) argument to provide time abroad for both structured and unstructured interactions in international SL. These findings affirm SL research findings, but they extend SA research which is silent on either dimension of connective learning. Finally, having demonstrated where synergies occur, this study argues that SA and SL need not travel along parallel tracks in any discipline.

Given the small sample size, additional studies are needed to explore these results in other SA, SL and combined programs. Pre- and post-tests in study abroad and/or international SL programs could better illustrate learning and its stimulants abroad. Longitudinal research also is needed, particularly to study how learning moves between students and community members during a service-learning project. The role of culture is under-explored in both SA and SL research, creating opportunities for future research in both. For example, although cultural learning is important to SA activities, only about 15% of study abroad programs assess cultural proficiency (Vande Berg, 2001). Because few SL projects are cross-cultural by design, little is known about how cultural learning enhances international understanding (Crabtree, 1998).

Systematic studies of short and longer SA or SL tours abroad may help answer questions this study surfaced but could not explore. For example, some researchers find that SL experiences spread over a longer period of time enhance learning (Jordan, 1994). Others argue for immersion as a benefit from international SL (Kiely, 2004, 2005). And still others report that learning occurred based on a single afternoon volunteer project embedded in a short SA tour (Allen & Young, 1997). This raises a question about duration of the study abroad opportunity that future research can answer. Additionally, while the body of research on longer-term study abroad options provides a basis for studying SA, much more research is needed to understand learning outcomes from SL international and from short study tours abroad. Given that there is growing educational interest in experiential learning as a way to link classroom theory with real world practice (Porter & McGibbon, 1988) and that students live in an increasingly interconnected world, future research may help us understand how

international SL and SA can enhance students' feelings of personal connections to others and promote actions reflective of global citizenship.

Notes

The authors gratefully acknowledge Cynthia Hardy and David Thomas for their insights, and thank anonymous reviewers for their comments and encouragement. The authors particularly thank students in the course for their participation and inspiration.

¹ Hofstede's individualism/collectivism scale ranges from high individualism, wherein the individual takes care primarily of self and family, to high collectivism which is in-group or clan responsibility where loyalty is owed to a group-be it nation, family, or organization. According to Hofstede, power distance is the extent to which society accepts (or rejects) that power is distributed unequally in institutions and organizations. Uncertainty avoidance is the extent to which society prefers or avoids formal rules and absolute truths. Hofstede further described a high masculinity culture as one that is foremost assertive, acquisitive, and values money and things, while a high femininity culture most emphasizes care for others and values the quality of life. Hofstede's time dimension measures the extent to which a culture adopts a long-term or a short-term outlook on work and life.

References

- Allen, D., & Young, M. (1997). From tour guide to teacher: Deepening cross-cultural competence through international experience-based education. *Journal of Management Education, 21*(2), 168-189.
- Annette, J. (2002). Service learning in an international context. *Frontiers: The Interdisciplinary Journal of Study Abroad, 8*, 83-93.
- Archangeli, M. (1999). Study abroad and experiential learning in Salzburg, Austria. *Foreign Language Annals, 32*(1), 115-124.
- Astin, A. (1993). *Assessment for excellence*. Phoenix, AZ: Oryx Press.
- Astin, A. W., Vogelgesang, L. J., Ikeda, E.K., & Yee, J.A. (2000). *Executive summary: How service learning affects students*. Los Angeles: UCLA Higher Education Research Institute.
- Boyle-Baise, M. (1999). 'As good as it gets?' The impact of philosophical orientations on community-based service learning for multicultural education. *The Educational Forum, 63*, 310-321.
- Boyle-Baise, M., & Sleeter, C.E. (2000, Spring). Community-based service learning for multicultural teacher education. *Educational Foundations, 33-50*.
- Bingle, R.G., & Hatcher, J.A. (1996). Implementing service learning in higher education. *Journal of Higher Education, 67*, 221-239.

- Calderon, J., & Farrell, B. (1996). Doing sociology: Connecting the classroom experience with a multiethnic school district. *Teaching Sociology*, 26, 46-53.
- Carlson, J. S., Burn, B.B., Useem, J., & Yachimowicz, D. (1990). *Study abroad: The experience of American undergraduates*. Westport, CT: Greenwood Press.
- Carlson, J.S. & Widaman, K.F. (1988). The effects of study abroad during college on attitudes toward other cultures. *International Journal of Intercultural Relations*, 12, 1-18.
- Crabtree, R.D. (1998, May). Mutual empowerment in cross-cultural participatory development and service learning: Lessons in communication and social justice from projects in El Salvador and Nicaragua. *Journal of Applied Communication Research*, 182-209.
- Dewey, J. (1963). *Experience and education*. New York: Macmillan.
- Dumas, C. (2002). Community-based service-learning: Does it have a role in management education? *International Journal of Value-Based Management*, 15, 249-264.
- Dunlap, M.R. (1998). Adjustment and developmental outcomes of students engaged in service learning. *The Journal of Experiential Education*, 21(3), 147-153.
- Eyler, J. (2002). Reflection: Linking service and learning-linking students and communities. *Journal of Social Issues*, 48(3), 517-534.
- Eyler, J., & Giles, Jr., D.E. (1999). *Where's the learning in service-learning?* San Francisco, CA: Jossey-Bass.
- Eyler, J., Giles, Jr., D.E., & Braxton, J. (1997, Fall). The impact of service-learning on college students. *Michigan Journal of Community Service Learning*, 5-15.
- Eyler, J., Giles, Jr., D.E., & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections*. Nashville, TN: Vanderbilt University.
- Fagan, H., & Hart, D. (2002, May). Exploring the effects of study abroad on long-term life choices. Poster session at the Annual NAFSA: Association of International Educators Conference in San Antonio, TX.
- Friere, P. (1970). *Pedagogy of the oppressed*. New York: Continuum.
- Giles, Jr., D E., & Eyler, J. (1998). A service learning research agenda for the next five years. In R. Rhoads & J. Howard (Eds.), *Academic service learning: A pedagogy of action and reflection* (pp. 65-72). San Francisco: Jossey-Bass.
- Gmelch, G. (1997). Crossing cultures: Student travel and personal development. *International Journal of Intercultural Relations*, 21(4), 475-490.
- Godfrey, P.C. (1999, December). Service-learning and management education: A call to action. *Journal of Management Inquiry*, 363-378.
- Gordon, D.R. (2003, Spr). Jesuit international education: Current approaches and challenges. *Conversations*, 4-11.
- Gray, M., Geshwing, S., Ondaatje, E., Roby, A., Klien, S., Sax, L., Astin, A., & Astin, H. (1996). *Evaluation of learn and serve America, higher education: First year report, Volume I*. Los Angeles, CA: UCLA Higher Education Research Institute.
- Grusky, S. (2000). International service learning: A critical guide from an impassioned advocate. *American Behavioral Scientist*, 43(5), 858-867.
- Hall, E.T. (1976). *Beyond culture*. New York: Doubleday/Anchor.
- Hanvey, R. (1979). *An attainable global perspective*. New York: Center for Teaching International Relations.
- Hayward, F.M. (2000). *Internationalization of US higher education: Preliminary status report 2000*. Washington, D.C.: American Council on Education.
- Helms, M.M., and Thibadoux, G.M. (1992). Measuring changes in students' perceptions and career plans: Effects of study abroad. *The International Journal of Career Management*, 4(1), 3-6.
- Hofstede, G. (1980). *Culture's consequences*. Newbury Park, CA: Sage.
- Hofstede, G. (1994). The business of international business is culture. *International Business Review*, 3(1), 1-14.
- Holland, K.M., & Kedia, B.L. (2003). Internationalizing business students through the study abroad experience: Opportunities and challenges. *Advances in International Marketing*, 13, 115-139.
- Immelman, A., & Schneider, P. (1998, Fall). Assessing student learning in study abroad programs: A conceptual framework and methodology for assessing student learning in study abroad programs. *Journal of Studies on International Education*, 2(2), 59-80.
- Ingraham, E.C. (2003). Documentation and assessment of the impact of study abroad. In G. Tomas M. Hult and Elvin C. Lashbrooke (Eds.), *Study Abroad: Perspectives and experiences from business schools: 1-21*. *Advances in International Marketing*, 13.
- Jacoby, B. (1996). Service-learning in today's higher education. In B. Jacoby & Associates (Eds.), *Service-learning in higher education* (pp. 3-25). San Francisco: Jossey-Bass.
- Jordon, K.L. (1994). The relationship of service-learning and college student development. Unpublished doctoral dissertation. Blacksburg, VA: Virginia Polytechnic Institute and State University.
- Kayes, D. C. (2002). Experiential learning and its critics: Preserving the role of experience in management learning and education. *Academy of Management Learning and Education*, 1(2), 137-149.
- Kenworthy-U'Ren, A., & Peterson, T. (2005). From the guest co-editors: Service-learning and management education: Introducing the "WE CARE" approach. *Academy of Management Learning & Education*, 4(3), 272-277.

- Kiely, R.C. (2004). A chameleon with a complex: Searching for transformation in international service-learning. *Michigan Journal of Community Service Learning, 10*(2), 5-20.
- Kiely, R.C. (2005). A transformative learning model for service-learning: A longitudinal case study. *Michigan Journal of Community Service Learning, 12*(1), 5-22.
- Kluckhorn, C., and Stodtbeck, Fred L. (1961). *Variations in values orientations*. Westport CT: Greenwood Press.
- Kolb, D. (1981). Learning styles and disciplinary differences. In A.W. Chickering & Associates (Eds.), *The Modern American college: Responding to the new realities of diverse students and a changing society* (pp. 232-55). San Francisco, Jossey-Bass.
- Kolb, D. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall.
- Kolenko, T.A., Porter, G., Wheatley, W., & Colby, M. (1996). A critique of service learning projects in management education: Pedagogical foundations, barriers, and guidelines. *Journal of Business Ethics, 15*, 133-142.
- Kraft, R.J. (2002). International service-learning. In M.E. Kenney, K. Kiley-Brabeck, and R.M. Lerner (Eds.), *Learning to serve: Promoting civil society through service learning*, pp. 294-314. Norwells, MA: Kluwer Academic Publishers.
- Kuh, G.K. & Kauffmann, N. L. (1985, May). The impact of study abroad on personal development of college students. *Journal of International Student Personnel, 6*-10.
- Lamb, C.H., Swinth, R.L., Vinton, K.L., & Lee, J.B. (1998). Integrating service learning into a business school curriculum. *Journal of Management Education, 22*(5), 637-654.
- Laubscher, M.R. (1994). *Encounters with difference: Student perceptions of the role of out-of-class experiences in education abroad*. Westport, CT: Greenwood Press.
- McCarthy, A.M., & Tucker, M.L. (1999). Student attitudes towards service-learning: Implications for implementation. *Journal of Management Education, 23*(5), 554-573.
- Mabry, J.G. (1998). Pedagogical variations in service-learning and student outcomes: How time, contact and reflection matter. *Michigan Journal of Community Service Learning, 5*, 32-47.
- Markus, G.B., Howard, J.P.F., & King, D.C. (1993). Integrating community service and classroom instruction enhances learning: Results from an experiment. *Educational Evaluation and Policy Analysis, 15*(4), 410-419.
- Montrose, L. (2002, Fall). International study and experiential learning: The academic context. *Frontiers: The Interdisciplinary Journal of Study Abroad, 8*, 1-15.
- Myers-Lipton, S. J. (1996). Effect of service-learning on college students' attitudes toward international understanding. *Journal of College Student Development, 37*(6), 659-667.
- National and Community Service Roles for Higher Education: A Resource Guide*. (1994). Washington, D.C.: The Corporation for National and Community Service.
- Neuendorf, K. (2002). *Content analysis guidebook*. Thousand Oaks, CA: Sage.
- Newmann, F.M. (1990). Reflective civil participation. In J. Kendall and Associates (Eds.), *Combining service and learning* (Vol.1, 76-83). Raleigh, NC: National Society for Internships and Experiential Education.
- Osland, J.S., De Franco, S., & Osland, A. (1999). Organizational implications of Latin American culture: Lessons for the expatriate manager. *Journal of Management Inquiry, 8*(2), 219-234.
- Parker, F. (1996). Reflection: Service-learning's special mirror. *Service-Learning Flagship, 3*(4), 1.
- Porter, Lyman, & McKibbin, Lawrence E. (1998). *Management education and development: Drift or thrust into the 21st century?* New York: McGraw Hill.
- Porth, S.J. (1997). Management education goes international: A model for designing and teaching a study tour course. *Journal of Management Education, 21*(2), 190-199.
- Roschelle, A.R., Turpin, J., & Elias, R. (2000). Who learns from service learning? *American Behavioral Scientist, 43*(5), 839-847.
- Rust, V.D. (2002). Research regarding outcomes of effects of foreign study on participating students. CIDE Contributions #1. Los Angeles: Center for International and Development Education.
- Schwartz, S. H. (1992). Universals in the content and structure of values: Theoretical advances and empirical tests in 20 countries. *Advances in Experimental Social Psychology, 1*-62.
- Sharma, M. P. & Jung, L. B. (1985). How cross-cultural social participation affects the international attitudes of United States students. *International Journal of Intercultural Relations, 9*(4), 377-387.
- Stachowski, L.L., & Visconti, V.A. (1998). Service learning to overseas nations: US student teachers give, grow, and gain outside the classroom. *Journal of Teacher Education 49*(3), 212-219.
- Szekely, B.B., & Krane, M. (1997). The current demographics of education abroad. In William Hoffa and John Pearson (Eds.), pp. 143-64. *NAFSA's Guide to Education Abroad for Advisers and Administrators*. Washington, D.C.: NAFSA, Association of International Educators.
- Thomlison, T.D. (1991). Effects of a study-abroad program on university students: Toward a predictive theory of intercultural contact. ERIC Document Reproduction Service No. ED 332 629.
- Trompenaars, A. (1994). *Riding the waves of culture*. Burr Ridge, IL: Irwin.

- Vande Berg, M. (2001, Spring). SECUSSA/IEE electronic sampling results: Survey #2: The assessment of learning outcomes in study abroad. *International Educator*, 10(2), 31. [On-Line]. Available: <http://www.secussa.nafsa.org/samplingresults2.html>
- Williams, R. (1990). The impact of field education on student development: Research findings. In J. Kendall and Associates (Eds.), *Combining service and learning*, Vol.1, 130-147. Raleigh, NC: National Society for Internships and Experiential Education.
- Zlotkowski, E. (1996). Opportunity for all: Linking service-learning and business education. *Journal of Business Ethics*, 15, 5-19.
- Zlotkowski, E. (2000, Fall). Service-learning research in the disciplines. *Michigan Journal of Community Service Learning*, 61-67.

Authors

BARBARA PARKER is a professor in the Albers School of Business and Economics, Seattle University, where she teaches globalization and international management. She is the author of *An Introduction to Globalization and Business* (2005) and a 1998 globalization text. Her current research includes cross-sector partnerships for social good, student learning outcomes from short study tours, and community outcomes from service projects. To explore the latter, she recently interviewed Nicaragua artisans whose products became available in some U.S. university bookstores because of a service-learning project her students conducted.

DIANE ALTMAN DAUTOFF is an adjunct lecturer in the Center for Nonprofit Leadership and Social Enterprise Management, Seattle University, where she teaches courses about building effective teams. Her current research interests include student learning outcomes as members of temporary work teams, and effectiveness factors in temporary work teams in public sector projects. In addition to her academic duties, she also maintains a consulting practice focused on leadership and team development, coaching and change management.

Appendix A

Cross-Cultural Journal Assignment

Your journal will contain no fewer than 10 entries with a 1-2 page self-reflection piece to summarize your learning. Follow this format:

1. Each entry should begin with a Heading describing one or more comparative management issues observed, e.g., individualism/collectivism; uncertainty avoidance; power distance; work/leisure; direction/ supervision; preferences for theory/action; control/autonomy; staffing habits; expectations for personal and professional loyalty; attitude toward competition; training and development plans; attitudes towards time; attitudes towards personal space; planning preferences for short and long-term; creativity; etc. (The idea is to write journal entries on different comparative management issues)

2. In a few paragraphs, describe an event you observed that provides a window on cross-cultural management issues. This description will help your reader understand what happened/what you saw. Forums and guest speakers, teachers, and our own class will provide some of these opportunities. In particular, our speakers in Seattle and in Nicaragua will demonstrate particular ways of thinking and acting that are culturally grounded. These interactions need not be between U.S./Latin Americans.

3. Follow the description with your interpretation of the cross-cultural value and behavior you recorded in the Heading. Use cultural analysis (refer to our readings or to other readings) to explain what happened and why.

4. Explain how this observation can be useful to you as a manager. What can you learn from this analysis that you did not already know?

5. At the end of the 10 entries, review each to reflect on your personal learning from observing cross-cultural interactions—this final entry should be about 1-2 pages.