Service-Learning across the globe: from local to transnational

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Antoinette Smith Tolken (Editor)

2013
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1. Welcome

1.1 Message from Dr Antoinette Smith-Tolken, Symposium Chair

As co-founder of the International Symposium for Service-Learning together with Dr Phylis Lan Lin, it is my privilege and honour to chair the fifth ISSL. This symposium has completed a circle of being held on four continents namely Africa, United States of America, Europe and Asia. Over the years, a community of practice was built across the world with scholars and practitioners who attended two or more of the four symposia held thus far. Each of these symposia added new scholars and a greater awareness of service-learning, especially in the hosting country. As Phylis articulated this trend in the preface of the 2011 symposium: “While service-learning has been institutionalized in some areas, such as South Africa and the United States, and also in Taiwan and Hong Kong (Taiwan Normal University and Lingnan University are two of the leading universities in Asia, and Lingnan University is also a member of Campus Compact), service-learning on Mainland China, for example, is a burgeoning enterprise. Holding this conference at NIT means there will be a growth in awareness of service-learning in higher education institutions in China.” A rich body of knowledge was produced by capturing the presentations into chapters of four book publications that have seen the light as a result of these simposia. Other than the book publications, many of the presentations at the ISSL were reworked in publications in peer-reviewed journals and other books. ISSL 2013 will take the legacy a step further by focusing on the globalisation of service-learning through the notion of thinking globally and acting locally. The guiding questions of the ISSL 2013 emphasise the quest to develop theoretical and conceptual frameworks globally and to proliferate the practice of service-learning in different contexts. Furthermore, the importance of research is illuminated as it informs the incubation of service-learning where it is still unknown while strengthening the current theory and practice. Students and faculty are the key roleplayers in the mobilisation of service-learning. Provision should be made in institutional strategies to conscientise and enable them to become engaged scholars and citizens who consciously align their research to local and global development agendas. I believe that this symposium will make a contribution to a better understanding of service-learning in different contexts, provide examplars of good practice and add to the body of knowledge through rigorous research. The keynotes will make a special contribution to share the implementation of service-learning in different countries and even continents. The paper series, co-edited by myself and Jacob du Plessis is yet another publication generated by this biennial symposium for the first time. I welcome scholars and guests from eight countries and thirty-nine institutions to ISSL 2013 to present their work in a wide variety of formats, deliberate, share knowledge and expertise, participate through attending pre-symposium workshops and trips, or just simply attend and take part in the informative and thought provoking presentations and dialog.

I thank all the institutions and their representatives for the support, endorsement and sponsorship for this symposium.

Dr Antoinette Smith-Tolken

Chair: ISSL 2013

18 November 2013
Chair

Antoinette Smith-Tolken  Deputy-Director, Community Interaction heads the Office for Service-Learning and Community-based Research of the Division for Community Interaction at Stellenbosch University. In this capacity, she is primarily responsible for enhancing the scholarship of engagement of academic staff through training and support programmes with secondary graduate teaching responsibilities. Dr Smith-Tolken holds a PhD in Education from the Stellenbosch University. She has been teaching Community Development in a study abroad programme at Stellenbosch University since 2005 as well as an undergraduate Sociology class. Currently she teaches in three post-graduate programmes, supervises and examines masters- and doctoral theses. She plays a leading role in the proliferation of service-learning and community engagement in South Africa through workshops, seminars, and professional development programmes in experiential teaching and learning and community-based research. Antoinette has presented at conferences in South Africa, Australia, Europe, the United States and China over the last 10 years, co-chaired two international symposia and a national colloquium. She is one of the co-founders of the International Symposium: Service-Learning and the chair of the fifth ISSL 2013 in Stellenbosch. Her research record reflects several national and international publications.

Co-chair

Phylis Lan Lin  is the Associate Vice President for International Partnerships, Professor of Sociology, and the Director of Asian Programs at the University of Indianapolis. She is also the Executive Director of the University of Indianapolis Press. Professor Lin holds a PhD in Sociology from the University of Missouri. She has been teaching at the University of Indianapolis since 1973. She has organised and chaired several international conferences including the International Symposium on Service-Learning. She has written and edited more than 30 books in Chinese and English. She was the co-author, editor, and co-editor of four books on service-learning. Dr Lin has been instrumental in establishing Asian links for the University of Indianapolis since 1990. In 2004, Dr Lin took a major role in the establishment of the Au Ho-nien Museum on the campus of the University of Indianapolis. Dr Lin is instrumental in establishing several sister-school relationships with universities in Asia. Dr Lin was appointed as Senior VP of Zhejiang Yuexiu Foreign Languages University - University of Indianapolis International College in January 2011.
1.2 Message from Prof Russel Botman, Rector and Vice-Chancellor Stellenbosch University

**Professor Hayman Russel Botman** is in his second term as Rector and Vice-Chancellor of Stellenbosch University (SU).

He also serves as a Director of Higher Education South Africa, a Vice-President of the Association of African Universities, and President of the Academic Consortium for the 21st Century (AC21). Under his guidance, SU recently adopted its Vision 2030, which is aimed at making the University more inclusive, innovative and future-oriented by improving access to the institution, sustaining its momentum of excellence and increasing its impact on society. He believes that science should guide Africa’s development, and has been the driving force behind SU’s HOPE Project, a science-for-society initiative through which the University is working to eradicate poverty, promote human dignity and health, entrench democracy and human rights, strengthen peace and security, and balance a sustainable environment with a competitive industry.

I want to welcome all the delegates of the 5th International Symposium on Service-Learning (ISSL) to Stellenbosch, in the heart of the Boland region of the Western Cape, South Africa. It is a privilege for us at Stellenbosch University to be hosting this prestigious international gathering again. It was also my privilege to deliver the keynote at the Gala Evening of the very first ISSL that was held here in 2005. I acknowledge the presence of the co-chair and representatives of our co-host the University of Indianapolis, Indiana, USA; the co-sponsors SAHECEF and the Talloires Network. I also acknowledge the presence of all other Vice-Chancellors and university leaders from across the globe. Welcome to Stellenbosch!

Stellenbosch University (SU) recently adopted its Vision 2030, which reads:

> Stellenbosch University as **inclusive, innovative and future-focused**: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders. (Institutional Intent and Strategy 2013-2018: p17)

Service-learning has great potential and proven value in terms of all three vision elements: inclusivity, innovation and focus on the future.

Given the history of racial exclusion at Stellenbosch University under the apartheid regime, the importance given to inclusivity at our university is obvious. Inclusivity is usually associated with race, gender, religion, culture, physical ability, etc. Diversity in terms of all these categories is important at SU. Recently, for example, we hosted a highly successful Diversity Week on campus. We have also established a new Centre for Inclusion to demonstrate our sustained commitment to matters of inclusion. But inclusivity also has a wider application and could include issues like pedagogy, curriculum and assessment. Service-learning can be regarded as such a transformative pedagogy, methodology and philosophy that has great potential to add to the diversity and democratisation of curriculum at SU.

Service-learning also represents an important innovation where curriculum, pedagogy and assessment are concerned. With service-learning exciting new possibilities for authentic learning in community contexts, rich learning experiences that result when different types of knowledge and knowledge systems converge, and co-operative learning open up. Those academics who have embarked on the service-learning journey, witness to the fact that, not only their students, but also they themselves have been enriched and even transformed. Today, service-learning has found its place within the diverse array of teaching approaches employed at SU. We have service-learning modules in all 10 faculties of SU.

The Division for Community Interaction takes the responsibility on behalf of the institution to build the capacity of SU academics to implement service-learning through a credit-bearing Short Programme on Service-Learning and Community Engagement.

As far as the third vision element of **future-focused** is concerned, service-learning is also of great value to SU. The 21st century University is an engaged institution that acknowledges the importance of the current trends towards collaborative knowledge production, collaborative learning, and diversity in all respects, as well as networks and partnerships.
Service-learning, as a transformative and innovative approach to learning and teaching, incorporates all of these trends in a highly exemplary way.

Given its vision, and the applicability of service-learning to that vision, it is a great honour for SU to be associated with this international service-learning symposium. It is my hope that the new insights and thought leadership that will emerge from this esteemed gathering will advance knowledge in the service of all stakeholders. Thank you.
1.3 Message from Dr. Robert L. Manuel, President, University of Indianapolis (Delivered by Phylis Lan Lin)

Greetings, and welcome to the Fifth International Symposium on Service-Learning, sponsored by Stellenbosch University and the University of Indianapolis. Stellenbosch was also the site of the first symposium in this series. My own institution, the University of Indianapolis, has been fortunate enough to host this event once; the event was before my own tenure there began, so I am glad to be included in these proceedings, even if from afar. I am also eager to help host the conference at our campus in 2015, and I hope many of you will join us on that occasion.

The theme of this Symposium, of course, is “Service-Learning Across the Globe: From Local to Transnational.” I applaud the selection of this theme as a natural progression from that of the first symposium, which was held here in South Africa in 2005. That first symposium—even while bringing together scholars from a number of nations around the world—examined service-learning from the local perspective. Each gathering since has studied the many aspects of the discipline to ensure its considered growth. It is a discipline that my institution has tightly embraced, as you will gather from our involvement as co-organiser for the symposium. I might also mention that our support of your work has extended to the University of Indianapolis Press, which has preserved the best of each International Symposium on Service-Learning by publishing the proceedings. These comprise both a historical record and a living document for future study.

Since the founding of the University of Indianapolis in 1902, our institution has evidenced a service ethic. A half century ago or so, we formalised that ethic by adopting an official motto, “Education for Service.” Then last fall, as part of an exhaustive strategic planning process, the University community had an opportunity to step back, to evaluate its values and its purpose. Far from having faded over time, that historic service ethic was perhaps stronger than ever, singled out by our alumni, faculty, staff, administrators, and students alike as being part of the institutional fabric that must be maintained and developed as we plan our future. I believe that these symposia have played an important role in demonstrating the need for service, the obligation of service, the ways to service, and the lessons of service.

And I am pleased that our model of service, both at home and around the world, has managed to maintain its focus on altruism while developing a powerful educational component, one that incorporates the kinds of preparation that, as you have taught us, are so important: the reflective, mental, academic, and cultural.

One of the University’s most service-oriented professors, now retired, used to have a saying taped to the door of his office: “You are fulfilling your significance when you convert all your experience to the highest advantage of others.” You and your fellow scholars have devoted much effort to magnifying the significance and impact of that individual fulfillment. You are continuously increasing the impact of service-learning, studying and disseminating the lessons learned to increase the effectiveness of future efforts. And as you connect with each other through symposia such as this one, you develop new tools and new insights that you then bring to bear at your campuses around the world. So I thank you for your commitment to your discipline, and I look forward to seeing you at the Sixth International Symposium on Service-Learning at the University of Indianapolis.
1.4 Inspirational Quotes

The community of engaged scholars, community engagement practitioners, roleplayers, stakeholders and students stand to gain a lot through robust critical reflection: It is not only about romanticising the past and idealising the future – it is also about comprehending the present through active knowledge-based, socially sensitive engagement! [Confucius Smith].

-Prof Julian Smith, Vice-Rector, Community Interaction and Personnel

The high quality presentations presented at the conference tell the story of the growing breadth and depth of community engagement and higher education in South Africa and beyond. The valuable information in these proceedings will have a significant impact on the literature and the practice of community engagement, both for those who were present and those who will read and apply the information to their own work.

-Prof Barbara Holland, Portland, Oregon, United States.

Within the internationalisation of any university it is relative easy to add an international and intercultural dimension to the research and learning/teaching activities of an institution. For community interaction, including service learning, it is not so straightforward and it may often not be possible to reach the objective of being sustainable. By returning to Stellenbosch after 8 years, ISSL, however, has not only proven to be a sustainable project in adding an important international and intercultural dimension to community interaction at Stellenbosch University, but it also contributes significantly towards integrating research, learning/teaching and community interaction. Wishing you a productive symposium!

-Robert Kotze¹, Postgraduate & International Office (PGIO) • Stellenbosch University
Co-Director: Confucius Institute • Stellenbosch University.

“We [participants of the symposia] have become close friends and colleagues even though we are halfway across the world from each other. This national and international networking is made possible because all of us have a common mission—through service-learning we are able to broaden the horizon of higher education and create a programme that we trust will enhance student learning and civic engagement and will cultivate them to make healthier and better communities. That is what higher education is all about”.

-Dr Phylis Lan Lin, Co-Chair: ISSL 2013 (in the preface of the Fourth ISSL in Ningbo, China).

The International Symposium on Service Learning is an extraordinary initiative in multiple ways. Impressive in its impacts on those of you who participate directly in each convening, and also in its significant impacts on the much larger group of us who are not in attendance. The ripple effects of ISSL are amazing, as the co-sponsors, presenters and participants advance and exchange learning from South to North, North to South, and South to South. The enduring collaboration between Stellenbosch and the University of Indianapolis is a great model of true inter-institutional partnership with real staying power. Many thanks for your pioneering, continuing leadership!

-Dr Robert Hollister, Executive Director, Tallories Network.

The 5th International Symposium on Service-Learning (ISSL) affords us a great opportunity to further raise the bar and to build the field of service-learning. This will be the biggest ISSL thus far, the papers are of a high standard, eminent scholars, practitioners and partner organisations will be in attendance and accredited, peer-reviewed academic products will flow from this ISSL. We are excited to host the ISSL at Stellenbosch University again and are hoping that the 5th ISSL will help us all to innovate and invigorate our service-learning practice across the globe.

-Dr Jerome Slamat, Senior Director: Community Interaction, Stellenbosch University.

¹ Robert was instrumental to the founding of the ISSL in 2004.
1.5 Acknowledgements

The chair and co-chair wish to thank the following institutions, individuals, and groups for their contribution to the ISSL 2013:

- **Prof Russel H. Botman and Dr Robert L. Manuel** for the inspiring messages from the leadership of the two hosting universities.
- **Prof Julian Smith** for his contextualising of the keynote and Stellenbosch University and for liaising with the leadership who supported this symposium with financial sponsorship, human resources, and administration.
- **Nieves Tapia** for an inspiring keynote, sharing the conceptualisation of service-learning in Latin America and their strategy for capacity building of educators.
- **Dr Robert Hollister** and the Talloires Network for their sponsorship of the keynote traveling costs and the co-sponsoring of a pre-conference workshop and **Susan Stroud** who took the lead in the operationalisation of the workshop.
- **Prof Darren Lortan** and the South African Higher Education Community Engagement Forum Council for the sponsorship of the USB memory stick for every delegate with all relevant information for the symposium.
- **Dr Barbara Holland**, Portland, Oregon, who presented a live interactive web-based pre-conference workshop on behalf of the Talloires Network amidst her health challenges and irregular hours due to time zone differences.
- **Jacob du Plessis**, Department of Sociology and Social Anthropology, Stellenbosch University, who played a key role in the operationalisation of the entire symposium.

The reviewers who reviewed the abstracts and the review committee who worked long hours to finalise the reviews (see reviewer list).

Plenary speaker **Felix Bivens**, who inspired us to explore new ways of theorising community engagement.

Many thanks to all the presenters and delegates who have travelled across the world to present at and attend the symposium.

A special thanks to the people and institutions that led or sent delegations from their universities:

- Phylis Lan Lin, University of Indianapolis, Indiana, United States.
- Weiliang Jin, Ningbo Institute of Technology, China.
- Northern Ontario School of Medicine, Canada.
- Priscilla Daniels, University of the Western Cape, South Africa.
- Darren Lortan, Durban University of Technology, South Africa.
- Northwest University, South Africa.
- Rhodes University, South Africa.
- University of the Free State, South Africa.
- Wheeling Jesuit University, United States.

The moderators for their service during the symposium and the coordinator **Rona Newmark** (see moderator table).

**Dr Jerome Slamat** and the staff of the Division for Community Interaction who worked continuously to prepare everything for the symposium and the events.
# ISSL 2013 Planning Committee

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2. About the Symposium

The Fifth International Symposium on Service-Learning (ISSL) to be held in Stellenbosch, South Africa entitled Service-Learning across the Globe - From Local to Transnational continues to build on the momentum generated by past symposia.


The 2nd ISSL, entitled Service-Learning in Higher Education: Paradigms and Challenges, was held in May, 2007 at the University of Indianapolis in Indianapolis, Indiana, USA.

The 3rd ISSL was held in November 2009 at the University of Indianapolis campus in Athens, Greece, and was titled Service-Learning in Higher Education: Educators, Communities, and Students.

The 4th ISSL entitled Service-Learning in Higher Education: Connecting the Global to the Local was held in September, 2011 at the Ningbo Institute of Technology, Ningbo, China.

Four publications emanated from the four conferences:


2.1 Symposium Purpose

The 5th International Symposium on Service-Learning (ISSL) is entitled Service-Learning across the globe: from local to transnational. The 5th symposium aims to:

- Increase the scientific contribution to service-learning as a pedagogical tool that enhances local and global citizenship and the scholarship of engagement
- Strengthen north-south and south-south relations by providing an opportunity for institutions to build their own capacity for service-learning
- Enhance global participation through both theoretical and applied service-learning in higher education

QUESTIONS GUIDING THE SYMPOSIUM

The following questions guide the symposium:

- How can what we do locally be shared across the globe?
- How can we develop a global service-learning (or community-engaged learning) language?
- Which theoretical and conceptual frameworks underscore such global practice of service-learning?
- How can research contribute to understanding service-learning in different contexts?
- How can we develop students’ and faculty’s consciousness of the global-local nexus?
- Which graduate attributes will be strengthened by global academic citizenry?
- How do we contribute to local development agendas and how can we feed in to international development agendas?
2.2 Symposium Format

The Symposium purpose of promoting global citizenship and the scholarship of engagement, building transnational relationships and participation in service-learning will be threaded throughout a variety of presentation types and formats to allow for meaningful dialogue among academic professionals, community partners, students, and other professionals. In our quest to contribute to a transnational service-learning pedagogy, proposals could cover one of the following:

- human resource as the most important drivers of the SL movement
- global conceptual frameworks
- curricular design that translates well across geographical and cultural borders
- robust research – towards service-learning from a movement to a field of enquiry
- institutional philosophy and pedagogy
- cross-border connections
- inter- multi- and trans-disciplinary work
- intercultural engagement with diverse communities

2.3 Presentation Formats

Submissions were accepted for scholarly presentations in a variety of formats. All submissions had to demonstrate a connection to the symposium theme. Presentations that relate to service-learning research and practice at an international, national, or local level were encouraged.

**Storytelling:** This is a medium through which best practice of service-learning can be shared as a teaching and learning approach. These ‘stories’ will be clustered in 15 minute inputs by participants and a general discussion on new insights on practice. The presentation consists of a context, outlining the practice and demonstrating the gain of using this practice to the audience.

**Roundtables:** In this form of presentation, submissions with the same theme (e.g. assessment) will be clustered in 10 minute inputs around a table where everyone shares their perspectives on best practice of the topic. The presentation should consist of a context, outlining the practice and demonstrating the gain of using this practice to the audience. A facilitator will convene the discussion where reciprocal learning can take place.

**Research papers:** This form of presentation is theoretically grounded in published theory or by introducing new theoretical insights. The presentation will include a rationale for the research which could be to present the design and outcomes from service-learning that have been measured and assessed using scholarly principles or introducing a framework, model or theory that was developed through the research. For this format, 30 minutes will be given to present including discussion time.

**Symposium:** In a symposium, different presenters present a particular perspective of a joint research project, best practice or new insights that were gained through research. 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 submitted their own abstract with reference to the central theme of the symposium. This type of session will have 60 minutes to conduct the symposium.

**Posters:** This medium may be used to demonstrate best practice, a new model or framework. It could also convey a specific way of doing and teaching service-learning through which others can learn. This medium is also conducive to outlining quantitative research or can be used to market learning opportunities at their institution for delegates post the symposium.
2.4 Location and Venue

Stellenbosch is an historic town nestled among picturesque mountains in the heart of the Cape Winelands. A large part of the town’s identity can be attributed to the presence of more than 19 000 resident students which makes it difficult to separate the university from the town. This makes for a vibrant environment, alive with different cultures and activities.

STIAS (The Stellenbosch Institute for Advanced Study) is situated on the historic Mostertsdrift farm in the heart of Stellenbosch. STIAS is a ‘Creative Space for The Mind’ where top researchers and intellectual leaders from around the world are nurtured and encouraged to find innovative and sustainable solutions to issues facing the world.
3. The Keynotes

3.1 Keynote 1 - Welcome Event

Community Engagement in South Africa – A reflective overview of developments and future possibilities

Prof Julian Smith, Vice-Rector: Community Interaction and Personnel, Stellenbosch University.
Dr Jerome Slamat, Senior Director: Community Interaction, Stellenbosch University

Abstract

A brief overview of the seminal moments in the development of Community-University Engagement (CUE) in South Africa since the advent of democracy is provided. Thereafter the generic factors that promoted or enhanced CUE in individual South African universities are identified. Because of the increasing expectation of universities globally to be 21st century institutions, the CUE imperatives for 21st century universities are deduced from the international literature on the nature of the “21st century University”. Consequently some critical questions are raised and some vibrant possibilities are advanced.

Biography

Professor Julian Smith is Vice-Rector (Community Interaction and Personnel) at the University of Stellenbosch and Professor of Literature and Drama. He did his undergraduate and postgraduate studies at the University of the Western Cape. His undergraduate studies were in languages and social sciences, with postgraduate specialisation in literature and performance studies. His Masters thesis was based on the study of canonised drama texts, whereas his D.Litt. was the result of research on non-canonised (and unpublished) texts and performances. The doctoral thesis was published as Theatre and Politics, which was regarded as an important break from traditional scholarship on cultural production. During his career as an academic he published and presented papers locally and abroad. In the year 2000 he was appointed at Stellenbosch as Vice-Rector (Operations) with responsibility for Finance, Human Resources, Employment Equity, Services, Facilities Management and Risk Management. The position designation and content was changed in 2007 to emphasise the importance of community engagement as a core academic function, as well as staff wellness.

Professor Smith has extensive experience in higher education management and was a founder member of the South African Registrar’s Forum as well as Co-chairperson of the Local Organising Committee for the biennial International Meeting of University Administrators (IMUA). He has served Higher Education at a national level, having on occasion been nominated for various roles by the Ministers of Education (as a working group member on the task team which devised a national information and application service and as an assessor at another university); Sport (concerning issues of transformation); and Science and Technology (as a member of the National Library of South Africa). Prof Smith is currently also a Director on boards relating to sport, rural development and information technology. He has presented various papers, locally and abroad, with regard to issues relating to higher education management.

Dr Jerome Slamat studied Economics, Education, Theology and Philosophy over the course of many years. He is a life-long learner and continues to be open to new insights and influences, inside and outside the academy. He is currently employed as Senior Director: Community Interaction at Stellenbosch University in South Africa. He was the founding Chairperson of the South African Higher Education Community Engagement Forum (SAHECEF) and still serves on its Board. He also served as a member of the Steering Committee of the Talloires Network, an international association of 300 universities on 6 continents that are committed to strengthening the civic roles and social responsibilities of higher education. His main source of wonder and interest is the
institution called the “university” and its different incarnations over the ages. He is interested in issues of complexity, sustainability, transdisciplinarity, solidarity and social justice. He believes that a different, more just world is possible.

3.2 Keynote 2 - Day 1

Plenary Session 1

Building Capacity for Service-Learning through Faculty Development

Nieves Tapia – Director, CLAYSS (centro latinoamericano de aprendizaje y servicio solidario)

Nieves Tapia is founder and Director for CLAYSS (Latin American Center for Service-Learning, www.clayss.org). From 1997 to 2010 she organised and directed Argentina Ministry of Education's first national service-learning programmes (www.me.gov.ar/edusol). Prof Tapia was a founding member at IARSLCE Board (International Association for Research on Service-learning and Community Engagement, http://www.researchslce.org), and Jury for Argentina’s Presidential Awards for service-learning in schools and Higher Education and for the MacJannet International Prize for University Engagement. She has been honored as Argentina “Youth of the Year” (1985), Eisenhower Fellow (1988) and National Service Fellow (1993), and received the NYLC Alec Dickson Servant Leader Award (2001). Prof Tapia has published numerous books and articles on service-learning in Spanish, English and Italian.

Abstract

This presentation will analyse the importance of Faculty Development as part of institutional efforts to promote quality service-learning practices, showcasing the Latin American experience developed in the last 10 years.

Aiming to promote an active South-to-South dialogue, presenter will analyse points in common and differences between the Latin American service-learning concept and other conceptualisations in the global North and the global South, and the implications in developing Faculty Development tools. The presentation will include examples of good practices in a wide range of public and private Universities across Latin America and other regions.

3.3 Keynote 3 - Gala Event

The service-learning based Students Ability Enhancement Model of application-oriented universities: A case study of NIT

Prof. Weiliang Jin, President of Ningbo Institute of Technology Zhejiang University

Prof. Weiliang Jin, President of Ningbo Institute of Technology Zhejiang University, is a Fellow of Institute of Civil Engineering (UK), China Ocean Engineering Society and China Society of Civil Engineering. He is the deputy director of several national committees, including the Committee of Engineering Structural Reliability in China Civil Engineering Society, the editor-in-chief of International Journal of Structural Engineering. With more than 140 papers and 5 books, Prof. Jin’s main research areas lie in the reliability and durability of concrete structures and offshore structures as well as Chinese higher education.

Abstract

The Ningbo Institute of Technology (NIT), which is part of the Zhejiang University in China, was co-established by the Ningbo Municipality and Zhejiang University in 2001. This institution is striving to produce high-quality graduates with practical skills to meet the demands of regional economic and social development. NIT has launched joint educational programmes with the University of Indianapolis (UIndy) and has adopted service-learning ideas in its education system. NIT designed and implemented an institutional service-learning model that intentionally focuses on the “cultivation of
students by equipping them with practical skills”. This model, which in essence embeds an educational philosophy and pedagogy with service-learning at its core, is referred to as the Student-Ability Enhancement Model (abbreviated as ATAS in the Mandarin equivalent and further referred to as the ATAS model). As this model was gradually introduced, refined, evaluated and tailor-made for the institution, service-learning was progressively institutionalised at NIT. A noticeable result is an improvement of the quality of NIT’s graduates. This paper will elaborate on this model in more detail and will discuss the principles on which it rests. Another key component for comprehending the thinking behind the design of the ATAS model and the implementation thereof is to understand the broader context of how degree programmes at NIT were designed and benchmarked using the International Standard Classification of Education (ISCED 2011). A characteristic of the postgraduate degree programme structure at Universities of technology is that it also has to meet the demands of industry. This provides a particular interesting context for service-learning which will be elaborate on.

3.4 Plenary II

Institutionalising Engagement—What complexity science can teach us about how engagement programmes are created, sustained and how they influence university systems and culture

Felix Bivens

Dr. Felix Bivens is the founder and director of Empyrean Research, community-based research organisation dedicated to enhancing the research and learning capacities of small voluntary organisations and to working with higher education institutions to build better community-university partnerships. Felix completed his PhD at the Institute of Development Studies (IDS) in 2011. His background is in political organising, community and international development, experiential education and carpentry. He is a graduate of the London School of Economics (MSc) and the University of the South (BA) in Sewanee, Tennessee. From 2011-2012, he served as Acting Assistant Dean of Students at the University of the South. In addition to his research and consulting work with Empyrean Research, Felix serves as an adjunct professor at the Future Generations Graduate School in Franklin, West Virginia, where he leads courses in action research and reflective practice.

Abstract

This research paper explores the institutional development of Community Engagement (CE) programmes, within higher education institutions (HEIs). The research provides insights into how HEIs build institutional capacity for CE, demonstrating how these processes are not linear, but rather emerge from a variety of planned and improvised actions across the university. A significant body of literature exists on CE programmes; however, these writings fall primarily into two categories: firstly, promoting the concept of university engagement and, secondly, evaluating the impacts of such programmes on communities or students. What is far less theorised or researched are the intermediary processes which enable the community engagement aspirations of HEIs to come to fruition, generating these documented impacts. This study aimed to produce new knowledge and insights on how university CE programmes are created and institutionalised over time. This research is a qualitative study of CE programmes at three HEIs, two in the UK and one in the US. The data for the study has been drawn from primary programme documents, participatory workshops and interviews with programme staff, academics, students and community-partners. The presentation will emphasise systems and complexity science as a useful conceptual framework for understanding change processes in multilayered institutional and community environments. These concepts will be described explicitly, noting how they were utilised in the generation and analysis of the research data. The findings of the research suggests that, despite differences in size, mission and national context, there were common enabling factors which lead to the creation of these three CE programmes and which facilitated their successful institutionalisation within their respective universities. Moreover, the research also suggests that the presence of these programmes catalysed unexpected outcomes within the HEIs themselves, such as changes in the formal curriculum as well as changes in the overall learning culture of the institutions where these CE programmes are located. The research also provides evidence of how CE programmes can build the capacity of students to be more active citizens at the institutional, local and global levels. This study contributes to the
growing, global body of scholarship regarding community-university engagement, examining not only the internal mechanisms that support the institutionalisation of engagement but also documenting how the process of engagement can lead to reverse impacts on the university itself. The author would like to acknowledge the support and sponsorship of the National Research Foundation and the University of Limpopo, and to thank them for making this presentation at the 5th ISSL possible.
## 4. The Programme

### 4.1 Programme Schedule at a Glance

#### DAY 1: Wednesday 20 November 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>07:30-08:30</td>
<td>Registration and Refreshments</td>
</tr>
<tr>
<td>08:30-12:30</td>
<td>Workshop 1: Auditorium 1 (A) Workshops</td>
</tr>
<tr>
<td>12:30-13:30</td>
<td>LUNCH</td>
</tr>
<tr>
<td>13:30-17:30</td>
<td>Workshop 2: Continue</td>
</tr>
<tr>
<td>16:00-18:00</td>
<td>Registration</td>
</tr>
<tr>
<td>18:00-20:30</td>
<td>Opening and Welcome Reception</td>
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#### Sessions Day 1: Thursday November 21, 2013

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>07:30-08:30</td>
<td>Registration and Refreshments</td>
</tr>
<tr>
<td>08:30-09:40</td>
<td>Plenary Session 1 - Room B</td>
</tr>
<tr>
<td>09:30-16:30</td>
<td>POSTER DISPLAY (E)</td>
</tr>
<tr>
<td>09:40-10:10</td>
<td>Poster Presentations: Session P-1</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>REFRESHMENTS</td>
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#### Concurrent Session I: 10:30 - 13:10 Research papers/Symposia

<table>
<thead>
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<th>FORMAT</th>
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<tbody>
<tr>
<td>Time</td>
<td>Research papers</td>
<td>Research papers</td>
<td>Symposium</td>
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<tr>
<td>10:30</td>
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<tr>
<td>12:10</td>
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<td></td>
<td>Roundtable</td>
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<tr>
<td>13:15</td>
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#### Concurrent Session II: 14:00 - 15:30 Research papers/Storytelling

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<tr>
<td>TIME</td>
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<td>Research papers</td>
<td>Storytelling</td>
<td>Storytelling</td>
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<tr>
<td>15:30</td>
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#### Concurrent Session III: 15:45 - 17:15 Storytelling

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>19:30</td>
<td>Gala Evening</td>
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#### Concluding Plenary Session 3: 15:15 – 16:30

**Note:** Full day delegates make own arrangements with Stellenbosch 360 – details on website.

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**Pre-conference Workshops November 20, 2013**

#### DAY 2: Friday November 22, 2013

<table>
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<tr>
<td>07:30-08:30</td>
<td>Registration and Refreshments</td>
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<tr>
<td>08:00-08:30</td>
<td>Plenary Session 2 - 8:30 – 9:30</td>
</tr>
<tr>
<td>08:30-08:50</td>
<td>Reflection and opening</td>
</tr>
<tr>
<td>08:50-09:30</td>
<td>Plenary session</td>
</tr>
<tr>
<td>09:30-16:30</td>
<td>POSTER DISPLAY (E)</td>
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<tr>
<td>09:30-10:30</td>
<td>Poster Presentations: Session 2</td>
</tr>
<tr>
<td>10:10-10:30</td>
<td>REFRESHMENTS</td>
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</table>

#### Concurrent Session IV: 10:30 - 12:45 Research papers/Symposia/Storytelling

<table>
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<th>B</th>
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<th>D</th>
</tr>
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<tbody>
<tr>
<td>10:30</td>
<td>Research papers</td>
<td>Storytelling</td>
<td></td>
<td>Symposium</td>
</tr>
<tr>
<td>12:15</td>
<td>IV-B (iv) University of Indianapolis Press &amp; Service-Learning: Innovative and Cutting-Edge Practice – Phylis Lin and Mark Wiegand</td>
<td></td>
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<tr>
<td>12:45</td>
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<td></td>
<td></td>
<td>LUNCH</td>
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#### Concurrent Session V: 13:30 - 15:00 Research papers/Storytelling

<table>
<thead>
<tr>
<th>TIME</th>
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<td>Research papers</td>
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**REFRESHMENTS**

<table>
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<tbody>
<tr>
<td>15:00</td>
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**Closing Plenary Session 3: 15:15 – 16:30**
## 4.2 Moderator Table

<table>
<thead>
<tr>
<th>THURSDAY 21 November 2013</th>
<th>Room A ²</th>
<th>Room B ³</th>
<th>Room C ⁴</th>
<th>Room D ⁵</th>
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<tbody>
<tr>
<td>Concurrent Session I 10:30-12:00</td>
<td>Research I (A) i-iii Jerome Slamat</td>
<td>Research I (B) i-iii Hanlie Dippenaar</td>
<td>Symposium I (C) i Stefanus Snyman</td>
<td>Symposium I (D) i Delysia Timm</td>
</tr>
<tr>
<td>Concurrent Session I 12:10-13:10</td>
<td>Research I (A) iv-v Mark Wiegand</td>
<td>Research I (B) iv-v Candace Beitman</td>
<td>Research Paper / Roundtable I (C) ii Darren Lortan</td>
<td>Roundtable (Room E ⁶) I (D) ii Jennifer VanSickle</td>
</tr>
<tr>
<td>Concurrent Session II 14:00-15:30</td>
<td>Research II (A) i-iii Luzelle Naudè</td>
<td>Research II (B) i-iii Mabel Erasmus</td>
<td>Storytelling II (C) Marianna Foulkrod</td>
<td>Storytelling II (D) Johan Jordaan</td>
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<tr>
<td>Concurrent Session III 15:45-17:15</td>
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<td></td>
<td>Storytelling III (C) Priscilla Daniels</td>
<td>Storytelling III (D) Grant Demas</td>
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</table>

<table>
<thead>
<tr>
<th>FRIDAY 22 November 2013</th>
<th>Room A</th>
<th>Room B</th>
<th>Room C</th>
<th>Room D</th>
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<tbody>
<tr>
<td>Concurrent Session IV 10:30-12:00</td>
<td>Research IV (A) i-iii Ronelle Carolissen</td>
<td>Storytelling IV (B) Lizane Wilson</td>
<td>Storytelling IV (C) Grant Demas</td>
<td>Symposium IV (D) Julie Gahimer</td>
</tr>
<tr>
<td>Concurrent Session IV 12:15-12:45</td>
<td>Research IV (A) iv Antoinette Smith-Tolken</td>
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<td></td>
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</tr>
<tr>
<td>Concurrent Session V 13:30-15:00</td>
<td>Research V (A) i-iii Rona Newmark</td>
<td>Research V (B) i-iii Jacob du Plessis</td>
<td>Storytelling V (C) Brooke Comer</td>
<td></td>
</tr>
</tbody>
</table>

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² Room A: Auditorium 1
³ Room B: Auditorium 2
⁴ Room C: Breakaway 1
⁵ Room D: Library
⁶ Room E: Boardroom and passage
4.3 Programme Schedule

Service-Learning across the globe: From local to transnational

Pre-conference Tours and Workshops November 18-20, 2013

**Pre-conference Tours November 18-19, 2013**
Full day: Pre-conference tours for delegates to visitlandmarks; details on website.

**Pre-conference Workshops November 20, 2013**
- Registration and Introduction
- Workshop 1: Breakaway 1 (Room C)
  - Session: Opening and Welcome: Antoinette Smith-Tolken
- Workshop 2: Library (Room D)
  - Session: Leadership, planning and change management for Community Engagement

**LUNCH**

Opening and Welcome Reception November 20, 2013 - Chair: Antoinette Smith-Tolken
Room B: 11:00 - 12:30

**ROOMS FOR THE REST OF THE PROGRAM**

**Sessions Day 1: Thursday November 21, 2013**

<table>
<thead>
<tr>
<th>Venue</th>
<th>Format</th>
<th>A</th>
<th>B</th>
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<th>D</th>
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</thead>
<tbody>
<tr>
<td>Room A</td>
<td>Auditorium 1</td>
<td>Research papers</td>
<td>Research papers</td>
<td>Research papers</td>
<td>Symposium</td>
</tr>
<tr>
<td>Room B</td>
<td>Auditorium 2</td>
<td>Jerome Sharr</td>
<td>Health Disparities</td>
<td>Barbara Stephen</td>
<td>Brian Egan</td>
</tr>
<tr>
<td>Room C</td>
<td>Breakaway 1</td>
<td></td>
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<tr>
<td>Room D</td>
<td>Library</td>
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<tr>
<td>Room E</td>
<td>Boardroom and passage</td>
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**REFRESHMENTS**

**ROOMA 11:35-11:50**
Panel Presentations: Session P-1

**ROOMA 11:55-12:00**
Panel Discussions: Session P-1

**ROOMA 12:15-12:30**
Panel Discussions: Session P-1

**ROOMA 12:35-12:50**
Panel Discussions: Session P-1

**ROOMA 13:05-13:20**
Panel Discussions: Session P-1

**ROOMA 13:25-13:40**
Panel Discussions: Session P-1

**ROOMA 13:45-14:00**
Panel Discussions: Session P-1

**ROOMA 14:05-14:20**
Panel Discussions: Session P-1

**ROOMA 14:25-14:40**
Panel Discussions: Session P-1

**ROOMA 14:45-15:00**
Panel Discussions: Session P-1

**ROOMA 15:05-15:20**
Panel Discussions: Session P-1

**ROOMA 15:25-15:40**
Panel Discussions: Session P-1

**ROOMA 15:45-16:00**
Panel Discussions: Session P-1

**ROOMA 16:05-16:20**
Panel Discussions: Session P-1

**ROOMA 16:25-16:40**
Panel Discussions: Session P-1

**ROOMA 16:45-17:00**
Panel Discussions: Session P-1

**ROOMA 17:05-17:20**
Panel Discussions: Session P-1
5. Extended Programme

5.1 Presentations

Concurrent Session I: 10:30 - 12:10 Research papers/Symposia

I-A (ii)
Presenter(s): Ronelle Carolissen, Stellenbosch University, South Africa
Title: Service-learning in South African higher education: A literature review

Abstract
Service-learning has been particularly popular in South African higher education since the 1990s. Few systematic literature reviews providing a critical and recent scope of this area and its relationship with South African higher education exist. This paper therefore aims to report on a systematic literature review of service-learning in South African higher education over the last 20 years. The methodology is consistent with that traditionally employed in systematic literature reviews. All major electronic databases, including theses databases were searched using a combination of the following keywords; service-learning, higher education and South Africa. Data were analysed to examine theoretical and thematic content patterns inherent in service-learning in South African higher education. Much of service-learning work currently focuses on student skills training, development and outcomes, with less work focusing on outcomes for other key role players, such as communities, in community engagement partnerships. At conceptual level, the paper tracks discourses ranging from charity, care to social justice discourses in the literature. Theoretical and practical implications for the field of service-learning are discussed using frameworks of social justice in education, inherent in the work of Butin and Cipolle, in the context of approaches to service-learning. Suggestions are made for a social justice framework of service-learning in South African Higher Education.

Ronelle Carolissen is a clinical psychologist, associate professor of community psychology and chair of the Department of Educational Psychology at the University of Stellenbosch. She holds a doctorate from the University of Stellenbosch. Her research expertise and publications explore feminist social justice and critical community psychology perspectives on social inclusion in higher education as well as community engagement in higher education. She has published numerous journal articles in this area and is the co-editor of the books Community, self and identity: Educating South African university students for citizenship (HSRC Press, 2012) and Discerning critical hope in educational practices (Routledge, Nov/Dec 2013).

I-A(ii)
Presenter(s): Gerda Bender, University of Johannesburg, South Africa
Title: Responsive leadership as service for curricular community engagement at South African universities: Narratives from academics

Abstract
In South Africa academics have witnessed considerable changes in the higher education landscape in the period 1994-2012. The changes include the proliferation of policies, the merging of institutions, the introduction of strategic plans and quality assurance directorates, and the proliferation and non-proliferation of community engagement initiatives and directorates. These changes are important, but they have not incorporated the analysis of and discourse about the call for new leadership to manage these changes. The notion of community engagement currently has a far more intense focus as a policy option for a society in transition, and as a criterion for transformation. Most universities’ mission statements identify community engagement as part of the universally recognised tripartite function of a modern university, but there is little clarity about what the attributes of the academic leader and of the service-centred leader are expected to be in the local-global nexus. The aim of this paper is to explore and analyse the experiences and attributes of academic leaders in curricular community engagement at universities in South Africa. A qualitative, descriptive and exploratory research approach was taken, guided by an interpretive epistemology. Narrative interviews were conducted.
with academics in higher education whose scholarly activities involved community engagement. The findings based on narrative analysis indicate that the community-engaged scholar as a responsive leader must provide a leadership based upon service – service to the university, to their discipline, other academics, students and to social partners. It would be presumptuous to suggest that I have the perfect formula for responsive leadership as service for community engagement at universities. I hope instead to lead a conversation and contribute to knowledge about reflective narrative enquiry as a methodology in community engagement and by sharing the findings about the attributes of the engaged academic as leader, and indicate the successes and challenges at universities.

Gerda Bender was appointed at the Faculty of Education, University of Johannesburg in July 2011 and served as Head of the Department of Educational Leadership and Management from 2012-2013. Before joining the University of Johannesburg she was professor at the North West University (Potchefstroom), School of Education; from 2008-2010: at the University of Pretoria: Manager: Curricular and Research-related Community Engagement: Strategic planning and implementation. Professional development of academic and support staff and from 1988-2008, senior lecturer in Faculty of Education at the University of Pretoria. She has taught various modules/courses on undergraduate in teacher training and postgraduate levels for 25 years. In some of the modules / courses she integrated academic service-learning as a teaching-learning method to enhance citizenship, social responsibility of students and social justice. Gerda's main areas of research interest and experience are in developmental studies; curriculum studies and leadership and management in general. Her research focuses on curricular engagement and leading educational partnerships, collaborations and networks which encapsulate engaged research and participatory action research. She serves on international editorial boards related to the mentioned focus areas. She has played a leading and significant role in getting community engagement and service-learning established as curriculum and programme intervention at Higher Education Institutions in South Africa. There are very few scholars currently working in South Africa with her knowledge and skills on and related to community engagement and service-learning. The University of Pretoria acknowledged her contribution towards the development and implementation of service-learning in higher education by awarding her a prestigious Teaching Innovation Award. She has presented over 100 papers at numerous national and international conferences. Chapters in national and international Books (only indicated from 2008): 8 Chapters Articles published in national and international accredited journals (2008-2013): 12 articles.

IA(iii)

Presenter(s): Mabel Erasmus, University of the Free State, South Africa

Title: The "Political Unconscious" of community engagement and how it affects service-learning in South Africa

Abstract

For higher education institutions in South Africa, engaging deeply, respectfully and humbly with their external constituencies seems the most natural thing to do. Yet, Hall’s (2010:2) comment that higher education’s community engagement imperative is regarded as "radical, risqué and anything other than taken-for-granted" rings true on most campuses. As a curricular form of community engagement, service-learning seems to be plagued by such contradictions and ironies. The first objective of the paper is to assess both government and institutional commitment to community engagement (or interaction) and service-learning through analysing information currently available in the public domain in the form of policy documents (e.g., the Green Paper for Higher and Further Education and Training, RSA DHET 2012); university websites; and relevant recently published scholarly books, such as Higher Education for the Public Good: Views from the South (Leibowitz 2013). Promising initiatives such as Stellenbosch University’s “HOPE Project” (Botman 2013:xiv) and the “Human Project”, a strategic objective of the University of the Free State, are but two examples of how universities are positioning themselves publicly. However, when champions of service-learning gather to speak about what is experienced at grassroots level, the challenges around funding as well as support and recognition of efforts are mentioned with striking regularity. The second objective is to consider some of the perplexing factors hampering engagement with external communities, with the emphasis on service-learning as a pedagogical tool. I shall outline the tensions between the utopian impulses originally contained in community engagement and service-learning as transformative mechanisms and the confounding reality, using as exploratory tool Frederic Jameson’s (1981) notion of the “political unconscious” through which he considers narrative texts as socially symbolic (language) acts. I believe that
viewing the “narratives” of higher education community engagement, and service-learning in particular, as “socially symbolic acts” could deepen our understanding of ideological factors in the broader society that maintain contradictions between public pronouncements and the experience of practitioners and community members involved in service-learning across the globe. The paper will conclude with suggestions for re-affirming service-learning as education for “active citizenship” (Ramhele 2012), and as pedagogy of healing, hope and love.

Mabel Erasmus (Associate Professor) is head of the Service Learning Office at the University of the Free State (www.ufs.ac.za/servicelearning). Her responsibilities include facilitating the various aspects of the institutionalisation of service learning, with specific focus on promoting engaged scholarship, quality management, academic staff development and collaborative research initiatives. She has published widely and currently supervises several post-graduate students. She has been awarded a research grant from the National Research Foundation (RSA) in the knowledge field of Community Engagement. The research project title is: “Knowledge as Enablement” and it focuses specifically on collaboration with the Non-Profit Organisation sector.

I-B(i)
Presenter(s): Jacob du Plessis, Stellenbosch University, South Africa
Title: Fostering student engaged scholarship and citizenship through service-learning.

Abstract
The paper focuses on the development of student-engaged scholarship and citizenship through participation in a service-learning module in Sociology. It is argued that the curricular design of the module fosters student-engaged scholarship and citizenship through employing a collaborative learning model where students, academics and service agency staff actively participate in a community-based research project. Through various interaction points and regular reflection and presentation opportunities, an experiential learning context is created that mirrors a professional research environment, but within a nurturing and supportive learning context. For the service-learning component, students are placed in agency-linked research clusters, focusing on themes such as ECD, mental health, after-school support and health services. The tasks that students complete during the placement are determined by the agencies themselves and the research theme is based on identified organisational and/or community needs, while the research approach is underpinned by the methodological approach of community collaborative research. Students are trained in participant observation and interviewing methods. Empirical evidence supports the meaningfulness of these methodologies for service-learning, and it also creates a structured basis for writing weekly reflection journals. The academic task translates into the requirement to present a research proposal, to plan the study, to conduct the research, doing the analysis, co-writing a report, and finally, presenting the results to the research community. Finally, the process of learning is monitored and evaluated throughout the course using class reflections, reflection journals and a questionnaire. Research findings illustrate more meaningful learning, as well as a deeper appreciation for sociology as a discipline, which often motivates students to continue with postgraduate studies in sociology. This collaborative approach also ensures sustainability of a community-based research agenda for service agencies and the fostering of more meaningful community agency-university partnerships. This study demonstrates the importance of a well-structured curriculum to foster student scholarship.

Jacob du Plessis is a lecturer in Sociology at Stellenbosch University (SU). His teaching and research interests focus on the intersections between ‘development and health’. He is actively involved in CE and co-facilitated with his academic partner Antoinette Smith-Tolken, various service-learning capacity building courses for academics at SU and other SA universities; the most recent a regional capacity building programme for academics from three Western Cape universities. They recently presented on this service-learning capacity building initiative at the CLAYSS conference in Argentina (Aug, 2013). Jacob presented papers at all the ISSS symposia to date: Stellenbosch (2005), the USA (2007), Athens (2009), China (2011). Apart from CE, he has a keen interest in teaching and learning, in particular blended learning and is the recipient of three awards for excellence in teaching. He has been working with Northwestern University (NU) (Chicago) as academic director for a NU global health program presented at SU this year for the 7th year.
I-B(ii)

**Presenter(s): Laura Weaver**, Purdue University North Central, United States

**Title**: Measuring ripples and waves: Impact of early childhood service-learning

**Abstract**

The research project is set within the undergraduate early childhood teacher education programme at Purdue University North Central (PNC) and examined the impact of student engagement on student learning and on the community partners' capacity to meet the community’s needs. The project aims to examine how service-learning projects are having an effect on the participants—students and community partners—by utilising a mixed methods approach of quantitative and qualitative data. Research questions include: 1. In what ways does academically based community service advance early childhood education candidates' knowledge, skills and dispositions as outlined by the National Association for the Education of Young Children (NAEYC) for professional preparation? 2. In what ways does the early childhood service-learning experience contribute to students' knowledge, skills and beliefs about working with diverse families and communities? 3. In what ways does student engagement with community partners impact the capacity of an agency to fulfill its mission? During the first year in the programme, early childhood education students engage in a weekly immersion experience in a service agency. This service-learning project is integral to the programme as it "enriches [the] academic life and life-long learning by engaging [students] in meaningful hands-on service to the community while gaining valuable knowledge and skills that integrate with the course objectives" (Schoenfeld, 2004). This project aims to demonstrate that assessment, authenticity, standards, and service-engagement are not mutually exclusive but closely aligned. One of the underlying objectives in designing the project was to develop a tool to connect the evaluation of student learning and the impact within the community. This model could then be replicated for other institutions. The project focuses on the EDCI 276: Child, Family, School & Community Partnerships (EDCI 276) course. Study participants included all early childhood education candidates enrolled in, and completed the EDCI 276 service-learning course and representatives of the partnering community-based organizations that participated during the spring semesters of 2009 through 2013. To evaluate the impact of the service-learning, Kolb's Model of Experiential Learning (Cone & Harris, 2003) was adapted. The stages of this model include Reflective Observation, Abstract Conceptualization, Active Experimentation, and Concrete Experiences. This model is used to highlight the relevance and usefulness of service-learning in early childhood teacher preparation programmes. References

Laura Weaver is the Service Learning Coordinator at Purdue University North Central’s Center for Service Learning & Leadership (Westville, Indiana, USA) where she assists faculty develop service-learning courses, advises students on implementing service-engagement projects, and partners with community organisations. Her research interests include identifying new, innovative ways to assess student learning, and the effects of service-learning on student development. Laura serves on the Indiana Campus Compact Advisory Board and numerous University committees. She earned her Bachelor of Science from Bradley University (Peoria, Illinois, USA) and her Master of Science in Adult and Higher Education from Northern Illinois University (DeKalb, Illinois, USA).

Co-Author:

**Dr Mary Jane Eisenhauer**

Purdue University North Central

I-B(iii)

**Presenter(s): Merna Meyer**, North West University, South Africa

**Title**: Transforming space to place in local communities: a transdisciplinary service-learning process

**Abstract**

Service-learning became increasingly important over the last ten years and mirrors substantial development in die academy. Higher education has begun to embrace a "scholarship of engagement", be it manifested as experiential education, service-learning, undergraduate research, community-based research, the scholarship of teaching and
learning movement, or stronger relationships with local communities. This research draws on a transdisciplinary project that involves the collaborative efforts of three subject disciplines (urban planning, urban ecology and creative arts in education), the local municipality and the community to transform a physical space into a meaningful public place for the community. Global awareness of the difference between space and place has increased over the past decades in spatial and design oriented disciplines such as urban planning, urban design architecture and art. Place is believed to be space endowed with values and meanings. The subjective nature of place-making therefore implies the collaboration of various stakeholders when physical spaces are transformed. In the Ikageng-community of Potchefstroom, South Africa, public open spaces were identified as key areas for design based interventions to restore pride and identity in the post-apartheid urban space. One of the aims of this research was to reflect critically on learning that took place amongst students, researchers and community members in the physical planning and design of space. A participatory action research design was followed in which on-site focus group discussions, interviews and visual methods were used to gather community perceptions about a specific open space in order to inform the physical planning, ecological planning and use of public art on the site. Preliminary findings indicate that students became more aware of inter-cultural communication and the socio-political sensitivity in the making of place, while learning within the community included a heightened awareness for environmental care, as well as practical skills about planting, layout planning and art making. Whilst this is an ongoing cyclical process the findings thus far indicated that empowering people in decision making processes helps to establish deep learning, which may inform the design of future transdisciplinary and participatory forms of service-learning programmes. Working in collaborative ways between students and lay people may perhaps be a step closer to transforming local spaces to global sustainable places.

Merna Meyer is a lecturer in Art Education, at the North West University, Potchefstroom. She is committed to engagement with the community through art practices and serves on the service-learning committee in Education. Her involvement with art and the community is reflected in her students' award winning entries on national level and various mural projects in public spaces. She currently works on a transdisciplinary project with other departments. She has been credited for her innovative use of technology in classrooms and participates regularly in teacher training workshops for the Education Department.

Presenters: Basia Siedlecki, Brian Ross and Siobhan Farrell, Northern Ontario School of Medicine, Canada

Title: Service-learning and global health At Northern Ontario School of Medicine

Abstract

This submission includes three other presenters, Siobhan Farrell, David Marsh and Brian Ross presenting one other abstract with the title "Building service-learning by linking the local to the global context: a symposium discussion." The Northern Ontario School of Medicine’s social mandate responded to the need for physicians to serve in Canada’s north. In Ontario, the north is sparsely populated, vast, with small, mostly Aboriginal, communities dispersed widely over the entire area. The physician work force has traditionally been difficult to recruit and retain. The Northern Ontario School of Medicine (NOSM) is a unique entity based out of two universities, geographically distant from each other in two urban centres in northern Ontario. The pedagogy of the medical school and its curriculum has grown from its social accountability mandate. In 2011, 94% of students were recruited from northern Ontario, 36% from rural and remote areas. They are dispersed into northern communities intermittently throughout their training starting in their first year. Thus, as their expertise and knowledge grows, the balance of learning and service shifts over their educational careers. They grow in their understanding and their capacity to serve their communities as physicians and leaders. Additionally, service-learning projects promote a deeper understanding of both local and global issues within these communities. NOSM is bound globally to other institutions with social accountability mandates though the Training for Health Equity Network. Students at the medical school have been pursuing global educational experiences in the form of clinical electives since the inception of the school. I have recently been appointed as the Global Health Coordinator, and am now in the process of formalising opportunities for students to participate in service-learning globally are a natural extension of the service-learning they already participate in locally. Further development of this concept through
international partnerships is on-going both at the medical student and resident level of training. This symposium will trace the development of this curricular thread at NOSM.

Basia Siedlecki is the Global Health Co-ordinator at the Northern Ontario School of Medicine. She is also Chief of Hospital Medicine at Georgian Bay General Hospital in Midland, Ontario, where she also works as an emergency physician. She holds a PhD in Health Research from the University of Calgary, and an MD from the same school. Her academic and clinical work has focused on rural and remote communities, locally and globally. She is an avid runner and cyclist.

Brian Ross is a pharmacologist and professor at the Northern Ontario School of Medicine in Thunder Bay, Canada. He has also held academic positions at the University of Toronto, Canada and the University of the Highlands and Islands in the UK. He has a PhD from the University of Glasgow and a MEd from Lakehead University. Currently at NOSM he is coordinator of the preclerkship phase of the MD programme and chairs its governing committee. He is also the vice chair of student assessment and serves as a member of the school’s service learning committee.

Siobhan Farrell is the Manager of Active Learning in the undergraduate programme at the Northern Ontario School of Medicine. She is a member of the Global Health Working Group and the Service Learning Working Group and works directly with medical students engaged in service-learning. She has a Masters degree in Rural Planning and Development and an Honours Bachelor of Arts degree in Film and Communication Studies. Prior to working with NOSM, she worked for governmental organisations and as a consultant in health and social service planning and community development. She has also worked in international and Aboriginal communities in Canada.

I-D(i)
Presenter(s): Kira Erwin and Monique Marks, University of Kwa-Zulu Natal, South Africa
Title: Community engagement and service-learning in Kenneth Gardens

Abstract

Service-learning in Kenneth Gardens: reflections and suggestions Category: Inter- multi- and trans-disciplinary work
Presentation Method: Symposium This submission includes two other presenters and another abstract with the title “Service learning experiences of Food and Nutrition students at Kenneth Gardens in Durban” by Prof C Napier, Mr A Mtolo. The University of Kwa-Zulu Natal/Durban University Technology Kenneth Gardens Community Project, now in its second year, runs a multi-disciplinary research and outreach programme at the Kenneth Gardens estate. Kenneth Gardens is the largest municipal housing estate in Durban. The estate offers subsidised housing to approximately 1500 residents from diverse backgrounds. Residents are low income bracket earners and many rely on state disability grants for survival. The research component of the project centres on the collection of residents’ oral histories, which are used for academic analysis and assist in identifying social needs. Outreach activities in the project include a free weekly homeopathic clinic, capoeira, dance and sports programmes for young residents, and a youth digital media documentary project. Identifying, conceptualising, delivering and evaluating outreach projects is done through continual dialogue between community members, community stakeholders and a multidisciplinary academic team of staff and students from the University of KwaZulu-Natal (UKZN) and the Durban University of Technology (DUT). A central component of this project involves service-learning for students and staff at both universities. UKZN and DUT students from homeopathy, food nutrition, journalism, sports management, community development and development studies participate in various aspects of the project. Whilst service-learning is recognised as an important vision in many of South Africa’s higher education institutes very few offer formal institutionalised support for service-learning programmes (Naidoo and Devnarain, 2009). Using the Kenneth Gardens Community Project as a case study this paper explores some of the challenges and rewards of establishing and co-ordinating a research and outreach project that incorporates service-learning, across two universities. Particularly it pays attention to how different institutional responses to service-learning, within these two universities, shape the outreach projects, as well as the students’ engagement and experiences. Ultimately it asks how we could create sustainable institutional support frameworks to integrate service-learning more formally, rather than relying on committed individuals.
**Kira Erwin** completed a Mphil from Cambridge (UK) and a PHD from the University of KwaZulu-Natal (UKZN). Currently she holds a post-doctoral fellowship at the Centre for Critical Research on Race and Identity, based at UKZN. Kira is interested in race thinking in society and what kinds of shifts and transformations are taking place in this regard in South Africa and elsewhere; particularly in terms of how ideas of place and belonging, as well as gender and class, intersect and intertwine with ideas of race. She also enjoys thinking about methodology in the social sciences, particularly urban ethnography and oral histories. In addition to this she works on the Kenneth Gardens' Community Project (a low-income housing estate in Durban), where various outreach projects are informed through research and participation.

**Monique Marks** is currently based in the Community Development Programme at the University of KwaZulu-Natal in South Africa. She is a registered social worker and received her doctorate in Sociology from the University of Natal in South Africa. She worked as a research fellow in the Regulatory Institutions Network at the Australian National University for three years. Professor Marks is interested in issues of plural governance. She has explored this issue through the lens of security, and more recently in regard to health. She has published four books. She has also published widely in peer review journals on the areas of ethnography, youth social movements, police labour relations, and security governance. In recent years she has become interested in the dynamics of community development and in community wellness programmes.

**I-D(i)**

**Presenter(s):** Carin Napier, Durban University of Technology, South Africa  
**Title:** Service-learning experiences of Food and Nutrition students at Kenneth Gardens in Durban  

**Abstract**  

The Department of Food and Nutrition at the Durban University of Technology engaged in a food security and coping strategy study at the Kenneth Gardens estate in Durban. Third year students assisted in collecting data for the period 2012/2013 as part of the service-learning aspect of the curriculum. The theoretical underpinning of service-learning in the Department is to create opportunities for the students to be involved in community work in order for the students to make their knowledge useful and at the same time develop leadership skills to become engaged citizens in their immediate community and beyond. The students were requested to critically reflect on their experience in the community and explained that they felt that they positively contributed to problem solving in the community, making a difference in other people's lives as well as learning about themselves. The service-learning activities at Kenneth Gardens are directly linked to the theory in the subject of Food and Nutrition, knowledge is applied in a real life situation and also informs teaching practices and curriculum development through observing the students and analysing the reflection reports. The results will be discussed at the symposium, and a discussion regarding the student's experience of collecting this type of data in a community will be shared by the researchers.

**Carin Napier** works at the Durban University of Technology in the Department of Food and Nutrition as an Associate Professor, she is in charge of the Post Graduate research development in the department. She is also involved in arranging and coordinating the community engagement activities of undergraduate students. She has been involved in various community engagement projects throughout her career as an academic working in pre-school facilities, schools, children's homes and community centers. She presented at 9 International and 12 National conferences. She published 13 articles in peer reviewed journals. She successfully supervised 10 Masters and Doctoral students.

**Mr Andile Mtolo**  
Durban University of Technology
I-D(i)

Presenter(s): Ingrid Couchman and Garth Miller, Durban University of Technology,
Title: Reciprocal engagement between health care workers and student interns in Kenneth Gardens

Abstract

The homoeopathic clinic was established within Kenneth Gardens, a municipal housing estate for the medically boarded in April 2012 and operates from their community hall every Wednesday morning. Fourth and fifth year students serve on a roster basis, supervised by an experienced and qualified homoeopathic clinician. The purpose of this abstract is to discuss the service-learning opportunity (SLO) this community clinic initiative offers us as students. We hope to elaborate on the collaboration with the community, the application of our academic knowledge and the students’ reflections about this outreach clinic. A further point of discussion will be the role of Homoeopathy (an alternate therapy based on the Law of Similars to optimise health) in public health as this clinic is the first of its kind in Kwa-Zulu Natal to be established within a community that has very limited access to the public health care system. The Homoeopathic clinic now provides a convenient service for the residents, especially those unable to travel, or afford transport to Wentworth Hospital. Homoeopathy focuses on the individual as a whole, rather than the disease process concerned so offers a unique experience for these patients, who often feel they are being treated as a number within the public health care system. The use of potentised infinitesimal dosages in homoeopathy is well suited to community based care as it is affordable and complementary to existing conventional treatment. The patients enjoy the detailed case-history taking process, which has been proved to be therapeutic on its own (Nell 2004). As we consider their circumstances holistically (Mental, emotional and physical presentation) they feel valued and better understand their condition. Since we are on their premises they are able to return on a regular basis and develop better relationships with students. This is very conducive to health, as they begin to trust the student and are then better to reveal all their health issues as a result of the relationship that develops between them.

Ingrid Couchman is a lecturer at the Durban University of Technology. Ingrid is involved in community work at the Kenneth Gardens Homoeopathic clinic and a supervisor for Master Degree students.

Garth Miller is currently a master’s student at Durban University of Technology completing his research: "A comparative nuclear magnetic resonance study of Natrum muriaticum LM2 produced in-house and obtained from commercial sources". He previously completed a NDip: Pulp and Paper Technology and spent 15 years in the paper industry focused on supply chain optimisation and project management.

Co-Author(s):

Euvett Taylor
Durban University of Technology

Ms Karen Puren
North West University
**I-A(iv)**

**Presenter(s):** Luzelle Naude, University of the Free State, South Africa  
**Title:** Developing intercultural maturity and civic-mindedness in central South Africa

**Abstract**

Alluding to the higher education priority of producing interculturally competent citizens with the ability to appreciate diversity and interact effectively with various racial, ethnic, or social identity groups, this research paper aims to shed light on the development of intercultural maturity and civic mindedness in the youth of central South Africa. The research is embedded in the work of Steinberg, Hatcher and Bringle (2011) who proposed a model of civic mindedness comprising three interrelated aspects namely identity (e.g. a person’s self-concept and awareness regarding personal values and commitments), educational experiences (curricular, co-curricular and pre-professional activities) and civic experiences (including community engagement, advocacy work and leadership). It further relates to the 3x3 matrix conceptual model of intercultural maturity of King and Baxter Magolda (2005) which integrates three domains of development (cognitive, intrapersonal, and interpersonal) with three levels of development (initial, intermediate, and mature). Through following a mixed method procedure (incorporating self-report measures, narrative prompts and face-to-face interviews), the following research questions are investigated: How can civic mindedness and intercultural maturity be understood and measured in the South African context? Which education practices can promote the developmental complexity that undergirds civic mindedness and intercultural maturity? Conclusions will refer to the use of theoretical frameworks as useful benchmarks to assess the youth’s journeys; the complexity and multi-dimensionality of forming a conceptual and contextual understanding of the domains of civic mindedness and intercultural maturity; and thought provoking questions related to implications for educational practice.

Luzelle Naude is a senior lecturer in Psychology. She is interested in the development of students who can make a contribution to society - with strong focus on teaching strategies to facilitate holistic development, the dynamics of diversity in higher education and the challenges faced in the current higher education milieu. This is supplemented by practice-orientated research at the intersection between psychology, higher education and community engagement. Research themes include 1) student development (e.g. identity, transformative learning, cultural sensitivity, social responsibility and civic mindedness) and 2) innovative teaching to facilitate holistic development (e.g. service-learning, reflective practice and student support).

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**I-A(v)**

**Presenter(s):** Graham Parr and Craig Rowe, Monash University, South Africa  
**Title:** Identity work in an international teaching practicum: When Australian teacher education partners with South African community engagement and others

**Abstract**

Governments across the world are calling for higher education institutions to focus on international student mobility, trans-national education provision, and international collaborations as a strategy both for shoring up a nation’s access to international markets and for helping their citizens develop a more tolerant multicultural identity in today’s globalised world (e.g., International Education Advisory Council 2012; British Council 2012). The widespread development of international teaching practicums for students studying to be teachers in recent years (e.g., Lee 2011; Parr 2012; Quezada 2010; Santoro & Major 2012) is clear evidence that many higher education institutions are responding to this call. Most of these practicums claim levels of success in enhancing students’ pedagogical practice, knowledge of teaching, global awareness and ‘multicultural identity’. Whereas traditional study abroad programmes are increasingly offering forms of international service-learning or community engagement as part of a range of study abroad options (Kiely 2011), few institutionally based international teaching practicums are incorporating these dimensions into the pre-service-learning experience. This paper reports on research into an international teaching practicum developed in 2009 that brings together more traditional placements for Australian pre-service teachers in Johannesburg schools and less
traditional community engagement placements in low-socioeconomic status communities in Johannesburg for the same pre-service teachers. The practicum is underpinned by a close international partnership between a faculty of education in Melbourne, Australia, and a department of community engagement in Johannesburg. Using narrative-based methods (Doecke & Parr 2009) and an analytical lens of identity (Baumann 2004) – including human and institutional identity – we explore multiple perspectives on participating in and learning through this hybrid programme.

**Graham Parr** is a senior lecturer in the Faculty of Education, Monash University, Australia. His research interests include teacher professional learning, teacher education, English and literature teaching, and intercultural educational work. In association with Craig Rowe and Monash South Africa in 2009, he developed the international teaching practicum reported on at this conference as part of a transnational education partnership between Monash University (Australia) and Monash South Africa that continues to develop and evolve since then.

**Craig Rowe** has worked extensively in Community Engagement, Student Support, Experiential Learning, Churches, Schools and service-learning in South Africa. Craig has had the privilege of being involved in a number of Higher Education Institutions, NGO’s, FBO’s and government departments in South Africa. I have also been involved in the establishment of partnerships in a global context. Through what has been achieved in the Monash Student Volunteer Programme they were able to inspire and assist with the establishment of the Monash Volunteer Programme at Monash University Malaysia. For the last 5 years, Craig has had the privilege of collaborating with Dr Graham Parr in facilitation and international student teacher and service-learning placement. Craig is a member of the Board of SAHECEF and a member of the National Community Development Steering Team for the Professionalisation of Community Development.

I-B(iv)

**Presenter(s): Chuan-Cheng Chen**, Providence University, Taiwan

**Title:** Stress cognitive transformation and reflection in service-learning: A psychological process framework of the service-learning in Taiwan

**Abstract**

Service-learning literature emphasises the importance of reflection. However, these sources seldom propose a comprehensive process framework on how to develop deep reflection in service-learning. The theme of this paper is to provide a new framework for the structuring of reflection through an analysis of the psychological process that underpins it. The psychological process of the college students in service-learning includes: stress the student experience when serving the community; reaction that spontaneously follows on stress; the students’ cognitive transformation toward service-learning and finally, the degree of reflection that emerges. The psychological process framework consists of and is named the Stress, Reaction, Cognitive transformation and Reflection (SRCR) framework. The service-learning course is a course in the Department of Tourism, Providence University in Taiwan, serving the Gaomei Wetland community of Taichung County. The research took a qualitative interpretive approach applying Grounded Theory (GT) methodology and techniques. The students’ weekly notes were used as the focal point and in-depth interviews with the students participating in this project as subsidiary data. Data analysis was done through comparative analysis according to GT coding and interpretation. The results of this research were: a new framework SRCR; the service-learning course is redesigned as “a special kind of experiential education” with a positive “stress element”; the students were enabled to have positive experience to face stress through cognitive transformation which result in deeper reflection and learning; the students could lessen their stress and were better enabled to help a disadvantaged group of people.

**Co-Author(s)**

**Dr Chih-Liang Chao**

Providence University

**Mr Yu-Chan Cheng**

Providence University
I-B(v)

**Presenter(s):** Rika Swanzen, Monash University, South Africa

**Title:** Elements needed for service-learning in an international higher education institution

**Abstract**

In 2011 the author presented a ‘A research initiative in international, multi-disciplinary service-learning and curriculum development’ at the SAHECEF conference on Community Engagement: The Changing Role of South African Universities in Development. Here she explored the different terminologies involved when these concepts are put together and she proposed a tentative framework towards such a form of curriculum development. With a colleague she met at this presentation, the author co-presented on ‘Designing Curriculum for service-learning within a Community Engagement Framework’ at the ASSWA conference on Social work: towards inclusion, social justice and human rights in 2012. This paper focused on showing how service-learning can be a vehicle for community engagement in higher education curriculum. From this foundation for the inclusion of community engagement (CE) and service-learning (SL) in higher education (HE), the next step for the author is to include the voice of the student, the lecturer and the field supervisor. These three roles represent three parts of the HE partnership with the community assisting with student learning. As with the introduction of any ‘new’ concept, change must be facilitated and managed. The Appreciative Inquiry (AI) approach lends itself comfortably to both encourage positive change and to provide a structure for studying perceptions of the concepts being introduced. With HE institutions needing to become more involved with SL, the discovery phase steps and principles of AI were mixed with the first phases of intervention research (IR) design to involve the partners in a positive and pro-active discussion on SL. The focus of the study is on the experiences of students and organisations from the first implementation of a service-learning (SL) unit in 2012 at Monash South Africa (MSA) on the one hand. It is evaluated whether these two partners experienced the required elements of a SL unit. The elements to be evaluated are derived from the guidelines provided by The Council on Higher Education in their 2006 publication on ‘Service-Learning in the Curriculum: A Resource for Higher Education Institutions’. The perceptions are obtained through an anonymous online questionnaire. On the other hand, the lecturers needing to implement SL units need to be knowledgeable about these elements. Therefore the author will also obtain this partner’s perceptions of SL, using the same guidelines and also through an anonymous online questionnaire. These respondents were not part of the SL unit introduced in 2012. In the analysis of this data the author will also be looking for practical needs identified by lecturers to inform implementation of SL. From the ‘discover’ phase of AI, when the data for this study will be gathered, one can enter the ‘dream’ phase where values, visions and ideas for implementation can be grounded in the institution. This will find expression in a proposal for elements needing attention to assist lecturers at MSA with the implementation of a true form of SL. Finally this can lead to the ‘design’ phase of AI with the in-service training programmeme, supported by the dissemination phase of Design & Development (IR).

Rika Swanzen worked directly and indirectly within the social development field for the past 16 years. During her working career she obtained her Master's degree in social work cum laude and completed her doctoral study with the development of the ChildPIE©; a classification system for describing childhood social functioning problems. Since her studies she also served as the project manager on national- and provincial level research projects. In 2009 she joined Monash South Africa (MSA) to develop a degree for Child and Youth Care. In 2011 Rika won the Pro-Vice Chancellors Distinguished Teaching Award at MSA. Most recently she participated in the Higher Education Institutions and related Stakeholder workshop for the roll-out of Community Development qualifications.

I-C(ii)

**Presenter(s):** Allen Marangoni, Mark Drnach and Rhonda Haley, Wheeling Jesuit University, United States

**Title:** Using a system analysis approach to monitor a service-learning project

**Abstract**

The purpose of this presentation is to inform the audience about a system used by our institution to evaluate the outcomes of a service-learning project. The process begins with a vision for the service-learning experience. Once the vision is articulated and matches the mission of the donor agency, sites and contacts are investigated for possible
associations. An initial needs assessment is performed and includes financial and other considerations such as the
donor agency abilities, the expectations of the host location, resources that are available at the proposed site, and the
availability and cost of transportation. If this site fits within the budget of the donor agency, further investigations will be
needed to identify local support for the project, housing options, access to food and water, language and availability of
translators, licensure and professional protocols, cultural opportunities or conflicts, and health considerations. If this site
is identified as having strong potential, the donor agency sends representatives to the site to explore all of the above
parameters. As part of the adoption process for the new service-learning programme, cognitive, psychomotor and
affective goals are identified and objectives are created to monitor those goals. Once the service-learning project has
begun, pre and post experience data is collected using valid assessment tools. An analysis of the outcomes is
completed and action plans are developed to address areas where goals and objectives are not met. The results are
then reported to an advisory board for feedback, advice and consideration of the fit of this service-learning project to the
missions of the donor agency and the host location.

I-C(ii)
Presenter(s): Allen Marangoni, Mark Drnach and Rhonda Haley, Wheeling Jesuit University, United States
Title: Using a system analysis to produce data for research and connection to mission statements

Abstract

The purpose of this round table discussion is to enlighten the audience on ways to use a system analysis when
evaluating a service-learning programme. The information will demonstrate how an open system of feedback can assess
service-learning and will demonstrate how the mission of the institution is connected to the programmes by the
development of appropriate goals, objectives, valid evaluation systems, analysis and action plans to assess progress.
The process begins with developing a vision and input from the community of interest. This includes information from
both the donor and the host country. Information helpful in the decision to provide services are local support and contact
information, medically related licensure issues, contacts with organisations providing the same services, local embassies
and government officials in the host cities. If the information gathered and the needs analysis identifies areas that are
compatible with the mission of the providing organisation and if a new programme is to be developed, goals are then
created. Objectives are then established to monitor the goals, valid evaluation systems are developed to assess the
outcomes, and a method for analysis of the results and cut scores are established. Interventions are developed for any
areas that do not meet the goals and objectives and solutions are offered. Examples of results from the presenter’s
university will be shared with the participants. The audience can expect to learn a method for demonstrating the
connection of their service-learning efforts to the mission of their institution and an objective process for improving
service programmes.

Allen Marangoni has been an active participant in local, regional, and international service-learning (SL) for many years
and has participated in 12 SL trips to Yucatan, Mexico. Allen is a Physical Therapist and a Respiratory Therapist and has
been a full time educator at Wheeling Jesuit University for 30 years, has successfully coordinated programmes through 5
different accreditation cycles using a system analysis approach. He has earned an Ed.D. from Nova Southeastern
University, a Master of Medical Science from Emory University School of Medicine, a B.S degree in Biology and 2
degrees in Physical Therapy from West Virginia University and Wheeling Jesuit University.

Mark Drnach is a Clinical Associate Professor of Physical Therapy at Wheeling Jesuit University in Wheeling, West
Virginia and on staff at Children’s Hospital of Pittsburgh in Pittsburgh PA, USA. He is board certified in pediatric physical
therapy and has lectured extensively, both nationally and internationally, on the topics of pediatric rehabilitation, disability
management and service-learning. He is the primary author of the textbook: The Clinical Practice of Pediatric Physical
Therapy: From the NICU to Independent Living, and contributor in Service Learning in Higher Education: Connecting the
Local to the Global.

Rhonda Haley, PT, DPT, GCS, ATC is a Clinical Assistant Professor and Director of Clinical Education in the Doctor of
Physical Therapy programme at Wheeling Jesuit University in Wheeling, West Virginia, USA. She received a Doctor of
Physical Therapy degree from Shenandoah University. She is a Clinical Specialist in Geriatric Physical Therapy, a
certified Athletic Trainer, and licensed to practice in West Virginia and Ohio, USA. In 2013, Rhonda presented *Cardiorespiratory Rehabilitation*, an International Training Workshop at Universidad Autonoma de Yucatan in Merida, Yucatan, Mexico and a concurrent session at the APTA Combined Sections National Conference.

I-E(ii)

**Presenter(s): Tiece Ruffin and Agya Boakye-Boaten, University of North Carolina Asheville, United States**

**Title:** Internationalising teacher education through service-learning: Connecting pre-service teachers with English language learners via online instruction using Skype

**Abstract**

Why set up an international service-learning programme using technology with the aim of internationalising the curriculum for pre-service teachers? National (USA) and state (North Carolina) reports direct teacher education programmes to prepare globally competent teachers for our globally-interconnected world. Teacher preparation for the global age: The imperative for change (Longview Foundation, 2008) and North Carolina in the world: Preparing North Carolina teachers (N.C. Center for International Understanding, 2006) decry the ineffectiveness of America’s education system in preparing future-ready graduates for an interconnected and interdependent world. These reports assert that global competence is critical for our nation and that teachers play a crucial role in helping students become globally competent. The Longview Foundation Report (2008) highlights various strategies for preparing globally competent teachers, including internationalising professional education courses with a focus on English language learners and offering international experiences online. These strategies formed the basis of the Teach the World Online (TWOL) Initiative at University of North Carolina Asheville (UNCA). The partnership was based on the premise that giving candidates the opportunity to work with English language learners via an international online experience would provide them with cross-cultural experiences that would (a) build their abilities to teach students from diverse cultural and linguistic backgrounds and world views; and (b) help them develop global interconnectedness (Merryfield, 1997). So, how do you set up a successful international service-learning programme using technology with the aim of internationalising the curriculum for pre-service teachers and providing English language instruction to students in Haiti? Through service-learning pre-service teachers at the University of North Carolina Asheville in an introduction to education course taught English via Skype to students in Haiti through the non-profit agency - Teach the World Online. The UNC Asheville TWOL initiative provided candidates with experiences with English language learners. Roughly 10% of public school students nationally (USA) are English language learners (Center on Education Policy, 2006); further, during the 2009-2010 school year, 7.6% of P-12 students in North Carolina public schools were considered English Language learners (N.C. Department of Public Instruction, 2010a & 2010b). Clearly teacher candidates need as many opportunities as possible to develop skills in this area, and UNC Asheville’s partnership with TWOL has provided one such opportunity. The roundtable discussion describes the partnership, explains the delivery model used, shares outcomes of the project, and provides directions for future implementation. Participants should expect to be engaged in discussion around the following: a) How do you set up a successful international service-learning project using technology with the aim of internationalising the curriculum for pre-service teachers?, b) Is this programme sustainable? Why or Why not? Is the programme viable and cost effective for internationalising pre-service teacher education? All in all, this discussion should benefit participants interested in establishing an international service-learning programme for pre-service teachers and practitioners interested in enhancing pre-service teacher capabilities to be knowledgeable global citizens.

**Tiece Ruffin** has past teaching experiences as a licensed special educator (K-12) and reading educator (K-12) teaching youth with and without disabilities from diverse cultural and linguistic backgrounds in both rural and urban contexts. Additionally, her teaching experience spans various educational settings such as the public school, correctional institution, and home/hospital. Lastly, her school administration experience was as a local education agency representative for a large urban school district monitoring placement and educational services for students with disabilities who attended private schools. Her research interests include disability, reading, and English language learners. She has authored publications and presented at both National and International Conferences. Past accomplishments include two notable fellowships: the prestigious honour of being selected as a Martin Luther King Jr.
Service-Learning across the globe: From local to transnational

Scholar through the U.S. Department of Education and as a Past-President’s Fellow of the National Association of State Director’s of Special Education. She is an Assistant Professor and the Diversity Outreach Coordinator in the Department of Education at the University of North Carolina at Asheville.

Agya Boakye-Boaten earned his BA in Social Work/Administration and Political Science from the University of Ghana, Legon. He earned a MA in Political Science (International Relations), and an MA in International Affairs (African Studies) from Ohio University. He was awarded the Doctor of Philosophy degree in Educational Studies, with an emphasis in Cultural Studies in Education at Ohio University as well. He has taught various interdisciplinary courses such as the Contemporary World and African American Experience. Also, he has taught courses in Sociology and Political Science. Currently, he is an assistant professor and the Director of the Africana Studies Programme at the University of North Carolina at Asheville.

IE(iii)

Presenter(s): Martina Jordaan, University of Pretoria, South Africa

Title: E-service learning

Abstract

It is compulsory for higher education institutions in South Africa to become more involved in the social, economic and cultural fabric of the community. Service-learning is the most popular way for higher education institutions to incorporate a social responsibility and awareness of community into the curriculum. E-service-learning offers a new field for incorporating service-learning. E-service-learning occurs when the instructional component, the service component, or both are conducted online (Waldner 2010, 841). E-service-learning frees service-learning from place-based access or geographical constraints. One of the advantages of e-service-learning is that communities can be engaged in a service-learning activity in which they otherwise may have been unable to participate (Waldner 2012: 123). In the compulsory undergraduate module, the Community-Based Project module of the Faculty of Engineering, the Built Environment and Information Technology at the University of Pretoria, various e-service-learning projects are incorporated annually. These projects include computer training for communities, designing of websites for schools and non-profit organisations, repairing of computers not in use at the University and creating applications for cell phones. One of the projects is also an example of an extreme e-service-learning outreach, where both the instruction and service are offered exclusively online, namely a mathematics project on MXit. Students find these projects very rewarding, as they can use the already specialised skills they have acquired to address the needs of the communities concerned. The poster will share different types of e-service-learning projects that can be incorporated into a service-learning module.

Martina Jordaan is a senior lecturer at the University of Pretoria and responsible for a compulsory undergraduate module, Community-Based Project, of the Faculty Engineering, Built Environment and Information Technology. Annually more than 1600 students enrol for the module and they are involved in more than 500 projects in various communities. Martina has a doctorate in History and a Masters in Development studies. She was previously head of the Education Museum in Pretoria and thereafter responsible for the development of pre-schools in the informal settlements next to Pretoria as well as skills development of staff of various schools in Pretoria. She is co-author of published chapters in books and has published articles in accredited journals and has presented various papers at national and international conferences.

Concurrent Session II: 14:00 - 15:30 Research papers/Storytelling

II-A(i)

Presenter(s): Candace Beitman and Julie Gahimer, University of Indianapolis, United States

Title: Service-learning in Belize: perceptions following occupational and physical therapy interventions

Abstract

The missions of the World Federation of Occupational Therapy and the World Confederation of Physical Therapy support the need for occupational therapists (OT) and physical therapists (PT) to expand their professional services to
persons in under-served international settings. There is a gap in the literature regarding the impact of partnerships between universities and international agencies. This project represents a follow-up to an interdisciplinary International Practice Service-Learning (S-L) course for graduate OT and PT students at a private Midwestern University. The course culminated in a 2-week trip to Belize, a developing country in Central America, where there are few practicing rehabilitation professionals. The students and faculty engaged in S-L activities with multiple partnering agencies in a variety of locations. The purpose of this qualitative phenomenological research project was two-fold: 1) to explore the perceptions of students and community partners about the services provided, and 2) to plan for future international S-L activities. This study employed a qualitative constructivist grounded theory design. Researchers conducted focus group interviews with five community partners and five PT students. Interviews were transcribed and analysed for common themes. Data were analysed using line by line and constant comparative methods. Trustworthiness of data was enhanced through independent review of transcripts by researchers. Follow-up interviews were conducted with partners for member checking purposes. Community partners were complementary about the education and training provided, and requested additional time and programming for future visits. Some identified the need for increased collaboration and additional preparation of students prior to their service-provision. Students indicated an increased appreciation for interdisciplinary practice, enhanced professionalism, and a greater sensitivity to cultural and socioeconomic differences. Students noted the paucity of supplies and equipment for the delivery of evidence-based practice, and made recommendations for future visits. They also indicated the desire to participate in future international service trips. In today’s global society, interdisciplinary international S-L activities can be mutually beneficial to students as well as community partners.

Candace Beitman is an associate professor of Occupational Therapy in the College of Health Sciences at the University of Indianapolis. Dr. Beitman’s specialty areas include geriatric wellness, dementia and caregiver training, mental health, qualitative research, and interdisciplinary service-learning. She has presented short courses, papers and posters at local, regional, national, and international conferences and symposia. Dr. Beitman has been the recipient of multiple internal and external grant awards, and has published articles and book chapters on service-learning and wellness intervention with seniors living in the community.

Julie Gahimer is a professor in the College of Health Science at the University of Indianapolis. Her doctoral degree is in College and School Health Education. Dr. Gahimer teaches in the areas of neurorehabilitation, service-learning, professional development, instructional design, online learning, and health promotion. She has received numerous awards for her role in community leadership and service-learning. She received the University of Indianapolis Teacher of the Year award in 2012. Dr. Gahimer has presented at many international, national and local professional meetings. She has authored multiple publications in the areas of patient education and community health education.

Co-Author(s):
William Staples
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Presenter(s): Tony Brosky, Bellarmine University, United States

Title: The Impact of service-learning on professional graduate student perspectives, attitudes and behaviours: A summary from seven cohorts

Abstract
Service-learning is one component of a broad application of community engagement practices and has been used extensively in many undergraduate programmes. Service-learning experiences have been utilised to enhance standard curricula, promote civic and social responsibility, and challenge students and faculty to think critically and address issues within local, regional, and global communities. Assessment outcomes of students participating in service-learning experiences have primarily involved undergraduates with little reported on outcomes on graduate or professional students. The purpose of this presentation is to report the outcomes from seven cohorts of graduate students of a doctor of physical therapy (DPT) programme. A retrospective analysis of end of programme survey data was conducted to assess impact of a service-learning curriculum. Seven different cohorts from a DPT programme completed end-of
programme surveys. The response rate was over 95% (n=261). The average respondent age was 25 years and female (73.5%). An overwhelming majority of the respondents “agreed” or “strongly agreed” that their service-learning curriculum made them take more responsibility for their own learning (91%), enhanced their leadership skills (92%), and helped them define their personal/professional strengths and weaknesses (87%). Additionally, the respondents believed performing work in the community helped them clarify their career/specialisation choice (63%), they had a responsibility to serve the community (97%), and they would integrate community service into their future professional plans (95%). The results from this longitudinal cohort survey study were obtained from a single, discipline specific, professional graduate programme (i.e. doctor of physical therapy programme) and therefore may not be generalisable beyond the current sample. Additional studies are needed to ascertain lasting impact of service-learning and community engagement initiatives beyond academic integration. The validity and true impact of service-learning and community engagement as pedagogy may be the continued involvement and contributions made within the community by professionals after graduation.

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II-C

**Presenter(s): Lillian Goudas, Appalachian State University, United States**

**Title:** Research and metacognition in creative fields: How best do I learn?

**Abstract**

Applying concepts of service-learning to an introductory seminar in a creative field, I designed a semester-long project to empower students to take responsibility for and control of their own learning processes. Throughout the semester, students researched a topic and created an artistic work in service of a religious/cultural event while monitoring their own level of engagement, motivation, and understanding. Based on this metacognitive exercise, students then designed a personal learning strategy for their future academic and artistic careers. The course was interdisciplinary in nature and asked the students to stretch their creative abilities to understand their place in - and relate their artistic skills to - the world at large. In addition, each individual student was to answer not just "What strategies can I use to learn?" but rather, "How BEST do I learn?" Students were asked to research the project in three different ways. The first was through database and more traditional library research. The second was through primary source gathering in the form of personal interviews with a member of the religious/cultural group with which the students would work. And the third was through participatory experiential service-learning in which the group created an artistic artifact for use in the religious/cultural event. Students were then asked to present a synopsis of their semester-long endeavour as well as their own thinking about how best they learned, and specifically, through which method of information-gathering did they learn the most about their topic. Then students were tasked with positing their own "best strategy" for future learning endeavours in their academic and artistic careers. This metacognitive approach allows the students to design their future learning experiences to match their best method of information intake and usefulness to each student.

Lillian Nave Goudas teaches art history at Appalachian State University in Boone, North Carolina. She is particularly interested in bridging the gap between the academy and the community through student art projects with local religious groups. Her article "Unexpected Friends: Creating Physical and Metaphysical Space for Dialogue between the Academy and Community” was recently published in "The Other Journal." She is also a member of the International Art Movement and in the founding circle of the Fujimura Institute, both organisation that wish to re-humanise the arts and create community through creative catalysts and artistic works.
II-C

Presenter(s): Rhoda Frumkin and Katia Gonzalez, Wagner College, United States

Title: Stories of practice: The use of narratives for critical thinking about service-learning

Abstract

Service-learning is often seen as a productive way for learners to become active participants in their own learning while simultaneously developing positive relationships with members of the community. For this storytelling session, the presenters will share new insights about how the use of a structured framework as a model to guide discussion assisted learners with the meaning-making process of their service-learning experience. As part of their learning and teaching interactions, learners engaged with colleagues, professors, field-based professionals, and community members to share diverse points of view about problems and concerns directly related to the service-learning activity. Learners used both verbal and written narratives to reflect on course content and multiple perspectives about their community engagement experiences, and to assess their own growth in relation to problem-solving and critical thinking. Although the framework was used as a pedagogical tool with pre-service student teachers, it is readily applicable across disciplines and situations. The presenters will provide additional information about the ways in which facilitators of service-learning experiences can adapt this model to link relevant information with community collaboration for a variety of settings and needs.

Rhoda Frumkin received her Ed.D. from Rutgers University in New Jersey. She is an Associate Professor of Education at Wagner College focusing on Literacy, Service Learning, and Teacher Training. Dr. Frumkin’s scholarly interests include cross-discipline literacy learning and the use of collaborative techniques and tools to facilitate interactive collegial dialogue about classroom practices.

Katia Gonzalez received her Ed.D from Columbia University, Teachers College in New York. She is an Associate Professor of Education at Wagner College and the Faculty Scholar for the Center for Teaching, Learning, and Research. Dr. Gonzalez’s expertise is in curriculum development and teacher preparation, early childhood, intellectual disabilities and autism. Research interests include the role of discussion and group dynamics in teacher education, strategies and techniques to enhance and measure critical thinking, and the impact of community and family in inclusive education.

II-C

Presenter(s): Mea van Huyssteen, University of the Western Cape, South Africa

Title: Ubuntu – a guide for service and learning

Abstract

The Service-Learning in Pharmacy (SLiP) programme at the School of Pharmacy, University of the Western Cape, South Africa was initiated as a Community Higher Education Services Partnership (CHESP) initiative (2001). It evolved from a (4th) year programme, to one which includes 3rd, 2nd and 1st year students. Students offer pharmaceutical and health services appropriate to their current knowledge, skills and scope of practice. Their service experiences are conducted among underserved communities in public health facilities in Cape Town. The SLiP framework comprises of the service experience, guided group reflection and individual reflective report writing to contextualise their learning. The group reflection examines themes relative to the service experiences, challenging students’ perceptions, beliefs and values which underpin the transformative learning process (Mezirow, 2003). Learning is further distilled in the reflection report where, students are encouraged to critically analyse their current frames of reference by measuring their core values against the African values of Ubuntu (shared humanity) in order to interpret and construct meaning from the service experiences. Through the repetition of these learning cycles, SLiP aims to produce socially responsive, patient-centred pharmacy graduates, who are sensitive to social injustices experienced in the African context. The African philosophy of Ubuntu underpins social responsibility in medical training (Kwizera & Iputo 2011) by fostering an appreciation of the intrinsic value of what it means to be human (‘being’), one that is espoused through nurturing good relationships (interdependence) between people (Venter, 2004). We demonstrate how Ubuntu guides implicitly and explicitly, the School’s service-learning programme. Implicitly, SLiP’s tripartite partnership between pharmacy students, public health
services staff and local communities was found to epitomise the constructs of ‘being’ and interdependence. These two constructs also reinforced the SLiP concepts of reciprocal learning by being able to appreciate the intrinsic value of ‘being’ a person. Reflective practice sensitised students to dissonance between theory and practice which serves as a preamble for personal and social transformation. Through the lens of Ubuntu these feelings of dissonance were magnified, analysed and interpreted through voices from prominent South African leaders, such as Tutu, Ramphele, Khoza, Biko and Mandela. Students expressed a deeply seated awareness of “being” relative to “having” a translation which is core to the Ubuntu philosophy. In subsequent service-learning experiences, students are expected to be mindful of Ubuntu and act as change agents in the transformation of health services. The explicit incorporation and analysis of the Ubuntu values has spurred engagement from students that has been intimately revealing of their African identity and persona. We envisage that by embedding Ubuntu in daily service and learning practices, contextually relevant discourse is elicited that could be instrumental in cultivating socially accountable citizens.

Mea van Huyssteen is an academic staff member at the School of Pharmacy, University of the Western Cape. She is a pharmacist concerned with the promotion of patient-centered pharmaceutical care, which been inspired by her previous collaboration with traditional African health practitioners. As co-facilitator of the Service-Learning in Pharmacy team, she has co-designed the guided reflection sessions tailored to examine service-learning principles through the lens of African values. Currently the service-learning programme at the School is being expanded across the entire undergraduate curriculum.

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II-C
Presenter(s): Brooke Comer, American University in Cairo, Egypt
Title: Becoming the other: the value of multiple perspectives in community service driven composition courses

Abstract
Community-based service learning is gaining ground in the sociology classroom because of its ability to illuminate abstract sociological concepts, to teach students the discipline of empirical inquiry, and to demonstrate social uses for academic work. Few students in my composition courses at the American University in Cairo realise that they share the city with over 200,000 African asylum seekers. Only when students actively engage with refugees in community service-based writing projects, do the asylum seekers, and their concomitant problems, become visible and therefore real. While the bond between students and their refugee peers, with whom they are paired, is informed by empathy and compassion, that empathy was born in an exchange of written words. The focus of this session is to present an understanding of how teaching composition courses that engage students in community service is most beneficial when students write about that community, from the third person; or with that community, as in working a community-based newsletter which facilitates the cause of that group; or in the community, as part of a shared inquiry into a concern, problem or issue within that group. In fact, my ten semesters of community service related writing courses in Cairo suggest that the three established models are valid, none are as valuable in developing learning skills as vicarious immersion in the cultural traditions of the other—in the case of my students, the African asylum seekers in Egypt. By “becoming the other,” students develop research skills to create a rhetorical framework from which they can not only learn about another community group, but also their own society, and themselves. This “fourth” model—writing as one with the other—offers a new possibility for not only expanding the teaching value of community service-driven composition classes, but it also offers a mutual benefit as both student and refugee become equals rather than human studies in the learning process. This session shares examples of student learning in conjunction with global partners, the mutual benefit of shared
resources, and the development of students’ consciousness not only of their aspect to their partners, but of their own identity and a deeper understanding of their role and responsibility in the world.

Brooke Comer is a writer and writing instructor at American University in Cairo who also works extensively with Egypt’s African refugee community. Her Community Based Learning courses bring students into the field, to tutor and volunteer at refugee schools and centres as they research issues relating to human rights and social justice for asylum seekers. This mutual learning process has produced the book VOICES IN REFUGE (AUC Press, 2009), a creative nonfiction collection of refugee stories as told by student interviewers.

II-D

Presenter(s): Liezel Booth, Stellenbosch, South Africa

Title: Developing a service-learning project within the industrial sector in a middle income country

Abstract

Problem statement The Division of Occupational Therapy, Stellenbosch University (SU) was invited in 2011, by the Clothing Industry Healthcare Fund situated in Cape Town, to provide a part-time occupational therapy service to their members - clothing factory workers and their dependents- who incurred work-related injuries. Medical and allied health services were only to be provided at the various Health Clinics affiliated to the Healthcare Fund. Contrary to legislation promoting integration of healthcare in workplaces, up until this time, no health services were provided within the clothing factories. In order to develop a relevant student service-learning placement, it was necessary to gain entry into the factories where occupational therapy services utilising ergonomic principles for safe and health-promoting work performance, could be provided. An action research design was utilised over a two year period, to facilitate entry into factories, allowing the occupational therapy service to be shifted from health clinics, directly into clothing factories. Data was gathered by conducting numerous meetings held between pertinent role-players and stakeholders where team identity and scope of practice alternated between a multi-disciplinary team to an interdisciplinary team and eventually, a trans-disciplinary team was constituted. The following action research cycles were identified in the process: Negotiations with all the stakeholders regarding the content and sustainability of occupational therapy service delivery; negotiations for funds to employ an occupational therapist on a sessional basis; to make available a work station with the suitable apparatus for the occupational therapist; development of referral procedures for the CIHCF persons to the occupational therapist; communication lines with all the stakeholders; identifying the learning opportunities for students in the area; visiting clothing factories with students; doing health promotion education together with volunteer health promotion officers, consulting with and education of factory employers about the role of occupational therapy in industry. The lengthy process of initiating a new occupational therapy service and gaining entry into clothing factories was characterised by reciprocal respect and collaboration amongst trans-disciplinary team members. A successful foundation and pathway for the development of a student service-learning placement was created.

Liezel Booth is appointed as clinical therapist at the Elsies River Health Care Centre where an Occupational Therapy service is provided to clothing factory workers in the Elsies River area. She is also a part-time lecturer at Stellenbosch University and involved with student practical training at the health care centre. She is also currently working part time at Alta du Toit Aftercare Centre, a centre for intellectually disabled adults. She is responsible for the constant assessment of the clients’ functioning within groups, as well as the adaptations that needs to be made in terms of lifestyle and activities of daily living.
II-D

Presenter(s): L. Lang Brownlee, University of Indianapolis, South Africa

Title: Service-learning as an aspect of a faithful life

Abstract

The Office of Ecumenical and Interfaith Programmes, University of Indianapolis, employs ‘pilgrimage’ as a spiritual practice that encourages service to others as an aspect of a holistic, faithful life. We offer an experience to a site made sacred by the people with whom we will build relationships. The pilgrimage is an exceptional occasion to bring learning and service together as persons of faith engage in a meaningful project to assist and benefit a particular locale the students would otherwise not experience. Students engage in the full learning experience through required readings, group presentations, and reflective journaling in the preparation phase. During the service experience in Sierra Leone, Africa, journaling is augmented by group time debriefing our daily experiences and meanings. Students are motivated by their religious faith as well as their sincere desire to help others. Students gain insight into their personal identity as world citizens, deepen values in connection with faith and desire to help others, and discern how service commitments impact vocational aspirations. The audience will (1) learn how the framing of service-learning opportunities in the language of ‘pilgrimage’ may encourage students from various faith traditions to be willing to take part, and (2) allow these students to grow in personal understandings even as they develop a greater appreciation of the world diversity discovered through the experience of global travel. This storytelling will include slides and student journal excerpts from our pilgrimages of service.

L. Lang Brownlee has been University Chaplain and Assistant Professor of Philosophy and Religion at the University of Indianapolis since July 2001. Before that, he served UIndy since 1995 as an Adjunct Professor of Philosophy and Religion and later as a Visiting Assistant Professor in Philosophy. A graduate of the University of Evansville, Princeton Theological Seminary, and the University of Denver/Iliff School of Theology, Lang has served in local church ministry with the United Methodist Church before coming to UIndy.

II-D

Presenter(s): Maritha Marais, Stellenbosch University, South Africa

Title: Linking nutrition, human rights and governance: A teaching initiative collaboratively developed for Master students from three different countries

Abstract

Lack of democratic governance and respect for human rights contributes to persistent food insecurity and malnutrition in many African countries. Hence, there is limited attention to these aspects in forming tomorrow’s leaders, educators and practitioners in food- and nutrition policy. A 4-month module combining nutrition, human rights and governance was developed by scholars in Uganda, South Africa and Norway and financed by the Norwegian Government. Two cohorts of nutrition master students (n=22) registered at the respective institutions in 2011 and 2012 were enrolled into the module. In Norway, students learnt the theory of a human rights based approach (HRBA) which empowered them to explore the role of governance and human rights as both determinants and facilitators of food and nutrition security. This general knowledge served as a basis for exploring locally relevant issues pertaining to South Africa and Uganda. Diversified field trips and engagement with relevant government institutions, national parliaments, human rights commissions and international agencies offered students rich opportunities to interact with policy actors as well as other stakeholders, culminating in advanced academic learning and the opportunity to compare the implementation of a HRBA in two developing countries. Student’s reflective practice testified to the depth and extent of personal growth. They described the module as a life changing experience and that they will apply newly acquired competencies (including advocacy, transparency and inclusiveness) during all future endeavours. The module empowered students to render a meaningful service in accordance with needs identified by vulnerable groups. Furthermore, an explicit HRBA is incorporated in students’ research projects for their individual master theses. The promotion of human rights lies at the core of the Service-Learning pedagogy. Interdisciplinary partnerships across countries should strengthen the capacity of nutrition professionals to address food security and nutrition through a HRBA.
Maritha Marais is a senior lecturer at the Division of Human Nutrition, Stellenbosch University (South Africa). She is actively involved in the development and presentation of modules with an academic service-learning component. These include the internship and the undergraduate research module of BSc Dietetic students (Stellenbosch University), as well as interdisciplinary and transnational modules for master students, which were jointly developed and presented by interested stakeholders. Her research interest currently focusses on the link between human rights and nutrition. She presented her experience with service-learning projects at three international symposia.

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II-D

Presenter(s): Spurgeon Wilson and Michelle Visser

Title: School mentoring model: An opportunity for engaged learning

Abstract

In response to the increasing need for holistic development of high school learners from previously disadvantaged communities, the Rachel’s Angels mentorship project was initiated. The project recruits senior students from Stellenbosch University as mentors for learners from their grade 11 until grade 12 years, in order to develop them academically and to assist them to deal effectively with post-matric challenges. Based on constant reflections throughout the project the need for legitimate recruitment, selection and training programmes for mentors were identified in order to improve the impact of the project. Expertise within the department of industrial psychology, University of Stellenbosch, was identified who recommended an integrated human resources solution. A job analysis was done by means of focus groups and subject matter experts to determine the ideal mentor profile. This enabled the department to develop the tools for this process with the help of post graduate students. The recruitment and selection process was mapped and standardised to adhere to best practise. New methodology was introduced which lead to multiple assessments per mentor, ensuring the improvement in the calibre of mentor that was selected. Post graduate students under guidance of
registered industrial psychologists facilitated this process. The six months honours course - Strategic Human Resource Development, was utilised as a platform for the development of training material for the project as well as building skills to enable the students to present the material to the mentors. The students developed the training material and after evaluation by a panel of experts the students presented this material to the mentors. Here is where the integration between community interaction and teaching and learning took place. This process was piloted in the 2011 and 2012 cycle of the mentorship programme. Both qualitative and quantitative data were gathered and analysed which lead to continuous refinement of the programme. Recommendations for future research and refinement are made for each aspect of the project.

Spurgeon-Haddon Wilson is the Project Manager of the Media24 Rachel’s Angels Trust, a collaborative mentorship programme between Media24 and Stellenbosch University. Spurgeon-Haddon completed his Bachelor’s Degree in law (LLB) in March 2011, and shortly thereafter joined the Media24 Rachel's Angels Trust as Project Assistant, where he discovered his passion for working with people. Currently he holds the position of Project Manager of the Rachel’s Angels Trust, a position he held since June 2011. In this capacity he is responsible for the strategic and operational outputs of the Trust, and coordinates the academic and self-esteem interventions of the mentorship programme.

Michelle Visser is a lecturer and industrial psychologist at the Department of Industrial Psychology, University of Stellenbosch. She is the coordinator for the industrial psychology interns, programme manager for Rachel’s Angels and lecturers on undergraduate and post graduate level. Since registering as a psychologist in 2001, she worked at several large corporates, as head of Talent Management, and also performed freelance international consultancy work. She joined the university in 2010 with the goal of completing her PhD.

II-A(ii)

Presenter(s): Stefanus Snyman, Stellenbosch University, South Africa
Title: Person-centred community-based interprofessional care: A strategic opportunity for service-learning to reform health professions education

Abstract

A Lancet commission recently stated that person-centred and community-based care is key in reaching health equity. Their recommendations to address health inequity have far-reaching implications for health professions education (Frenk, Chen, Bhutta, Cohen, Crisp, Evans, Fineberg, et al. 2010). It is the position of this paper that most of these recommendations could be addressed by an interprofessional service-learning approach. The aim of this study was to determine, before and after an interprofessional service-learning experience, how perceptions of students changed regarding (1) the roles of other health professions (2) and their approach to patients, clients and the community. The research followed a phenomenological school of thought in an interpretative paradigm with a qualitative-inductive approach. In-depth focus group interviews were conducted with 64 students before each rotation, directly afterwards and a year later. Interviews were conducted with 10 clients and 6 community-based carers, before the students got involved and a year later. Initially students expressed scepticism about teamwork with mostly negative perceptions about other health professions. They primarily practised a biomedical model of care with little understanding of the psycho-social-spiritual factors influencing health. Clients and community-based carers felt disempowered, inferior and demotivated. Directly after each rotation and a year later, students reported appreciation for the different professions and a positive attitude towards interprofessional bio-psycho-social-spiritual person-centred care. However students experienced difficulty ensuring continuity of care due to the short duration of rotations. Clients and community-based carers felt better equipped to take responsibility in promoting health, self-care and parenting. Service-learning can play a valuable role in facilitating healthy interprofessional teamwork in person-centred and community-based care. The challenge for the service-learning fraternity is to promote this pedagogy among health professions educationalists as a solution to equip students to contribute towards equity in health in the 21st century.

Stefanus Snyman (MBChB; MPhil (Health ScEd); DOM) is an occupational medicine practitioner and health professions educationist. He has a special interest to facilitate social accountability in medical schools by advocating interprofessional and transprofessional education as well as service-learning to serve as catalysts in equipping students
as change agents for the 21st century. Currently he is Manager: Interprofessional Education and Service-learning at the Centre for Health Professions Education at the Faculty of Medicine and Health Sciences, Stellenbosch University, South Africa. He is heading up a team implementing the School's interprofessional education strategy, which was selected globally as one of four projects to partake in the Institute of Medicine’s Global Forum on Innovation in Health Professions Education.

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Stellenbosch University, South Africa

II-B(ii)

Presenter(s): Lizane Wilson, North West University, South Africa

Title: A framework for effective practice in community engagement in higher education

Abstract

The importance of community engagement as one of the three pillars of higher education, alongside teaching and learning, and research, has gained considerable momentum. Higher education institutions in South Africa are increasingly challenged to elevate the status of their teaching and to raise their levels of community engagement. This also pertains to the area of postgraduate education, which points to the need for a close relationship between teaching, learning and research. Currently within the postgraduate programme, within which this study was conducted, the three components are unattached and fragmented. It consists of a teaching component which is structured into credit-bearing short courses, a research component and a practicum component. Within the practicum students have to do a certain amount of hours in communities and the main focus is on student learning. The main aim of this study was to develop a contextualised and integrated framework for community-engaged teaching, learning and research in the postgraduate programme. The current status of community engagement within the postgraduate programme was first determined through self-administered questionnaire which was completed by students and lecturers. Data was then generated through semi-structured interviews with lecturers from different national as well as international HEIs and two focus groups with current students and lecturers in the postgraduate programme. Through content analysis the following main themes were identified: the importance of the enhancement of academic learning in an academic programme, supervision as a support function, the role of academics in community engagement; the importance of community relationships, communities as partners, the forming of partnerships with communities; and the support of students in research and the integration of research in an academic programme. Based on the empirical data obtained and linked to literature perspectives, an integrated curriculum framework for community-engaged teaching, learning and research was developed. The framework was established through the conceptual interpretation of theoretical data as well as the empirical data generated. The study was contextualised within the South African higher education environment.

Lizane Wilson is currently the programme head as well as a lecturer and research supervisor in the Play Therapy Programme at the Centre for Child, Youth and Family Studies, Faculty of Health, North-West University. She is a registered social worker, with a Masters Degree in Play Therapy and recently obtained her PhD at Stellenbosch University in Education (Curriculum Studies). She has research projects in community engagement, Play therapy and Child sexual abuse.
II-A(iii)

Presenter(s): **Craig Ruby and Kristine Grubler**, Wheeling Jesuit University, United States

Title: The effects of local, regional, and international service-learning on clinical performance of Physical Therapy students

Abstract

Numerous factors influence physical therapy (PT) students’ performance in clinical education (CE) experiences to enhance Clinical Performance Instrument (CPI) scores. Service-learning (SL) is one of the influencing factors. The purpose of this study was to determine if SL experiences improve student’s CPI scores. 216 PT students enrolled in a two-year, doctoral level programme participated in local service-learning (LSL), regional service-learning (RSL), and international service-learning (ISL) courses between 2003 and 2010. A retrospective design was utilised. CPI data were collected during four CE experiences from 2003-2010. Data were organised into 4 groups for analysis: LSL only, LSL and RSL only, LSL and ISL only and LSL, RSL and ISL. Analysis was performed for the CPI scores of each individual CE experience (I-IV) and combinations of the CE experiences. Analysis of variance (ANOVA) and post-hoc tests were applied to determine the effect on students’ CPI scores. Significant differences were found in CE I, CE I through IV and CE I through III. During CE II, scores for CPI item 2 (present self in a professional manner) improved significantly for students who participated LSL/RSL/ISL. Scores for CPI item 18 (address patient’s needs for services other than PT services) significantly increased in students who participated in LSL/RSL in CE I-III and CE I-IV. However, in CE I-III, a significant decrease for CPI item 18 was found for students who participated in LSL/ISL experiences. The audience can learn about the positive impact SL has on PT students’ clinical competence in two specific areas, which are addressing patients’ needs for other services and presenting self in a professional manner. Students who participate in more than one type of SL achieve higher CPI scores compared to students who participate in LSL alone.

**Craig Ruby** is an associate professor and the director of the physical therapy programme at Wheeling Jesuit University in Wheeling West Virginia. He has presented on service-learning at several national and international conferences and participates in service-learning experiences with students in the United States and internationally. Dr. Ruby is a graduate of the University of Pittsburgh, and earned his master’s degree in physical therapy from Slippery Rock University, and his Doctorate from Indiana University of Pennsylvania. He practiced as an orthopedic physical therapist for 15 years prior to entering academia.

**Kristine Grubler**, PT, DPT is a Clinical Assistant Professor and Director of Clinical Education in the Doctor of Physical Therapy programme at Wheeling Jesuit University. She is a Credentialed Clinical Trainer for the American Physical Therapy Association (APTA); serves on the Nominating Committee for the Education Section of the APTA; and is the Chair of the Education Committee of the WV Chapter of the APTA. She presented Using Problem Based Learning Educational Strategies in Educational Curricula and in Clinical Practice at the APTA Combined Sections National Conference.

Co-Author(s):

Dr Henry Lam
Wheeling Jesuit University, United States

II-B(iii)

Presenter(s): **Scott Shall**, Lawrence Technological University, United States

Title: Agency, responsibility, ownership and identity: Four constructed studies into service-learning

Abstract

The last two decades have witnessed a significant expansion in the role assumed by architects within fringe settlements around the world. Whether couched as humanitarian architecture, design as activism, public interest design, community-based design or socially-responsive architecture, these acts have tested the limits of contemporary architectural practice, prompting practitioners so engaged to rearticulate the stance assumed, and, transitively, the identity of the architect.
when operating within these situations. Questions naturally followed: When the architect operates within these situations, most of which are quite foreign to his/her experience, is it best to assume the mantle of insider – to immerse oneself into the context of inquiry by adopting the customs, dress, and language of one’s partner community and slowly draw out a useful engagement from within? Or is the architect better situated as a radical outsider, an instigator, tasked with provoking the actors already in the drama to engage these situations? Methodologically, should the architect operate as an engineer, carefully analysing the present facts of the situation and offer an expedient address based upon a carefully calculated inventory of materials, methods and supports? Or, should the architect operate as a bricolleur, constructing small-scale, iterative engagements out of the materials, methods and resources as hand? Does this response shift when engaging situations construed as local? Finally, and perhaps most to the point, is the architect an agent of change, beholden to do good by virtue of their talents and training, as offered by Samuel Mockbee, and Cameron Sinclair? Or, building off the argument in Bruce Nussbaum’s writing “Is Humanitarian Design the New Imperialism?” is the architect a counterproductive and imperialistic interloper, whose greatest calling is to stay at home and simply send checks to support the efforts of those who know more? The projects described within this work are part of an on-going series of constructed questions to this end. Starting with a small design-build project constructed seven years ago on the outskirts of a small Romanian town and ending with a virally-propagated network of educational devices designed on the streets of Bolivia, the works described within the paper proposed by this abstract will span a range of practices commonly used by the architect when attempting to address the pressing concerns of those living within fringe conditions, both local and foreign. Through this range, the identity of the architect also shifts, moving from immersed expert to blatant provocateur, engineer to bricolleur, agent to interloper. Rather than assume a specific stance - a declaration of best practices for the socially-responsive design - the offered works represent a range of possible methods and, transitively, identities, each of which has specific utility and limits. For the situations found within fringe settlements are not a universal; to work well within these settlements requires that each designer soberly engage the potentials and limits offered by the myriad practices available and determine an appropriate role for each.

Scott Gerald Shall is Associate Professor and Chair in the Architecture Department at Lawrence Technological University and the founding director of the International Design Clinic (IDC, www.internationaldesignclinic.org), a registered non-profit that has realised much-needed creative work with communities in need on four continents. Shall’s work has been featured in a range of peer-reviewed publications, including works by the AIA Press (2010) and the University of Indianapolis Press (2010). Shall has exhibited his creative work in venues around the world, including solo shows at the San Francisco Museum of Art in La Paz, Bolivia (2011) and the AIA Center for Architecture in Philadelphia (2009) as well as group shows at the Sheldon Swope Museum of Art (2010), the Goldstein Museum of Design (2010), and the 2012 Venice Architecture Biennale (2012).
Concurrent Session III: 15:45 - 17:15 Storytelling

III-C
Presenter(s): Catherine E Crandell, Bellarmine University, United States
Title: Models for community and institutional partnerships for service-learning success and sustainability

Abstract

Recently there has been growth in community-academic service-learning (SL) programmes and initiatives addressing complex community health problems. This has been in response to a number of factors including but not limited to access to health care services, an aging population with chronic conditions, and rising health care costs. While these SL programmes are mutually beneficial to community and academic institutions, there are challenges to the long-term sustainability of these programmes. Critical factors for sustainability have generally focused on institutional roles and include policies supporting SL, meaningful curricular integration of experiences, and balancing faculty commitments of service with teaching and scholarship (Vogel, 2010). Our SL experiences validate these sustainability factors through institutional and programme mission statements that reflect our commitment to community engagement, are integrated within the programme curriculum and support the triad of faculty workload. The purpose of this presentation is twofold: to describe two SL models addressing the role of physical therapists in the community in the area of primary care; and to present and discuss the critical factors associated with sustaining these partnerships. Both models are implemented in racially diverse and medically under-served urban areas. Community challenges to supporting sustainable partnerships include scheduling of services and developing a sense of trust and permanence in the academic institution that promotes “doing with” and not “doing for.” These challenges have been minimised through curricular modifications that resulted in SL supporting rather than competing with educational objectives. Additionally, collaborative scholarship between the partner and institution has served to facilitate faculty productivity and a sense of “buy-in” from the partner. The programme outcomes related to the tenants of academic institutions and faculty commitment (service, teaching, scholarship), as well as positive responses from the students, faculty, community partners and participants, suggest our SL models are beneficial for all stakeholders and promote long-term sustainability.

Catherine “Kate” Crandell received a Bachelor of Arts degree in Community Health Education at Purdue University, a Bachelor and Master of Science degree in Physical Therapy from Washington University, a Master of Divinity degree from Louisville Seminary and a post-professional transitional Doctor of Physical Therapy degree from Shenandoah University. Currently, Kate is Assistant Professor and Associate Director of Clinical Education at Bellarmine University Doctor of Physical Therapy Programme. Kate’s teaching and clinical practice has focused on adult outpatient orthopaedics. Kate has a special interest in service-learning, community-campus partnerships, cultivating civic-minded graduates and the scholarship on engagement.

Co-Author(s):

Gina Pariser
Bellarmine University, United States

Mark R Wiegand
Bellarmine University, United States

Tony Brosky, Jr.
Bellarmine University, United States
III-C

Presenter(s): Jeevarani Munsamy, Central University of Technology, South Africa

Title: University-community engagement as a tool in regional development: Changing trends in community engagement at the Central University of Technology Free State

Abstract

This purpose of this paper is to highlight the outcomes of a recent STEPS (Transformation of Educational Programmes and Structures) project at the Central University of Technology (CUT), Free State. It explores the effectiveness of community engagement strategies in integrating University-Community Engagement as part of the curriculum and as a tool for regional development. The STEPS project has offered community engagement a broader platform for the curriculum. Community engagement is now part of university's mission and on par with teaching, learning and research. Interviews with academics, practitioners and university management involved with STEPS programmes were conducted, in order to understand the process. The interviews were informed by the university’s philosophy of community engagement, recent South African and international perspectives on community engagement. CE was integrated as part of the curriculum and recognised as a tool for regional development. The STEPS programme affirms and builds on international trends in community engagement, and the importance of community engagement as tool for regional development.

Jeeva Munsamy is in full-time employment at the Central University of Technology (CUT) as a Community Engagement Manager. Mrs Munsamy is one of two CUT representatives on South African Higher Education Community Engagement Forum (SAHECEF). Her interest in development and HIV, and working within communities, stems from being a social worker in Kwa-Zulu Natal. She views community development and its engagement as intrinsic to the upliftment of people and social justice being met.

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III-C

Presenter(s): Liang Cai, Ningbo Institute of Technology, Zhejiang University, China

Title: Service-learning in Chinese English as Foreign Language Education

Abstract

Service-learning is being identified as a national education goal in many countries and introduced into the curriculum as a mainstream pedagogy. Therefore, the integration of English teaching and service-learning has gradually gained opportunities for further development. This study has two purposes: one is to examine the feasibility of service-learning in the Chinese tertiary EFL context with its efficacy on the development of learners’ overall language acquisition, and the other is to examine the effectiveness of service-learning in the Chinese tertiary EFL context by comparing learner’s achievement under service-learning and autonomous learning, with emphasis on the development of learner’s linguistic competence, learning motivation and strategies, and multi-skills as well. The empirical research was based on service-learning experiments and EFL education in Ningbo Institute of Technology, Zhejiang University. The participants involved in this study are 113 second-year English majors with similar educational backgrounds. Both quantitative and qualitative methods were employed in the data analysis. Data was collected from a series of questionnaires, participants’ diaries, interviews with participants, participant reports, teacher’s observation logs, and course assessment. Multivariate statistical analyses were conducted to process the data collected to guarantee a more efficacious examination concerning the efficacy of integration of service-learning in English teaching in the Chinese context. The three service-learning models in the research proved to be feasible and effective in their integration with English curriculum. Service-learning as an applied EFL methodology is a practice within and beyond the language classroom. The learning process constitutes learners’ language learning cycle. It is hoped that the detailed findings of this study would serve as a trigger for the integration of service-learning into English for English teachers within Chinese contexts.

Liang Cai (1974), PhD, associate professor of School of Foreign Languages Studies, Ningbo Institute of Technology, Zhejiang University; Research fields: Applied Linguistics, TESOL; focusing on the integration between a real language
learning and community service, and has been working with a research group and a group of students for a project to promote the city’s international image from the perspective of local expatriates, the fruitful outcome of the project include three books under the title of “Beyond the Voices”, and a series of publications either by faculties or by service-learning project participants.

III-C
Presenter(s): Hema Pandey, Child Family Health International, United States
Title: First, let them take their photos

Abstract
“Let Them Take Their Photos” is a captivating essay that demonstrates the potential of critical reflection to influence the decisions, actions, and mindset of people young and old alike. This storytelling example will allow for dynamic dialogue about the ethical challenges and neocolonial tendencies of engagement between the Global North and the Global South. This session will be a reading of the essay “Let Them Take Their Photos” followed by a discussion based on the format of the storytelling session. "Let Them Take Their Photos" is an essay that opens with a humbling experience of a Westerner in an impoverished setting. The subjectification of the receivers of aid for the egos and celebrations of outsiders is highlighted. The essay progresses through one trainee’s path based on service-learning toward a career dedicated to addressing global health challenges through bilaterally empowering means. This storytelling piece underscores the ethical tenants necessary for students engaged in service-learning: humility, introspection, solidarity, and social justice (Pinto & Upshur 2009).

Hema Pandey
Child Family Health International, United States

Co-Author(s):
Jessica Evert
Child Family Health International, United States
Ms Tiffany Kung
Standford University, United States

III-D
Presenter(s): Mark Drnach, Wheeling Jesuit University, United States
Title: Becoming a transnational citizen: The stepping stones in building an international partnership

Abstract
The purpose of this proposal is to demonstrate the impact of a sequential exposure to service-learning experiences at the local to global level on the development of a transnational citizen. It is the story of one student’s evolution from working with a hometown community agency to the creation of a global cross-border partnership. The aim of this story is to create an understanding of the stepping-stones for building one’s own capacity in service-learning. Through one person’s story, the student will share how she enhanced global participated through both theoretical, then applied service-learning in higher education. Her story will serve as an oral contribution to service-learning as a pedagogical tool that enhances local and global citizenship and scholarship of engagement. Exposure to local community service during high school education can introduce and shape the concept of a student’s responsibility and behaviour towards others. Participating as a volunteer on an international service-learning trip further develops a sense of duty and awareness of interpersonal similarities with others. This lays the foundation for the desire and understanding of international service-learning in college. Electing to participate in a service-learning course in Ghana provided the opportunity to develop friendships with people in that area. The use of technology, such as Skype and Facebook, allowed the student to stay connected to partners across the globe. This was vital for sustainability and the development of a meaningful partnership.
These life experiences have provided the skills and determination to initiate a partnership with Divine Kids, a local school organisation in Ghana. This shared partnership has several goals. The first is to promote the education and health of the local children through working in the school. The second is to provide education and coaching instruction to promote a sustainable recreational activity. The last goal is to encourage school retention. Listening to this story, people will better understand the building blocks of a platform to participate in as well as organise a service-learning programme from a local to international level. As a full time student with a part time job, service-learning is an obtainable and rewarding experience that reflects the attributes of a transnational citizen.

Mark Drnach is a Clinical Associate Professor of Physical Therapy at Wheeling Jesuit University in Wheeling, West Virginia and on staff at Children’s Hospital of Pittsburgh in Pittsburgh PA, USA. He is board certified in pediatric physical therapy and has lectured extensively, both nationally and internationally, on the topics of pediatric rehabilitation, disability management and service-learning. He is the primary author of the textbook The Clinical Practice of Pediatric Physical Therapy: From the NICU to Independent Living, and contributor in Service Learning in Higher Education: Connecting the Local to the Global.

Grace Drnach is a senior student at West Virginia University in Morgantown WV, USA. She is on track to graduate in May of 2014 earning degrees in Psychology and Communication Studies. After graduation, Grace plans to take a year to develop her skills and talents through an internship or volunteer work before applying to graduate school. In her free time, she enjoys running, soccer and playing musical instruments. In her 21 years, she has been blessed with the opportunity to travel and appreciate several different cultures in Australia, Europe, and Africa.

III-D

Presenter(s): Marianna Foulkrod, University of Indianapolis, United States

Title: A journey continues: Sustaining international multi-disciplinary service-learning partnerships - the case of service in Cyprus

Abstract

Exposing college students to global issues through travel is one thing, but to allow them the opportunity to participate in service-learning projects in a foreign country expands countless opportunities for them to learn about the world and themselves. International service-learning trips allow and support for cultural exposure and experiential understanding of global issues. This presentation will explore some critical issues of such effort and will address the importance of strong partnerships, the value of sustainable relationships and projects, as well as the enrichment of the experience through multi-disciplinary academic partnerships. In 2009, Ulndy initiated service-learning projects in the European Union-member country of Cyprus in partnership with the Phylis Lan Lin Programme in Social Work and later the School of Business at Ulndy in the United States. Utilising an established relationship with the University of Nicosia in Cyprus, a focused effort was initiated in May 2011 for Ulndy students to teach conflict resolution and peace-making skills at Highgate School, which serves children from pre-school to 12th grade from thirty-two different cultures. Continuing the improvement for reciprocal and international community partnerships, as well as the educational experiences for the students, countless conversations took place to coordinate three new service initiatives that would engage Ulndy students in serving the local and European communities in Cyprus in May 2013. This presentation aims to share the data collected on the impact that experience had on the students and those who received services, incorporating students’ learning goals of critical thinking, creativity, social responsibility, and performance. Participants will engage in conversation about best practices to evaluate and sustain international partnerships looking at the true value of global engagement through higher education. Faculty scholarship examples will also be shared.

Marianna K. Foulkrod, MAAS is the Director of the Community Programmes Center in the Professional Edge Center at the University of Indianapolis. She received her master’s degree from Ulndy in Applied Sociology. Since her migration from Cyprus to the United States, Foulkrod has had a fascinating and diverse career, starting as the Assistant Director for a non-for-profit advocacy organisation that works for and with people with disabilities. Foulkrod quickly realised her passion for higher education and moved back to that environment working as the coordinator for Civic Engagement.
programmes and later as the director. Foulkrod is a strong advocate for community engagement, civically and academically, and she is committed to providing higher education students with quality education through service, supporting her institution’s motto Education for Service. Foulkrod’s most recent endeavors included publications, Ulndy receiving the 2010 Community Engagement Classification through Carnegie Foundation for the Advancement of Teaching, as well as recognitions from the President’s Higher Education Community Service Honor Roll. Foulkrod is also an Adjunct Faculty at Ulndy, where she teaches Sociology and Community Service-Learning Courses locally and internationally.

III-D
Presenter(s): Janice McMillan and Timothy Stanton, Stanford University, South Africa
Title: ‘Learning service’ in international contexts: academically-based service-learning and research in Cape Town, South Africa

Abstract
In this presentation, the director and service-learning coordinator of an undergraduate overseas studies programme sponsored by Stanford University in Cape Town, South Africa reflect on the development and implementation of service-learning and community-based research activities in a study-abroad programme. The programme has an emphasis on community engagement through developing on-going partnerships with organisations in the Cape Town and Western Cape region; both for the purposes of supporting service-learning and community-based research but also to ensure that the Stanford centre is located with and connected to the local community. In this presentation we describe our sustained “partnership approach” to community engagement in a context where inequality is rapidly increasing, and argue for a pedagogical approach and programme design emphasising “learning service” (Boyle-Baise et al, 2006) and collaborative inquiry. Drawing on this framework, we discuss the nature of students’ community engagement experiences with our community partners; outcomes that result for students and our partner organisation; and the challenges we have faced along the way. We believe that our partnership practice developed in Cape Town, while not without challenges, reflects an institutional philosophy and curricular design that can be developed across geographical and cultural borders, thereby facilitating the potential for cross-border connections. In the context of international service-learning’s growth in popularity, this paper should interest those who have similar experience or are planning programmes for the future.

Tim Stanton is director of Stanford University’s Bing Overseas Studies Programme in Cape Town, South Africa. The programme blends academic coursework with service-learning and community-based, partnership research in Western Cape townships and informal communities. At Stanford prior to joining Overseas Studies Tim directed the Scholarly Concentration in Community Health and Public Service at the School of Medicine. He served as Associate Director and Director of Stanford’s Haas Center for Public Service from 1985-1999. As Engaged Scholar for Campus Compact, Tim helped organise and coordinates a national US initiative on community engagement and research universities, The Research Universities Civic Engagement Network (TRUCEN).

III-D
Presenter(s): Jodie Ferise, University of Indianapolis, United States
Title: Sustainable service: Turning a project into a long-term organisation

Abstract
In May, 2011, I took a group of students to Ghana to study social entrepreneurship. I believed that I was taking a single, isolated trip to that nation, but two years later, I have made four trips to the country (six by the time of this presentation) and founded an organisation called “Precious Words Africa” (PWA). The organisation is dedicated to building libraries and helping to start (or expand) schools in the rural communities of Africa. Funded entirely through private donations and staffed with the hard work of more than 50 students and volunteers, PWA has shipped more than 10,000 volumes, started four libraries, built a kindergarten, hosted a three-day camp, and served more than 800 Ghanaian children. The story of the student engagement in PWA is a poignant example of what can happen when students are given a reason to
Engage with those of a different culture and socio-economic standing. It is also a vivid reminder that the current generation wants something more than a career and a pay check. They seek meaning and purpose and they desire a life that is greater than themselves. This abstract submission proposes to present, through narrative and video, the story of Precious Words Africa and the way in which it has engaged my students in the lives of students half a world away. My presentation will provide not only our own story but also ideas for how other educators might engage today's student in meaningful inter-cultural service activity.

**Jodie Ferise** holds a bachelor's degree in communications from Butler University and a doctorate in law from the Indiana University School of Law. She has taught full time at the University of Indianapolis School of Business since 2007. She has been honoured as the UIndy School of Business Teacher of the Year and as a finalist for the university-wide Teacher of the Year. She has partnered with more than 400 of her students in a variety of service endeavours, both local and international, and founded Precious Words Africa to provide educational resources in financially impoverished areas of Africa.

**IV-A(i)**

**Presenter(s): Gerda Bender, University of Johannesburg, South Africa**

**Title:** Becoming transnational: Managing local institutional approaches to support academic staff for innovative curricular engagement

**Abstract**

New conceptual models of innovative curricular engagement and the management thereof are essential as academic staff members need support to conduct work in accordance with good practice (purpose). Social innovations are systematic approaches for changes and theories of change are used as theoretical framework. The paper explores the efficacy of using and managing a model for academic staff development to institutionalise curricular engagement and social innovation into the university culture and scholarship. Inter-, multi- and trans-disciplinary approaches to provide academic staff development for innovative curricular engagement are explained, including planning and implementing engagement activities (e.g. service-learning, community-engaged research and development of a consciousness of the global-local nexus). Drawing on case studies from South African and Northern American universities, both episodic programmes (e.g., professional development training and support) and longer-term interventions (e.g., working with academics during an academic year; multi-year curriculum development programmes) will be presented as examples of a broad strategy for managing and developing good curricular engagement practice within the local-global nexus. The paper articulates the outcomes of the process, management, challenges faced, and problems resolved. The similarities and differences of the professional development training in South Africa and Northern America are identified, followed by a discussion of the immediate and long-term management and impact of such a model and methodology for connecting the global with the local (insights).

**Gerda Bender** was appointed at the Faculty of Education, University of Johannesburg in July 2011 and served as Head of the Department of Educational Leadership and Management from 2012-2013. Before joining the University of Johannesburg, she was professor at the North West University (Potchefstroom), School of Education; from 2008-2010: at the University of Pretoria: Manager: Curricular and Research-related Community Engagement: Strategic planning and implementation. Professional development of academic and support staff and from 1988-2008, senior lecturer in Faculty of Education at the University of Pretoria. She has taught various modules/courses on undergraduate in teacher training and postgraduate levels for 25 years. In some of the modules/courses she integrated academic service-learning as a teaching-learning method to enhance citizenship, social responsibility of students and social justice. Gerda’s main areas of research interest and experience are in developmental studies; curriculum studies and leadership and management in general. Her research focuses on curricular engagement and leading educational partnerships, collaborations and networks which encapsulate engaged research and participatory action research. She serves on international editorial boards related to the mentioned focus areas. She has played a leading and significant role in getting community engagement and service-learning established as curriculum and programme intervention at Higher Education Institutions in South Africa. There are very few scholars currently working in South Africa with her knowledge and skills on and related to community engagement and service-learning. The University of Pretoria acknowledged her contribution
towards the development and implementation of service-learning in higher education by awarding her a prestigious Teaching Innovation Award. She has presented over 100 papers at numerous national and international conferences. Chapters in national and international Books (only indicated from 2008): 8 Chapters Articles published in national and international accredited journals (2008-2013): 12 articles

IV-A(ii)
Presenter(s): Hanlie Dippenaar, Cape Peninsula University of Technology, South Africa
Title: Where does community engagement fit into the academic life of a lecturer?

Abstract
Introducing Community Engagement in Faculties forms part of staff development at many institutions. At CPUT it is included in the Teaching Development Programme (TDP), which is a year course offered to new academic staff that have joined the Institution. New staff members often find the process of introducing community engagement into modules, challenging and time-consuming. This paper describes the importance of developing a scholarship of community engagement at CPUT as part of the TDP. The presenter will discuss the perceptions of new staff members on community engagement and look at their interpretation and knowledge of the support available to academic staff members and students. Data has been collected by means of reflective journal entries by the presenter, document analysis and self-administered questionnaires completed by new staff. Based on the findings of the data, suggestions will be made on how to enhance community engagement experiences of staff in the academic world. The argument is made that staff are not sufficiently encouraged to explore the scholarship of community engagement as part of their professional development. The questions remains whether it is essential that programmes offered at tertiary institutions make provision for a scholarship of community engagement as part of the duties of new academics. Academic staff should be encouraged to network with colleagues, international partners and community members to find the right reciprocal partnership that will enhance the learning of the students as well as engage the communities where the students will be participating. Many institutions have Community Engagement Units or Curriculum Development Departments who assist academic staff in this process and to ensure alignment of curricula and community engagement practices. This paper argues that with the necessary support and guidance, academics, students and communities will benefit by including community engagement in their subject fields and programmes.

Hanlie Dippenaar has been working in the field of Education and language teaching for the past 30 years. Currently she works at Fundani CHED, CPUT, Cape Town, in the Department of Student Learning, where she supports students and staff in the development of Academic Literacies in Higher Education. Formerly, she was a lecturer in the Faculty of Education, at the University of Pretoria, where she lectured “Language across the curriculum”. During that time, she supervised 2nd year student teachers who were teaching in diverse communities in and around Pretoria. Her research interests are in the field of Community Engagement, Computer-assisted Language Support and Academic Writing in Higher Education.

IV-A(iii)
Presenter(s): Rona Newmark, Stellenbosch University, South Africa
Title: The university of the future: A reflection on a pilot study

Abstract
There is pressure on higher education institutions to promote their social relevance. Persistent social challenges and the radically changing biosphere increase this pressure. In spite of this, there are still claims that universities are ivory towers with academics remaining removed from the real world. Various studies argue that issues of global and local sustainability require new professional practices for which graduates need to be prepared (James & McQueen-Thompson, 2002; Brown, Grootjans, Ritchie, Townsend & Verrinder, 2005). The Ashanti Lifestyle Project, located within the Quality Life Park, is an attempt to address these challenges. The Quality Life Park (QLP) represents a campus of life. The aim of the project is to create innovative, socially responsive, trans-disciplinary community interaction, research and
development sites that promote the scholarship of engagement. The Ashanti Lifestyle Project is an innovative response to the vision of the Pedagogy of Hope, as presented by the Vice-Chancellor of SU (2009). It aligns itself with the strategies of the Hope project, which include eradicating poverty and addressing related issues; promoting human dignity and health; promoting democracy, peace and security; and the creation of a sustainable environment through education and service delivery. The pilot phase of this project was initiated during 2013 and is presented in this paper. Evaluation research was selected as the research method for the overall project. The research was conducted within an Ecological Quality of Life framework. The focus of the research was on the evaluation of need and of the progress of the pilot project. This type of study seeks to address issues such as the particular needs of a target population and the form of service delivery important to this particular group (Babbie & Mouton, 2001). According to Potter (1999), another purpose of evaluation research is to determine the efficacy of the development and implementation of social programmes. The project also focused on improvement-oriented evaluation. Perceptions of quality of life are based on subjective experience and vary within an individual over time (Hofstede, 1984; Carr & Gibson, 2001). The data-collection techniques for this study included a literature review, document review, field notes, focus groups and personal reflections. The data were analysed by means of thematic data analysis. The findings included identification of themes such as the success of the particular innovative model as a potential model for rural platforms and issues related to service-learning opportunities. Additional themes included the usefulness of the quality of life survey, the various dimensions of quality of life, and the challenges experienced during the pilot phase. This paper presents innovative ideas for the university of the future.

Rona Newmark is an associate professor at Stellenbosch University and have been involved in Higher Education since 1993 (19 years). Between 1998 and 2005 Rona coordinated the training of Educational Psychologists. Rona is currently co-ordinator: Community Interaction and Sexuality Education for the Faculty of Education. Rona’s current research interests include Quality of Life and Lifestyle Management, Transpersonal Psychology and Community Interaction. Rona has published in national and international journals and has presented at 55 national and international conferences. Rona has supervised the research of 56 Masters’ and/or Doctoral students.

**IV-B**

**Presenter(s):** Norman Nyazema, University of Limpopo, South Africa

**Title:** Service-learning in Pharmacy at the University of Limpopo and Zimbabwe

**Abstract**

Service-learning in pharmacy involves students in community service activities and applies the experience to personal and academic development. It engages the student in a three-part process: classroom and laboratory preparation through explanation and analysis of theories and ideas; service activity that emerges from and informs classroom and laboratory context; and structured reflection typing service. We compared two approaches followed at the Universities of Limpopo (UL) and Zimbabwe (UZ) with the aim of identifying factors that would promote the best practice in training future pharmacists. Current curricula from both institutions were examined and compared, paying particular attention to the service-learning objectives. Views about the learning objectives and outcomes were solicited from current students and graduates who had gone through the two different programmes. Service-learning at UL is called experiential learning done in the third and fourth years of the degree programme, together constituting 40 credits. However, in the first year, students are encouraged to do some service-learning based on what interest them most, after a module in Primary Health Care. At UZ service-learning of some sort is done when students go on what is called Rural Attachment, following a Social Pharmacy module in the first year. Then in their third and fourth year they do an attachment in retail pharmacy for 40 hours. Most students past and present from both institutions were of the opinion that their form of service-learning was very good and that it helped them in understanding health systems, in general, and the role played by the pharmacist in health care delivery, in particular. Human learning is a complex phenomenon. It is all about trial and error and, in the process the best practice is identified. We could not say which one of the approaches was the best. Resources influenced the approach followed.

Norman Nyazema is professor of Pharmacology at the University of Limpopo, Turfloop Campus where he has been for 12 years. Before that, he taught for more than 20 years at the College Of Health Sciences, University of Zimbabwe. His
research interest apart from pharmaceutical areas, includes research in health science education and training. He is also a qualified journalist with particular interest in the manner in which health sciences issues are reported in media.

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**IV-B**

**Presenter(s): Jennifer vanSickle, University of Indianapolis, United States**

**Title:** Bringing the service-learning experience to campus: The case of the University of Indianapolis and Special Olympics Indiana

**Abstract**

This session describes the development of a unique and innovative partnership between the University of Indianapolis and Special Olympics Indiana. This partnership’s aim was to bring to the campus a service-learning project that united the entire university in meaningful interactions with a special needs population using the skills of Kinesiology students and the resources of Special Olympics Indiana. The result of the partnership is the Special Olympics Youth Basketball Tournament annually hosted on the University of Indianapolis campus. As a part of an applied event management course, a group of six to ten Kinesiology and Athletic Training students work in conjunction with Special Olympics Indiana (SOIN) staff to plan, organise, and implement a one-day basketball tournament for over 200 intellectually disabled athletes. The planning process provides a training ground for Kinesiology and Athletic Training students to develop and practice professional competencies taught in their major courses while increasing their understanding of managing events with a diverse population. Tournament day is specifically designed to create multiple opportunities for meaningful interactions between the Special Olympians and the 250 university student volunteers recruited to implement the basketball games, award ceremonies, and special events planned by the organizers. The special events are fun and/or educational interactive activities executed by various student groups across campus and are aimed at destigmatising persons with intellectual disabilities. Information about how the partnership was formed and the components of the project will be provided. Additionally, outcomes, insights, and lessons gleaned from the implementation of the project will be shared, both from the perspective of the institution and the perspective of the community partner.

**Jennifer vanSickle** is Associate Professor of Sport Management and Coordinator of the undergraduate Sport Management programme at the University of Indianapolis. During her 9 year tenure at Ulndy, she has received numerous awards, including being named a finalist for the University of Indianapolis Teacher of the Year award, garnering a Faculty Achievement Award for the Ulndy School of Education for outstanding service to the university, and was named Indiana Association for Health, Physical Education, Recreation, and Dance (IAHPERD) Sport Management Professional of the Year. Jennifer has served on various planning committees for major sporting events, including the 2011 NCAA Women’s Final Four, the 2012 Super Bowl, and the 2012-2017 NCAA Swimming and Diving Championships. She received her EdD from the University of Kentucky after 16 years of coaching and teaching at the high school and collegiate level.

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IV-B

**Presenter(s):** Betsie Vlok, Stellenbosch University, South Africa

**Title:** Fear of falls: An intervention of Occupational Therapy students in the lives of elderly people.

**Abstract**

Huis Uitsig is a small community of 245 elderly people with varying degrees of independence to perform personal and social activities. A partnership was formed between the Division of Occupational Therapy, Stellenbosch University and the management of the facility to enhance quality of life, optimal health and wellbeing. One of the worrying facts was an increasing fall report from persons falling in the frail care area where most of the falls occurred. There were also isolated incidents reported in the individual rooms, but none from the persons in the flats. Falls are one of the factors leading to fear of movement; isolating the elderly and contributing to broken hips that might cause death within the period of 2 years after the fall. From a needs and situation analysis in cooperation with management, nursing staff and the elderly the following became evident. The independent residents do not report their falls because of their fear to move to frail care which is perceived as the place where you go to die. They tend to stay in their rooms and living area because they feel safe. The elderly and the nursing staff verbalised a lack of knowledge and skills to prevent falls and how to change the risk factors for falls. The lack of reporting such incidents and poor documentation of falls resulted in poor information about the incidence and the subsequent timeously support to the elderly. Ergonomic and structural barriers contributed to falls. Concerned about the well-being and quality of life for the elderly, the students used the Person-Environment and Occupation (PEO) model (Law et al.) to inform interventions and Health Promotive talks; exercise groups; enquiring in the ergonomic aspects contributing to falls and an adopt-a-granny project were implement. In collaboration with the nursing staff and management a fall protocol was developed and training in documenting and managing a person who had a fall was implemented. Awareness of risk factors within the person and their living environment was made through informative talks with the focus on how to manage change to minimise falls. In collaboration with management, the elderly and the nursing staff, ergonomic and structural barriers for good and safe locomotion were identified. Reports with evidence based documentation and suggested changes in the environment enabled management to prioritise actions to improve the physical environment. Utilising, enabling and mobilising human resources helped to establish sustainable changes within the population. Health Promotive talks enabled the elderly to timeously report their fall incidence, identify environmental obstacles to prevent falls and how the elderly used their autonomy to change their environment and perception of falls. An adopt-a-granny project was utilised in this outreach to the frail care residents which was aimed at changing the perception of living in the frail care. The presentation will share how we addressed the factors of the needs assessment, collaborated with the community members, how the actions were developed and the role of the student in the process of obtaining sustainability.

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IV-B

**Presenter(s):** Haaritha Boltman, University of the Western Cape

**Title:** Using blogging as a reflective strategy in a service-learning module

**Abstract**

Drawing on the social constructivist educational theories of Vygotsky(1962), literature suggests that blogging has the potential to be a transformational technology for teaching and learning. It is claimed that blogging is a useful practice for the development of higher order learning skills, active, learner centered pedagogy, authentic learning, associative thinking, and interactive learning communities. At UWC School of Nursing, students are expected to be active participants in constructing knowledge and building upon constructive learning principles by using e-tools such as forums, chat rooms, and blogs. Lecturers are encouraged to create constructivist environments to enhance student active learning by utilising e-pedagogies. Hence, an on-line module was designed for the fourth year undergraduate nursing programme that required students to engage in a service-learning community project. The students were required to reflect on their service-learning project: the initiation, process and completion thereof, as well as the relevant topics. Time was allocated for the group work and blogging in the teaching schedule. The service-module specified the following: The main pedagogic objective was to reflect upon and discuss module content and/or issues that arose out of their
learning experiences. The purpose was to explore whether blogging could enhance reflective learning and the extent to which students engaged with the specific topics as specified. At the end of the semester, informed consent was obtained, and a questionnaire to measure the level of reflective thinking (Kemper et al, 2000), was administered. Descriptive statistics were used to analyse the data, through SPSS. A response rate of 56% was obtained (n=90, N=160). Questions on reflection showed that 52 (57.8 %) students indicated that they had to continuously think about the material they were taught, 40 (44.4 %) agreed that they had to consider alternative ways of approaching a given situation. 42 (46.7%) students responded that blogging had made them reflect on their actions to see whether they could have improved on their practice, while 17 (18.9%) remained neutral. Critical reflection questioning revealed that 42 (46.7%) of students agreed that blogging assisted them to challenge some of their own firmly held ideas (15 (16.7%) were neutral) while 30 (33.3%) actually changed their normal way of doing things with 18 (20%) of students in this category being neutral. It can therefore be concluded that in this study, albeit the limited sample size, blogging has been shown to enable students to engage in the reflective process, and move away from routinized learning. Blogging has the potential to be beneficial for service-learning projects as technology enables students to reflect and learn while engaged in on-site activities.

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IV-C

Presenter(s): Nariman Laattoe, University of the Western Cape

Title: From conceptualisation to practice: Three distinct interprofessional service-learning models for health professional programmes at a South African University.

Abstract
Recently, The Lancet Commission reported that globally health professions education has not prepared graduates to address the health challenges of the twenty first century, largely because of fragmented, outdated and static curricula. The commission recommended a series of institutional and instructional reforms within health professions education that would ultimately produce health graduates that are change agents; and a health education system that underscores local and global collaborative networks and engages with all stakeholders and communities. There are promising shifts towards transforming health professions education in South Africa, which include the development of interprofessional service-learning undergraduate curricula at some higher education institutions. Interprofessional education was conceived as a means to improve quality of care by bringing together the health and social professions to learn and work collaboratively in teams, thereby overcoming negative stereotypes and understanding and valuing the role of the different professions. Using service-learning as the pedagogical approach allows the students to experience structured learning that combines community service with preparation and reflection. There are different models of interprofessional service-learning, each encompassing a range of interactive learning methods. This story telling session aims to advance the agenda of transforming health professions education by sharing the development and lessons learnt of three distinct models of interprofessional service-learning offered in the Faculty of Community and Health Sciences (FCHS) at the University of the Western Cape (UWC) in order to assist other higher education institutions in their own process of creating interprofessional service-learning curricula. Lessons learnt include the need for a common framework for interprofessional service-learning; ‘buy in’ and a mind-set change of academics; institutional structures and logistics to support interprofessional service-learning. Key words: health professions education, interprofessional service-learning, best practice models.

Nariman Laattoe is a lecturer and holds an MPhil in Education (Adult Ed) degree from the University of Cape Town (UCT). She is currently the course convenor for core courses offered by Interdisciplinary Teaching and Learning Unit in the Faculty of Community and Health Sciences at the University of the Western Cape, a unit which is responsible for
teaching interdisciplinary community-oriented core courses, co-ordinates service-learning in both rural and urban communities and provide interprofessional learning opportunities for health science students at UWC. Ms Laattoe’s area of expertise is located within the field of community engagement.

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IV-C  
Presenter(s): Maritha Marais, Stellenbosch University, South Africa  
Title: Dietetics training: From the urban facilities to rural communities

Abstract
The burden of disease, re-direction of Primary health care (PHC) and strengthening of the District health system in South Africa required paradigm shifts for training and re-designing of undergraduate curricula for students of health care professions. Dietetic students from the Division of Human Nutrition, Stellenbosch University have utilised rural training platforms for the past 10 years. However, the need arose to broaden the scope of training activities utilising the extended rural platforms of the university. Selected outcomes from the three core modules in the BSc Dietetics programme were transferred from the traditional training platforms. Overarching service-learning (SL) outcomes were developed to enhance integration of knowledge and competencies in an inter-professional setting. Student activities were formulated according to the needs identified by the role players in the communities. Final year Dietetic students now provide services at various facilities in Witzenberg, Overberg and Overstrand communities through experiential SL. Students reflected on their perceptions using reflective journals as well as structured reflections. A deeper understanding of the need for service delivery in diverse settings to vulnerable groups was fostered. Students developed compassion and sensitivity towards cultural diversity which is beneficial for professional growth. Coordinators continuously monitored students’ activities and progress to ensure that missed opportunities were intercepted. Feedback obtained thus provided invaluable information to optimise future SL-opportunities. The rural experience enhanced students’ practical application of their evidence-based knowledge and competencies. During summative assessments it was observed that students demonstrated the ability to integrate the three core components of dietetics in a holistic way. The SL experience strengthened the development of their social responsibility and a deeper understanding of the role of dietetics in PHC. Dietetic students’ involvement in community-based service delivery illustrates the value and benefits of a reciprocal relationship between the university and the community.

Maritha Marais is a senior lecturer at the Division of Human Nutrition, Stellenbosch University (South Africa). She is actively involved in the development and presentation of modules with an academic service-learning component. These include the internship and the undergraduate research module of BSc Dietetic students (Stellenbosch University), as well as interdisciplinary and transnational modules for master students, which were jointly developed and presented by interested stakeholders. Her research interest currently focusses on the link between human rights and nutrition. She presented her experience with service-learning projects at three international symposia.

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**Abstract**

Social responsiveness should be entrenched throughout the core activities in higher education, and not only in their practical opportunities that are created for learning. At Medunsa service-learning is an integral part of the academic programme as it facilitates the development of civic skills, enhances knowledge and skills in the discipline, makes students more aware of their social responsibility, and enhances career-related skills and knowledge. This particular research focussed on the social responsibility of the students from various disciplines in this project by providing a support programme for people with disability in a rural community. The Discipline Speech-Language Pathology and Audiology has already been involved in a pre-school programme, but has not yet addressed the needs of people with disability in this context. The nature of such disabilities in the community requires inter-disciplinary teams to provide services as best practice. It relies on a process of joint communication and decision making. In such a relationship there exists no hierarchy and each team member contributes knowledge and expertise. Support groups are valuable resources for people with disability to share resources, and deal with feelings of isolation caused by their situation. The aim of the research was to determine the effect of an inter-disciplinary disability day in a rural context. The results showed that the effect of such an initiative was four-fold. Community leaders were confronted with the needs of their community, the students developed new perspectives of the value of interdisciplinary teamwork, and the home-based care-workers became empowered to continue with such support groups and to implement new skills. The clients’ voices were heard and they experienced feelings of belonging to a community.

**Sandra du Plessis** is a Professor in the Discipline of Speech-Language Pathology and Audiology at the University of Limpopo (Medunsa Campus). Her research focuses are preschool speech and language disorders, multilingualism, cultural competence, and service-learning.

**Anna-Marie Wium** obtained her professional qualifications in Communication Pathology from the University of Pretoria, and also completed a post-graduate certificate in Higher Education from this institution. She is currently a senior lecturer in the Discipline Speech-Language Pathology and Audiology at the University of Limpopo (Medunsa Campus). Much of her previous research focused on the development of language and learning in young children. She also has a particular interest in service-learning as her students are providing services to communities in and around Ga-Rankuwa and rural contexts.
to pre-vocational abilities e.g. being punctual, to show respect to peers, superiors and for your work and workspace etc - Limited resources for children's leisure activities. To address some of the above mentioned problems the SLEAK project was established with a vision "to create a sustainable, non-profitable leisure time activity programme for the youth (11-13 years old) of the community in order to curb drug and gangster related activities and to foster healthy work abilities within the youth to make them responsible and productive members of their community." Final year occupational therapy students recruit and empower volunteers from the community with skills through on-going training to present after school activity groups to the youth who partake in the SLEAK project. Volunteers act as positive role models and come from the same cultural and socio-economic background as the youth. In this paper, I will discuss how we addressed the factors of needs assessment, organisation, leadership and management in this community project in order to sustain volunteer involvement. I will also be reporting on the experience of the volunteers and students involved in this process of obtaining sustainability.

Juanita Bester completed her B. Occupational Therapy (1985), B.Sc Honours Medical Sciences (1995), M.Phil Higher Education (2002) at Stellenbosch University. In 1990, she changed to the academic field of Occupational Therapy and has since been a lecturer at Stellenbosch University. In 2005, Juanita was given the task to plan and implement a service-learning module as part of practical work for the final-year students. Juanita’s involvement in community work spans 20 years. As a result of the work, she had the opportunity to present papers at various national and international conferences. Juanita’s research interests are quality assurance, programme evaluation and student learning.

IV-D
Presenter(s): David Marsh, Sue Berry and Margo Paterson, Canada
Title: Transforming health systems through collaborative leadership: Making change happen!

Abstract
The Canadian Interprofessional Health Leadership Collaborative (CIHLC) is a multi-institutional and interprofessional partnership that comprises 5 Canadian universities. Chosen by the U.S. Institute of Medicine’s Board on Global Health as one of four global innovation collaboratives tasked with incubating and piloting a re-design of health professional education called for by the Lancet Commission, the CIHLC’s vision is “collaborative leadership for health system change to globally transform education and health”. The goal of the CIHLC is to develop, implement, evaluate and disseminate an evidence-based collaborative leadership programme targeted at health care leaders, practitioners, and students that is grounded in social accountability and community service-learning. This global framework is a compilation of two systematic reviews and the lived practices and experiences in community engagement and social accountability. Symposium participants will learn about the evidence that supports collaborative leadership as one means by which we can build and sustain high-performing health systems and develop change agents who contribute to the improvement of health outcomes and health equity. This symposium will model a global framework (definition, theory, learning, evaluation) for developing the advanced and complex thinking required of health professional leaders of the future. Incorporating principles of authentic community engagement, this session will explore how and why collaborative leaders need to integrate concepts of social accountability and community engagement in their organisations as they aim for system change. The symposium will demonstrate the work to date of the CIHLC, helping participants to understand how they can apply it in their own contexts. It will emphasise the need for a new breed of collaborative health leader who understands transformative learning and can implement effective change through community-engagement processes as well as teamwork across health professions and health care contexts (community, hospital and primary care settings). It is anticipated that ultimately these newly skilled health leaders will contribute to service-learning and the larger global agenda for greater economic development and human security.

David Marsh
Northern Ontario School of Medicine, Canada

Margo Paterson is a Professor Emerita in the Occupational Therapy at Queen’s University, Kingston Canada. Margo’s scholarly contributions are within a number of areas including professional practice and theory-practice integration; interprofessional education, care, and practice; fieldwork education including service learning; clinical reasoning; and
Over the past 30 years, service-learning has become recognised as a respected and effective pedagogy in higher education that provides tangible and intangible benefits to learners, faculty, institutions and communities. Developed from a rich historical tradition of the university existing in partnership with and service to the surrounding community, service-learning has grown from somewhat informal outreach from universities into the local community, to mission-driven, curricular supported and institutionalised teaching, learning and engagement opportunities to ever-expanding concepts of community. What was once pedagogy of local scope and limited impact has become transnational in outreach with substantial transformative power and the development of global citizens. Since 2005, this International Symposium on Service-Learning and the companion texts have been on the forefront of theory, development, implementation and assessment, providing contemporary best-practice in higher education service-learning. The first text in this series, published by the University of Indianapolis Press and developed from the Indiana Campus Compact Faculty Fellows experience, explored ideas and models of service-learning from a local focus, and provided the foundation to the subsequent International Symposia on Service-Learning. The next four books arose from the conference papers presented in Stellenbosch, South Africa, Indianapolis, Indiana USA, Athens, Greece and Ningbo, Zhejiang, China. With each publication, service-learning best practices, applications, theory, pedagogy, evaluation and institutionalisation have been advanced, and the scope has broadened from local to national to international, transnational and global experiences. The purpose of this presentation, based on the 106 articles published by the University of Indianapolis Press, is to shed some light on the essence of the evolution of service-learning in higher education over the past 10 years, through the context of these conferences and textbooks (five volumes).
Enterprises Network Fellow. Dr Wiegand was the co-editor of Service-Learning in Higher Education: Connecting the Global to the Local (2013) published by the University of Indianapolis Press. He is married to Dr Judy Wiegand, is the father of five adult children, and has four grandchildren.

Phylis Lan Lin PhD, is Associate Vice President for International Partnerships and Professor of Sociology at the University of Indianapolis. She is also Senior Vice President of Zhejiang Yuexiu University of Foreign Languages-University of Indianapolis International College in China. Dr Lin has several additional titles at the University of Indianapolis, including director of Asian Programmes and the Executive Director of the University of Indianapolis Press. She has a PhD in Sociology from the University of Missouri, Columbia. She has organised and chaired several international conferences, including four in service-learning. She has written and edited more than fifteen books in Chinese and English. In 2011, she co-authored Service-Learning: Theory and Practice in Higher Education. The book was co-published by Zhejiang University Press and University of Indianapolis Press.

V-A(i)

Presenter(s): Renee Blauw, Stellenbosch University, South Africa

Title: Utilising the service-learning paradigm to redesign student’s research experience

Abstract

There is a global drive to optimise nutritional adequacy in the first 1000 days of every child’s life. To adopt the World Health Organisation new growth standards, South Africa replaced the Road-to-Health chart with a comprehensive health promotion booklet in 2011. The Nutrition Sub-Directorate, Provincial Department of Health (DoH) commissioned research to investigate the efficacy of its implementation. The Dietetics curriculum stipulates that all students should be involved in the planning, execution and reporting of a research project. The approach to student’s research projects were recently changed from small, individual projects to one community-based project. Final year Dietetic students were divided into groups of 3-4 where each was responsible for the planning of a sub-section of the study. The sub-sections were combined in the compilation of the over-arching project protocol. All students (n=28) were engaged in and responsible for data collection, quality control measures and capturing of data. A comprehensive report was compiled from the findings of all groups and presented to the DoH. Students reflected on their perceptions and experiences using structured reflections. They experienced first-hand how to approach community partners; developed insight and sensitivity towards the challenges experienced in the health system and showed appreciation for the role of good management and governance. They were also exposed to cultural diversity, which is beneficial for professional growth. Students felt that their local activities also made a contribution to the global initiative. By embracing the pedagogy of experiential service-learning, the response to a request by a service partner exposed dietetics students to the concept of reciprocity and in doing so, broadened their appreciation for inter-professional collaboration. Their enthusiasm and positive attitude towards the research component is testimony to the success of the change in curriculum.

Renee Blauw is the Acting Head of the Division of Human Nutrition, University of Stellenbosch and an Associate Professor in Therapeutic Nutrition. She was a member of the Health Professions Council of South Africa and Chairperson of the Professional Board for Dietetics for the period 1999 – February 2004. She is a Past President of the South African Society for Parental and Eternal Nutrition (SASPEN) and an honorary member of Association for Dietetics in South Africa (ADSA). Her main interests include: Nutrition support of the Critically ill patient; Nutritional management of gastro-intestinal diseases; Diabetes Mellitus and Nutritional Epidemiology

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V-B(i)

**Presenter(s):** Johan Jordaan, North West University, South Africa

**Title:** Designing a simple service-learning project for an MBA operations management class

**Abstract**

The key to a service-learning project that translates well across boundaries would be that the project team has autonomy in deciding what the project is about and where such projects could be carried out. In this paper I describe such a project, where an MBA Operations Management class was told: Do a community project and prove which operations management principles you have used in the project. An overview follows of areas where service-learning projects have been carried out that could have a bearing on an MBA Operations Management service-learning project and what benefits were experienced during these projects. From documented service-learning projects I then list important elements necessary for successful service-learning projects. Practical difficulties to look out for are also listed and possible measures of the success of a service-learning project are discussed. The actual Operations Management service-learning project is then discussed and a comparison is made between this project and the success criteria for a successful service-learning project. I conclude by describing the outcomes of this project and the learning points from this project for future projects. In future these issues should be built into the project before the project is launched. The most important recommendation is that such projects should carry a larger fraction of the final mark for the module and that the most important shortcomings of the project described in the paper should be designed out of future projects before the onset of the project. Cross-pollination with other modules should also be pursued. A recommendation for further research is that an accurate instrument is needed to assess the success of service-learning projects on this level.

Johan Jordaan teaches operations management at the North West University Potchefstroom Business School. He has a B.Sc., B.Com. and an MBA degree. During his career he has taught Mathematics and Physical Science at school level for 8 years, worked for Sasol for ten years as research scientist, process engineer, area manager, regional sales manager, applications manager and business manager. He then started his own consulting business and ventured into the construction business with his own roof repair organisation, before joining the Potchefstroom Business School in 2010. In his spare time he, his wife and three children run a rehabilitation centre for wildlife and he likes to make music, playing various musical instruments. His research topic for his Ph.D., with which he is presently busy, is an operations management model for wildlife rehabilitation centres in South Africa, and in his teaching he loves to experiment with different teaching methods and teaching aids. He has led 23 MBA dissertations and has presented papers at five international conferences since the beginning of his career in academia in 2010.

V-C

**Presenter(s):** Jodie Ferise, University of Indianapolis, United States

**Title:** Africa: We came to change you instead you changed us

**Abstract**

Over the course of the last two years I have taken four groups of students to Ghana, Africa, to study social entrepreneurship and to complete sustainable, education-oriented service projects. These projects ultimately crystallised into a student-run organisation that exists to continue the work we began during university-sponsored, spring term trips. By the time of this conference I will have taken at least one (and possibly two) more groups to work in schools in rural communities in Ghana. Each time I travel I find that my students are eager, enthusiastic... and clueless. Like me, they originally head for this developing continent with a deep longing to help those whom they consider (from afar) to be "less fortunate" than themselves. Yet a consistent theme emerges after each traveller returns home for the first time: It was Africa that helped ME. It was Africa that changed ME. I will never be the same. Often times my students are so undone by their work in Ghana that they seek urgently to return. On each of our trips my students have maintained reflection...
journals and have shared excerpts from those journals where appropriate. Moreover, the students complete an assignment that is a guided reflection paper. It includes such things as a list of the top ten things they learned on their journey, as well as a letter to future students who may be contemplating taking the same trip in the future. These reflections have proven to be very revealing and extremely moving. My abstract submission for this category proposes to tell the story of how deeply my students, my own children and I have been affected by our work in Africa over the past two years. Using narratives collected from my students and my children, I will explain the work that we have done, the lasting benefit it has hopefully had upon the beautiful nation of Ghana, and how Ghana has in turn paid us back with life-changing moments that we could never have imagined. It is my belief that the audience will gain significant perspective on how an international service-learning journey can forever change an individual, a group, and even a generation.

**Jodie Ferise** holds a bachelor's degree in communications from Butler University and a doctorate in law from the Indiana University School of Law. She has taught full time at the University of Indianapolis’ School of Business since 2007. She has been honoured as the UIndy School of Business Teacher of the Year and as a finalist for the university-wide Teacher of the Year. She has partnered with more than 400 of her students in a variety of service endeavours, both local and international, and founded Precious Words Africa to provide educational resources in financially impoverished areas of Africa.

**V.C**

**Presenter(s): Marilyn McElwain and Liza Jarrett, University of Indianapolis, United States**

**Title:** Diminishing boundaries in community engagement: Southside Indianapolis across the deep blue sea

**Abstract**

Immersion experiences in local and global communities engage Art and Design students and faculty at the University of Indianapolis in reciprocal exchanges with a diverse population. Students in the service-learning in the Arts course work in collaboration with local agencies, including a local assisted living centre, to meet specific needs of the community. Pre-art therapy students work with residents in this community, many of whom have psychiatric diagnoses. With art methods, one student was able to reach a previously nearly-mute resident, who began talking spontaneously. This was a profound experience for both the student and the resident. Students also have opportunities to travel abroad for service-learning immersion experiences in Belize and in Athens, Greece. Students in Belize worked in teams to paint murals on each resident's wall space in a retirement community; those in Greece taught English at a refugee centre. In both local and global venues, students described personal growth and becoming culturally aware of other cultures and individuals with diverse backgrounds. They recognised the impact they made on others’ lives by demonstrating a caring attitude through mutual respect. They increased their desire to work both locally and internationally with underserved populations. This aspiration was a result of application of course content, increased self-confidence and teaching/leadership ability. A discussion of best practices and lessons learned, along with student reflection comparing and contrasting international and local community engagement is a feature of this presentation. Students will be available for discussion of their projects.

**Marilyn McElwain** has been teaching Service-Learning courses at the University of Indianapolis for approximately ten years. Currently, she teaches studio art and art history courses, as well as oversees the service-learning courses for the Department of Art and Design. For the past seven years, she has led international service trips to Belize and Greece. She received Indiana Campus Compact Faculty Fellows Grant Awards for 2011-12 and 2012-13 and in 2013 received an Honorary Faculty Award by Delta Mu Chapter of Sigma Phi Omega (SPO), the National Honours and Professional Society in Gerontology.

**Liza Jarrett** is currently a senior at the University of Indianapolis, studying Art Therapy with a minor in Business Management and Administration. Soon after moving to Indianapolis in 2010, Memories in the Making offered Liza the opportunity to work with Alzheimer’s patients at an adult day-care facility, where she fell in love with Art Therapy. In 2012, Liza began working with a lady who appeared to be mute. After many sessions, she began to speak. In 2012-2013 Liza took a break from Art Therapy to be heavily involved in her campus community as Student Government President.
Today, Liza is working on a final project with the same lady, addressing challenges she faces on a daily basis. Liza's future plans are to attend graduate school studying Art Therapy and Mental Health Counselling, starting fall 2014.

V-C

Presenter(s): Jean-Philippe Faletta, University of St. Thomas, United States

Title: Not just in my neighborhood: Service-learning in higher education on a local and global scale

Abstract

The University of St. Thomas is a private Catholic liberal arts university in Houston, Texas whose mission includes a commitment to service. Specifically, this commitment is focused on meeting the needs of the greater Houston metropolitan area and to respond creatively to the challenges of poverty, illiteracy, globalisation, limited economic resources and changing demographics worldwide. Experiential learning as pedagogy fits in well with the school's mission, examples of which will be highlighted in this paper. The case studies are a Jamaica Study Abroad initiative involving university teacher candidates, a School of Education initiative called Lemonade Day, a programme that entails annual partnerships with area schools, a First Year Experience course that includes a service-learning component, a biology service-learning experience that has students volunteering in area clinics and developing patient information brochures on prevention and treatment of common diseases, and the University’s Social Entrepreneurship Programme where the focus will be on the establishment of a computer lab for the kids of Kipawa Liberman Catholic School in one of the most impoverished neighbourhoods in Dar Es Salaam. This paper will provide solid examples of programmes across disciplines that could be adopted and modified at institutions of higher education, regardless of country.

Jean-Philippe Faletta (Ph.D., Wayne State University) is an Associate Professor of Political Science and the Director of the Service-Learning Programme at the University of St. Thomas-Houston. He teaches courses on American political institutions and processes, political methodology, and Russian government and politics. His areas of research include civic engagement, the U.S. Congress, public opinion and voting behaviour, social movements and pressure groups, and the American presidency.

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V-C

Presenter(s): Martina Jordaan, University of Pretoria, South Africa
Title: Campus-community partnerships: Challenges and expectations

Abstract

Higher education institutions in South Africa are required to become involved in the social, economic and cultural fabric of the community and are expected to take responsibility to bring about change in society. Service-learning is the most popular way to integrate social responsibility and awareness of community with the curriculum. One of the key components of service-learning modules is the establishment of community-campus partnerships to secure community projects for students to work in. Community-campus partnerships are a series of interpersonal relationships between campus administrators, faculty, staff and students and community leaders, agency personnel and members of communities. Establishing campus-community partnerships takes time, initiative and energy. The dynamics of individual relationships, the building of trust, issues of ownership and the details of the process all need specific attention. Community-campus partnerships take many forms based on the partners or the intentions. It requires an understanding of each partner's needs, resources, assets, interests and culture. Effective campus-community partnerships therefore require attention to and an exploration of both distinct needs and interests of higher education and community partners. Campus-community partnerships are essential for community involvement. These partnerships are action-orientated and there is a need to determine the extent to which they are productive vehicles for building and developing community capacity and to allocate future resources accordingly. To establish sustainable campus-community engagement programmes demands a complex and time-consuming course of action. The dynamics of individual relationships, the building of trust, issues of ownership and the details of the process all need specific attention. Various obstacles may arise when every partner sees the campus-community partnership from a different perspective because of differences in historical backgrounds, values, capabilities, strengths and expectations. Starting in 2005 the Faculty of Engineering, the Built Environment and Information Technology of the University of Pretoria has implemented a compulsory undergraduate module, Community-Based Project Module. More than 350 different community partners are annually involved in the module. The presentation will highlight challenges that are faced to establish effective campus-community partnerships as well as what both the campus and the community expect of such a partnership. “Best-practice” examples will be used for possible campus-communities partnerships.

Martina Jordaan is a senior lecturer at the University of Pretoria and responsible for a compulsory undergraduate module, Community-Based Project, of the Faculty Engineering, Built Environment and Information Technology. Annually more than 1600 students enrol for the module and they are involved in more than 500 projects in various communities. Martina has a doctorate in History and a Masters in Development studies. She was previously head of the Education Museum in Pretoria and thereafter responsible for the development of pre-schools in the informal settlements next to Pretoria as well as skills development of staff of various schools in Pretoria. She is co-author of published chapters in books and has published articles in accredited journals and has presented various papers at national and international conferences.

V-A(ii)

Presenter(s): Craig Ruby, Mark Drnach, Kelley Kluender, Brian Palomba and Marissa Ursick, Wheeling Jesuit University, United States
Title: Assessing outcomes after graduation

Abstract

The Physical Therapy Programme at Wheeling Jesuit University (WJU) includes a formal service-learning thread that exposes graduate students to a variety of local, regional, and international cultures and situations. The impact on students who participate in these activities is transformational as noted by the outcomes captured in the Civic Attitude and Skills Questionnaire (CASQ), Clinical Performance Instrument, and focus group reports. CASQ data indicates that students experience a change in the Social Desirability and Value scales with exposure to service-learning. Other outcome data indicates that involvement in service-learning produces behaviours that include an increased likelihood to
identify the need for services other than physical therapy and produces a positive change in communication, confidence, compassion, leadership skills, creativity, and the students’ attitude towards the poor. The purpose of this research is to evaluate the effect of service-learning on the behaviour of students once they graduate from the programme.

Methodology

Five questions were developed by faculty to capture behaviours consistent with global consciousness/citizenship. The questions were developed from the work of Veldhuis, EdStep, and the learning objectives of the programme. The questions address utilising international scientific information, incorporating cultural factors in clinical-decision making, and participating in the global community. Graduates of the programme over the last 10 years were surveyed for their responses. The data collection is on-going. The data will be analysed using SPSS software comparing mean values for responses of groups who participated at different levels of service (local, regional, or international). Analysis of variance and Chi squared analysis with cross tabulation will be applied to determine the effect of participation. The audience will gain insight as to whether there are lasting effects of service-learning on graduates of health science programmes.

Craig Ruby is an associate professor and the director of the physical therapy programme at Wheeling Jesuit University in Wheeling, West Virginia. He has presented on service-learning at several national and international conferences and participates in service-learning experiences with students in the United States and internationally. Dr. Ruby is a graduate of the University of Pittsburgh, and earned his master's degree in physical therapy from Slippery Rock University, and his Doctorate from Indiana University of Pennsylvania. He practiced as an orthopedic physical therapist for 15 years prior to entering academia.

Mark Drnach is a Clinical Associate Professor of Physical Therapy at Wheeling Jesuit University in Wheeling, West Virginia and on staff at Children's Hospital of Pittsburgh in Pittsburgh PA, USA. He is board certified in pediatric physical therapy and has lectured extensively, both nationally and internationally, on the topics of pediatric rehabilitation, disability management and service learning. He is the primary author of the textbook The Clinical Practice of Pediatric Physical Therapy: From the NICU to Independent Living, and contributor in Service Learning in Higher Education: Connecting the Local to the Global.

Allen Marangoni has been an active participant in local, regional, and international service-learning (SL) for many years and has participated in 12 SL trips to Yucatan, Mexico. Allen is a Physical Therapist and a Respiratory Therapist and has been a full time educator at Wheeling Jesuit University for 30 years, has successfully coordinated programmes through 5 different accreditation cycles using a system analysis approach. He has earned an Ed.D. from Nova Southeastern University, a Master of Medical Science from Emory University School of Medicine, a B.S degree in Biology and 2 degrees in Physical Therapy from West Virginia University and Wheeling Jesuit University.

Kelley Kluender is a doctoral student in physical therapy at Wheeling Jesuit University, Wheeling, West Virginia, U.S.A. She holds a Bachelor of Science degree in Exercise Science from the University of Toledo, Toledo, Ohio. She has participated in several service-learning trips throughout the United States during her graduate education. Kelley is interested in orthopedic physical therapy and plans on obtaining certification as a clinical specialist after graduation.

Brian Palomba is studying for his doctorate in physical therapy at Wheeling Jesuit University, Wheeling, West Virginia, U.S.A. He earned a Bachelor of Science degree in Kinesiology from Michigan State University, East Lansing, Michigan in 2008. Brian's background includes service-learning in HIV/AIDS awareness and physical therapy as well as experience as a high school biology teacher for underprivileged inner city students. His future plans include pursuing a career in physical therapy while obtaining certifications as a specialist in orthopedics and sports.

Marissa Ursick is a second year physical therapy student from Wheeling Jesuit University in Wheeling, West Virginia. She has a bachelor's degree in biology from Walsh University in North Canton, Ohio. She has participated in a study abroad programme in Italy and service learning programmes in the United States. Marissa plans to work in an orthopedic clinic and eventually go on to get her MBA.
**Abstract**

Many researches in service-learning emphasise to the importance of development of social participation, and deep reflection. However, seldom of these researches propose a comprehensive framework for the development of social participation, deep reflection and tacit knowledge in service-learning. The theme of this paper is trying to provide an innovative framework for this development in service-learning. In this paper, this development for college students (especially for college students of business school) can be more possibly achieved through an a pedagogy of social business plan competition, if the teachers of service-learning has already accumulated a deep trust and a thick partnership relation with the disadvantaged non-profit organisation or social enterprise which will be served by the college students. As for the cases study, the focal case is the three courses group of service-learning of Providence University in Taiwan, which served two institutions: 1) the Grace bakery by the deaf people; 2) the mountain indigenous tribe people in Alan Guban (Clean River tribe in Nanto County, JenAi village), which are the survivors and decedents of WuSer historical massacre incident; in this community, there are a lot of plum which is too cheap in the market, therefore the farmers usually abandon these plum for harvesting, but these plum fruit can be used as a material for the bakery product. The results of this research are: (1) a new integrated development of social participation, deep reflection and tacit knowledge; (2) a pedagogy of social business plan competition of the college students in service-learning course can be designed as a special kind of experience education with a stronger motivation force with “a kind of good competitive element” of the students for the benefit of the disadvantaged group which the students will serve.

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**Abstract**

As a method of teaching and learning, service-learning should be designed to meet the needs both from local community and learner’s individual development; therefore, a community-based talents cultivation in higher education will enhance the implantation of “service to the community”. Ningbo Institute of Technology, Zhejiang University (NIT), based on its featured P3 Model of Practice Teaching, which highlights the practice of experiential learning in the course, discipline and inter-discipline, creates a framework to integrate service-learning in the above three perspectives, namely, course-relevant community service, discipline-relevant community service, and inter-discipline-relevant community service (CDI). This paper is to introduce how NIT co-operates CDI Model into its talents cultivation objective from three aspects, design philosophy, methods, and achievements. The design philosophy deals with both Chinese and western philosophy for community service, methods is about how CDI Model at NIT is structured and processed, with regard to achievements, two innovative cases, “Walking Journalist” from Journalism major and “Beyond the Voices” from English major, are discussed. The five year application of CDI Model from 2007 to 2012 has found that the institution fulfilling its commitment to community wins corresponding respect and experiential learning acquired through community service compensates for the pedagogical weaknesses of traditional classroom instruction, moreover, individual learners develops both academically and morally because of their engagement with real context. It is therefore held that community service in Higher Education in China deserves a further exploration and promising prospect.

**Jiangang Yang** (1959), Doctor of Engineering, professor of Zhejiang University; vice-president of Ningbo Institute of Technology, Zhejiang University, currently being responsible for teaching management in the college, leading the teaching reform of featured P3 Model of Practice Teaching, a project for constructing the service-learning Educational System in Ningbo, China, which highlights the practice of experiential learning in curriculum design, and advocates a community-based Talents Cultivation in higher education.
Liang Cai (1974), PhD, is an associate professor of Ningbo Institute of Technology, Zhejiang University. His research field is applied linguistics, focusing on the integration of language learning into community service.

V-B(iii)

Presenter(s): Antoinette Smith-Tolken, Stellenbosch University, South Africa

Title: Teaching student engineers to reflect on their role in society

Abstract

In South Africa, one of the outcomes of the academic programmes in Engineering is the ability of students to understand the impact of Engineering on society and their future roles as engineers. Students who do not achieve this outcome, may not register as Engineers. In order for all students in the Faculty of Engineering at Stellenbosch University to achieve and be assessed on this outcome, a service-learning component of three credits was added to their module Philosophy and Ethics. The aim of this component was to teach the students to reflect on what they do in the community and how it affects not only the people they interact with, but also the affective and cognitive impact on themselves as persons. This presentation gives an account of the research done over a period of two years on how engineering students responded to this component in terms of the challenges they faced, what they learned and how they will use what they learned in their future roles as engineers. It was found that engineering students find it hard to write narratives that include the reflection on their emotions, human interaction and intercultural engagement. They tended to report rather than reflect. This symposium will provide the audience with insights on how to design a service-learning curriculum for students enrolled in a "hard" science and to teach and assess students' abilities to reflect on their learning and citizenship.

Antoinette Smith-Tolken (PhD) heads the Office for Service-Learning and Community-based Research at Stellenbosch University. In this capacity she is primarily responsible for enhancing the scholarship of engagement of academic staff through training and support programmes. She plays a leading role in the proliferation of service-learning and community engagement in South Africa. Antoinette has presented at conferences in South Africa, Europe, United States and China over the last 10 years, co-chaired two international symposiums and a national colloquium. She is one of the co-founders of the International Symposium: Service-Learning being offered for the fifth time in 2013 in Stellenbosch. Her research record reflects several national and international publications.
5.2 Posters

Poster Presentations: Session P-1

P-1 (i)

Presenter(s): Anna-Marie Wium, University of Limpopo, Medunsa Campus

Title: Assessment of reflective competence in service-learning

Abstract

Service-learning is a credit-bearing educational experience which requires students to reflect on their learning experience (CHESP, 2008). Reflection facilitates a deeper understanding of course content and relates it to the scope of practice within the discipline (Scaife, 2010). Reflection helps students to organise their thoughts and contributes towards an increased understanding of social accountability (Bender, Daniels, Lazarus, Naude, & Kalawathie, 2006). Second year students in the Department Speech Language Pathology and Audiology at the University of Limpopo (Medunsa Campus) provide services in a rural context on a weekly basis. They are required to engage in guided reflection (Gibbs, 2008) using reflection journals at the end of each day. To determine whether there was a change in students’ thinking about their own competence an assessment matrix was developed as a tool to analyse the students’ reflections over time. This tool was developed to assess the responses to specific questions posed in their research journals (Gibbs, 2008), and to rate their responses according to four levels of reflection (Bender et al., 2006). The data was rated according to specific criteria and scores were entered in excel on three occasions during the year. These scores were simultaneously calculated as percentages for comparison across time. Such a tool provided quantitative data, and therefore differed from existing descriptive methods (Gibbs, 2008). The results indicated a change in the scores obtained for aspects such as analyses, critical thinking, emotive aspects and problem solving. All the students showed a shift in the level of reflection competence from superficial reflection to medium reflection, and several progressed to a deep level (critical reflection) (Bender, 2006). The continual assessment of reflective competence provided valuable information regarding programme development. A potential threat to validity of using the assessment matrix was the subjectivity of the scorers, which improved with use. Multiple analyses of journal entries over time were time consuming, but the use of the reflection tool to assess reflective competence streamlined the process. Factors which affected how students reflect on their service-learning activity were related to culture and diversity, time, language proficiency, and students’ preparedness for the task/activity. The specific nature of the service-learning activity/task had an effect on how the students perceived their performance and determined their sense of social accountability. Such an assessment showed an increase in confidence and clinical competence in the management of their clients over a period of one academic year. Guided reflection (Gibbs, 2008) conducted on a regular basis supported students in becoming reflective practitioners, which in turn contributed to professional growth. The reflection assessment tool showed potential to be used for measuring change in reflective competence.

Anna-Marie Wium obtained her professional qualifications in Communication Pathology from the University of Pretoria, and also completed a post-graduate certificate in Higher Education from this institution. She is currently a senior lecturer in the Discipline Speech-Language Pathology and Audiology at the University of Limpopo (Medunsa Campus). Much of her previous research focused on the development of language and learning in young children. She also has a particular interest in service-learning as her students are providing services to communities in and around Ga-Rankuwa and rural contexts.

Co-Author(s):

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**P-1 (ii)**

**Presenter(s): Anri Human, University of Limpopo, Medunsa Campus, South Africa**

**Title:** Integration of service-learning (S-L) into the 2nd year BSc. Physiotherapy paediatric module

**Abstract**

Service-learning (SL) links the classroom curriculum (theory) with a community need and then collaborate with community members in improving service delivery (Lorenzo et al. 2006). Community engagement and SL initiatives at senior level in BSc. Physiotherapy include Missionary of Charity (MOC) in Klipgat, a children’s home close to the Medunsa campus. This home serves Klipgat and the surrounding communities by caring for mainly children with physical disabilities and mental disorders, AIDS orphans, and abandoned children. The aim of this study was to assess students’ experiences regarding the integration of SL into the second year Physiotherapy paediatric curriculum. A participatory action research (PAR) approach was applied in order for the lecturer to innovate and transform the curriculum. A structured SL initiative is currently being implemented, with the outcomes of some of the paediatric modules aligned with the services delivered to MOC. Physiotherapy students are given the opportunity to apply theory in a practical setting (experiential learning) and gain a deeper understanding through reflection. Qualitative descriptions of students’ experiences on this SL opportunity were analysed. Student reflections and feedback indicated that a real-life challenge can be an overall positive experience despite initial fear and uncertainty. Implementing and integrating SL already at the second year Physiotherapy level seem to have a positive impact on student learning and assist in establishing community service delivery. Integration of SL at junior levels can assist in developing graduates that can become facilitators of change within their communities.

**Anri Human** has been a full-time lecturer in the field of Paediatrics since 2008 at the Physiotherapy department of Medunsa, University of Limpopo in South Africa. She has a special interest in the field of Respiratory Paediatrics and will commence her PhD studies in this field at the University of Cape Town in 2014. She is also a part-time lecturer for the Community-based learning module (service-learning is integrated in this module) which forms part of the Post-graduate Certificate in Higher Education (PGCHE) programme at the University of Pretoria.

**P-1(iii)**

**Presenter(s): David Marsh and Sue Berry, Northern Ontario School of Medicine, Canada**

**Title:** We are all teachers and we are all learners: Programme design for teaching collaborative leadership

**Abstract**

Models of integrated services in healthcare organisations and delivery systems are becoming more evident globally. This trend requires concerted effort to cultivate collaborative leaders within and across organisations and professions in order to align community and regional resources for effective and efficient care. In the broad conversation about system transformation there is general acknowledgement that “collaborative leadership” is not a requirement but a necessity. However, there are many diverse conceptualisations of “collaborative leadership”. The Canadian Interprofessional Health Leadership Collaborative (CIHLC) is a multi-institutional and interprofessional partnership across five universities. Chosen as one of four global innovation collaboratives of academic institutions by the U.S. Institute of Medicine’s new Global Forum on Innovation in Health Professional Education, the CIHLC has developed a globally applicable definition and description of collaborative leadership. Based on this core concept the CIHLC is leading the creation, implementation and evaluation of a new global collaborative leadership program of learning. The program is based on a systematic literature review of existing curricula in interprofessional collaborative leadership. This review enabled the CIHLC to reach an understanding of what practices are required for the collaborative leader of the future. Teaching approaches, evaluation tools, and anticipated impacts of transformational and collaborative leadership on learners and the healthcare system are all critical elements of a new collaborative leadership program. This poster will define the concept of “collaborative leadership” and describe the methodology for the review of peer-reviewed and grey literature as well as the process of applying the CIHLC’s systematic selection criteria and a description of the findings from the literature. It will conclude with an overview of a new model of collaborative leadership that will become transferable and
applicable globally in diverse cultural environments through a sound understanding of social accountability and community engagement.

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P-1(iv)  

Presenter(s): Margo Paterson, Queen’s University, Canada

Title: Online certificate programme for community based rehabilitation practitioners around the world

Abstract

Disability and community based rehabilitation (CBR) practitioners internationally have very few continuing education opportunities that are affordable, accessible and flexible. To address this need an online modular non-for-credit certificate program provides an opportunity for working professionals to explore the relationship between disability and CBR within the overall development context. It also builds learners' management, leadership, policy analysis, research and evaluation skills. The program provides learners with new disability knowledge and skills. Every week learners are required to apply newly acquired knowledge to services they provide in their work or community environment. The program is informed by transformative learning theory and provides the space for critical reflection and critical discourse in the interactive online forums. It is aligned with service-learning as it combines formal online instructions with relevant services learners' provide in their communities allowing them to reflect on their experiences with their colleagues in an online environment. Although service-learning is frequently with youth, this example indicates that it has a potential to be used in continuing online learning on disability. Five modules, each six weeks long are implemented in sequence: 1. Disability, CBR and Development 2. Building Effective Collaborative Teams for Rehabilitation and Disability 3. Gender, Disability and Health 4. Disability and Rehabilitation Research and Evaluation 5. Managing Disability Rehabilitation Projects at the Community Level. Moodle, the open source course management system, is used to deliver the program and create a dynamic, interactive asynchronous communication system. Mixed methods were used to collect information from learners from January 2011 to August 2011 including: 18-Question Module Evaluation Questionnaire, 9-Question Program Evaluation Questionnaire, and document review of course modules, course materials, online discussions and participation records. The average response rate for the module evaluations was 61.2%. Overall the learners reported that they were satisfied with the program, they found the topics interesting and relevant to their practice, and that the
program was well organised. They were also highly satisfied with the Moodle platform and the level of interaction and responsiveness of facilitators. The learners were very motivated and engaged in the learning opportunities and interacting with each other in the virtual environment. Learners reported that they felt more competent after taking the course and feel that they could be stronger advocates for disability and CBR. The online program is an example of service-learning as it meaningfully integrates experience and community service of learners and uses them in combination with instruction and reflection to facilitate engagement of learners in advancing disability issues and developing inclusive communities. All recommendations made by learners were taken into consideration and changes implemented immediately including change in the order of units, due dates for the posts/assignments, and other minor changes. The online course has been offered three times to date and the 4th offering of this online program will begin in June 2013.

Margo Paterson is a Professor Emerita in the Occupational Therapy at Queen’s University, Kingston Canada. Margo’s scholarly contributions are within a number of areas including professional practice and theory-practice integration; interprofessional education, care, and practice; fieldwork education including service learning; clinical reasoning; and qualitative research. Margo has published work in all of these areas and presented at national and international meetings. She has received extensive funding to support such scholarship. Her most recent administrative role was as Director of the Office of Interprofessional Education and Practice in the Faculty of Health Sciences from 2009-2012.

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P-1(v)

Presenter(s): Jodie Ferise, University of Indianapolis, United States

Title: Spring term in Africa: A journey in designing and assessing cross-cultural learning

Abstract

I have taken students abroad for several years now, and have found that it is always a challenge to create a course that is conducive to genuine learning, and then to assess the knowledge gained during the experience. Over the years, I have tried many different techniques and have finally landed on a method of curriculum and assessment that I believe works well. From the outset, I believed that students learned a great deal from journaling their experiences as we travelled. Thus, I have always maintained a requirement that students keep a journal and share excerpts where appropriate. I have also developed a curriculum for preparing students for the cultural experiences before we travel. Students are expected to complete a "scavenger hunt" for information about the customs of the area to which we will travel. They seek answers regarding relevant laws, appropriate behaviours, and social norms. These are then shared at the airport while we wait to board the plane. Additionally, I have created an assignment in which we assess what the students learned after we return. In this assignment, the students complete various guided reflections. This assignment includes, among other things, a request that the student write a "letter" to future students who might contemplate undertaking this same adventure. These letters have proven to be some of the most revealing and moving assessments I have ever experienced in all my years of teaching. This poster presentation will show the simple methods I have adopted to help my students gain knowledge before, during and after their travel, as well as the assessment methods I now utilise. The poster will feature service-learning work done on multiple trips to Ghana, Africa over the last two years.
Jodie Ferise holds a bachelor’s degree in communications from Butler University and a doctorate in law from the Indiana University School of Law. She has taught full time at the University of Indianapolis School of Business since 2007. She has been honoured as the UIndy School of Business Teacher of the Year and as a finalist for the university-wide Teacher of the Year. She has partnered with more than 400 of her students in a variety of service endeavours, both local and international, and founded Precious Words Africa to provide educational resources in financially impoverished areas of Africa.

Priscilla Daniels and Tracy-Ann Adonis, University of the Western Cape, South Africa

Title: Embracing community knowledge through service-learning based substance abuse training programmes

Abstract

The extent of the substance abuse problem in the Western Cape has resulted in the need for interventions in addressing this societal problem. The impact on communities has generated a response and various self-help and non-profit organisations have been initiated. International interventions do not necessarily recognise the local context and does not acknowledge existing knowledge in communities, therefore it is imperative that contextual and relevant models are explored and developed. Knowledge is dynamic, and it is created in social interactions amongst individuals and organisations. Knowledge occurs in a particular time and space and communities accumulate traditional knowledge over generations of living in a particular environment. This research recognises that traditional knowledge is a valuable asset therefore there is a need for universities to contextualise their facilitation of learning and knowledge production within communities. This study focuses on the development of a substance abuse service-learning training programme aimed at enhancing community knowledge systems in order for substance abuse self-help groups to reflect on their treatment paradigms and aligning it with good practice. Utilising a descriptive research process with qualitative and quantitative data collection, community representatives working in the field of substance abuse were invited to participate in a substance abuse training programme developed by the university. Pre and post questionnaires, a reflective journal and focus group discussions were used as tools for data collection during the training. The data collection confirms that there is a wealth of knowledge forms within community settings and a key finding of the process was the validation of community knowledge. The knowledge they gained through the training helped contextualise their existing knowledge. The participants felt that the service-learning programme validated the knowledge to enhance and develop their practice in substance abuse self-help groups and NPO’s.

Priscilla S. Daniels is the director of the Community Engagement Unit since 2010, and is responsible for facilitating and coordinating community engagement activities at the University of the Western Cape (UWC). Prior to this, she managed the Community Higher Education Services Partnership at UWC and was the Chairperson of the Department of Human Ecology and Dietetics. She currently serves as a Board member of the South African Higher Education Community Engagement Forum. Prof Daniels completed her MSc at Cornell University in the US in 1991, and prior to that, completed several degrees at the University of Western Cape. Prior to her involvement in community engagement and service-learning, teaching and research in the area of family studies and management were key areas of interest and she has always employed experiential learning methods. Prof Daniels has a passion for mentoring and engaging in staff development and she has authored various articles in this area. She has published extensively and also presented at numerous conferences in the fields of service-learning, education, human ecology and family development.

Tracey-Ann Adonis is the Operations Leader and Academic researcher in the Community Engagement Unit since 2008. She has extensive experience in partnership projects at the University of Western Cape as she was the community based education coordinator in the Western Cape Community Partnership Project (WCPPP) from 1998-1999 and as the academic coordinator in the Community Higher Education Services Partnership (CHESP) Project from 2000-2007. An alumnus from the University of Western Cape with a Masters in Research Psychology, she currently is exploring her PhD studies in the field of education and community development. She has published several articles and has also presented research projects at several national and international conferences in the field of service-learning and partnership development. Community development is a passion she believes that development occurs within
communities where diverse communities are able to work together in sustainable and innovative ways and engage in addressing social issues that affect them.

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P-1(vii)

Presenter(s): Erin Gahimer, University of Dayton, United States

Title: Service-learning and engaged scholarship in refugee resettlement: Application of the Psycho-Ecological Systems Model (PESM)

Abstract

Service-Learning and Engaged Scholarship in Refugee Resettlement: Application of Psycho-Ecological Systems Model (PESM) This presentation details a multi-faceted undergraduate community-engagement experience working in refugee resettlement, and it illustrates how service-learning in higher education successfully fostered enhancement of both local and global citizenship. It also illustrates service-learning as a successful pedagogical tool. This community-engagement experience is comprised of a participant-observation study on refugee integration into a local context (see Majka & Majka, 2012), an internship with a local resettlement agency, and a service-learning project with refugee youth. Within the Psycho-Ecological Systems Model (Reeb & Folger, 2013; PESM), factors across a variety of systems are evident in understanding and facilitating refugee resettlement. The PESM model will assist in deconstructing the complexities of community issues and evaluate how service-learning has effects on interdependent systems. Primary findings include the observation of a variety of social phenomenon related to refugee resettlement, including community integration, availability of community resources, and the differing effects these factors have on inter-generational refugee groups. Furthermore, the presentation will demonstrate how a university can serve as a model for community partnerships in meeting the needs of refugee communities while also facilitating service-learning experiences for students. This presentation will stimulate thought and discussion regarding the facilitation of community involvement and cross-agency partnerships within communities where refugee resettlement is taking place. Additionally, it illustrates the cross-disciplinary learning that universities can facilitate by creating such partnerships. This presentation serves as an example of a successful means to contribute to local development agendas while simultaneously contributing to broader international agendas. The audience can learn about an undergraduate service-learning experience as examined within a conceptual model. The audience will be engaged in dialogue regarding the transnational issue of refugees within a service-learning framework.

Erin Gahimer is from Indianapolis, Indiana and attended the University of Dayton. She graduated summa cum laude in May 2013 and studied Sociology, Spanish, and International Studies while there. Throughout her undergraduate years, Erin studied abroad in Spain twice, as well as travelled to Cyprus through a service-learning project with the University of Indianapolis. During her senior year, she interned with a local Refugee Resettlement program which inspired both her senior thesis focus on refugees as well as a service-learning project with a young Colombian refugee. Erin is looking to attend graduate school in the fall of 2014.

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Presenter(s): Susan Blackwell, University of Indianapolis, United States
Title: Transformative learning in international service-learning experiences

Abstract
My poster will present a tentative pedagogical model of perspective transformation with students who travel internationally. This model has been developed based on text analysis of 12 student final reflections after a service-learning trip to Belize in May 2012. It also draws from Kiely's 2005 work that says transformation occurs through "contextual border crossing, dissonance, personalising, processing, and connecting" (cited in Crabtree, 2008, p. 27). My three-element pedagogical model suggests that when students engage in critical reflection, in a community of inquiry, within a supportive context that enables examination of culturally based assumptions and understandings, the experience is likely to be transformative. Mezirow (1994) says that critical reflection is the key element in perspective transformation. In sharing this pedagogical model and receiving feedback from conference participants, I hope to refine it as I continue to the second phase of my research which involves follow up with the 12 participants one year later. My goal in this second part is to examine what dimensions of the service-learning experience have remained with the students. Kiely (2004) suggests students struggle to act on their changed perspectives when they are reintegrated into their culture and routines (p. 27). I hope to test this idea with the same students through an interview process.

Sue Blackwell is a member of the University of Indianapolis School of Education, working with secondary teacher education students regarding academic literacy and content area literacy issues. She has taught for 44 years at both the high school and university levels. Her research is focused on interdisciplinary literacy, composition and rhetoric, project-based learning, and service learning. Her doctorate is in English Education with Composition and Rhetoric as her cognate. She is currently a faculty facilitator for university faculty development in teaching, scholarship and service.
**Poster Presentations: Session P-2**

**P2(i)**

**Presenter(s): Elanie Myburgh and Magda Barnard, University of the Free State, South Africa**

**Title:** Enhancing collaboration among service-learning participants through a learning management system

**Abstract**

Service-learning participants normally communicate with one another via regular communication methods like landline telephones, cell-phones (including sms) and e-mail. Students, lecturers and community members involved in service-learning often comment that there is not enough direct collaboration and communication among all of them as service-learning participants. Strand et al. (2003:56) mentioned that web-based software such as Blackboard (a learning management system) provides a useful platform for sharing information regarding the module, including written materials and meeting schedules. Bringle, Clayton and Price (2009:8) propose that, for purposes of effective relationship-building, service-learning practitioners must be prepared to articulate a broad mission and particular goals to potential partners, knowing when relationships are mutually desirable, engaging in effective communication with both internal and external constituencies. In this study, the Salmon (2000) model of online learning was used to build relationships among NPO staff, students and academic staff members. This assisted the UFS in developing a framework for effective relationship-building in service-learning. This paper reports the outcomes of a pilot study that was implemented in September 2012 at the Faculty of Economic and Management Sciences, University of the Free State (South Africa) to investigate and explore the use of a learning management system (LMS) in the service-learning environment. This was done in preparation for the fact that in 2013 all the second years (400 students) in the Faculty will be enrolled for a service-learning module with the code: EGAP60106. Effective communication among a large number of participants will be crucial. It is known that service-learning projects can only be a success if there is proper communication among those involved in the actions. The study found that the collaborative space available on the LMS helped the role players to communicate more regularly, openly and honestly. It was clear that the LMS created a safe environment for the participants to communicate in and this assisted with the relationship-building in a trusting environment. The effective, optimal use of an LMS also enhances the service-learning experience because all the role players have equal access to information that is relevant for the project to succeed.

Elanie Myburgh completed her B.Tech Somatology in 2007 at the Central University of Technology, Free State. Thereafter she started her BA Corporate Communication at University Free State while working full-time at the UFS. Currently she is working as Senior Officer: Teaching and Learning projects that includes the designing of service-learning modules in her faculty. She is also part of the NRF project. This project focuses on knowledge as enablement, with special focus on NPOs. She finished her Masters degree in Higher Education Studies, focusing on service-learning.

Magda Barnard
University of the Free State, South Africa

**P2(ii)**

**Presenter(s): Erin Gahimer, University of Dayton, United States**

**Title:** Psycho-ecological systems model for service-learning research

**Abstract**

The psycho-ecological systems model, as described by Reeb and Folger in a published chapter in 2013, informs and guides community-based service-learning research and engaged scholarship. The goals of the presentation are as follows: (a) to fully describe PESM, with an emphasis on explaining recent modifications in the conceptual model; (b) to delineate PESM’s implications for research and practice; (c) to summarise research projects that are currently guided by PESM; and (d) to stimulate interaction and discussion among conference participants. PESM integrates three theoretical developments: First, PESM incorporates the principle of reciprocal determinism, as first proposed by Bandura in 1978. The principle of reciprocal determinism provides a way to conceptualise and understand the transactions that occur in an on-going fashion among person-related variables, environmental factors, and behaviour patterns. Second, PESM
incorporates the biopsychosocial model, as described in a book by Keisler in 2000. The biopsychosocial model delineates specific internal factors (e.g., resiliency and vulnerability factors), developmental factors (e.g., critical or sensitive periods in development, tasks and demands associated with various developmental stages), and external factors (e.g., risk and resource factors) that interact in a reciprocal fashion to produce outcomes (e.g., health, well-being, quality of life). Finally, PESM incorporates the ecological model of development, as described by Bronfenbrenner in 1996. According to Bronfenbrenner’s ecological model, community members are embedded within a number of interconnected and interdependent systems at different levels of analysis, including: the microsystems (e.g., family, peer group); the mesosystem, which refers to interrelationships among microsystems (e.g., the relationship between family and school or the relationship between a homeless shelter and a health clinic); the exosystem (e.g., local government); and the macrosystem, which refers to overarching practices, beliefs, changes, and movements at increasingly broader levels (e.g., community, society, culture). To Bronfenbrenner’s analysis, PESM adds the supra-macro system, which refers to international or global influences, such as internationally endorsed human values (e.g., Universal Declaration of Human Rights) or goals (e.g., United Nations Millennium Development Goals). PESM has several implications for service-learning research and practice, such as: (a) multidisciplinary service-learning projects are needed to address complex community problems; (b) it is critical to obtain input and participation of community stakeholders in the conceptualisation, development, implementation, and evaluation of projects (i.e., participatory community action research strategies are needed); (b) any system (or set of systems) is a potential target for service-learning projects; (c) systems (as described above) are interdependent, meaning that the effects of a service-learning project on one system may reverberate and eventuate in outcomes (positive or negative) in other systems; (d) service-learning projects should have what community psychologists call “psychopolitical validity,” meaning that a project goes beyond ameliorative care and seeks to improve empowerment, enhance resiliency factors, and reduce vulnerability or risk factors in community members; and (e) international service-learning collaborations, guided by internationally-endorsed values and goals, represent a future emphasis and necessity in addressing contemporary problems. By attending, participants will learn a great deal regarding the role of theory in service-learning research and research.

Erin Gahimer is from Indianapolis, Indiana and attended the University of Dayton. She graduated summa cum laude in May 2013 and studied Sociology, Spanish, and International Studies while there. Throughout her undergraduate years, Erin studied abroad in Spain twice, as well as traveled to Cyprus through a service-learning project with the University of Indianapolis. During her senior year, she interned with a local Refugee Resettlement program which inspired both her senior thesis focus on refugees as well as a service-learning project with a young Colombian refugee. Erin is looking to attend graduate school in the fall of 2014.

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P2(iii)
**Presenter(s):** Gérard Filies, University of the Western Cape, South Africa  
**Title:** Three distinct interprofessional service-learning models for health professional programmes at a South African University  

**Abstract**  
There are promising shifts towards transforming health professions education in South Africa, which include the development of interprofessional service-learning undergraduate curricula at some higher education institutions. The University of the Western Cape has been offering interprofessional service-learning opportunities since 2006 which include Shared Community-based Practice, Interdisciplinary Community Based Practice Module and Interprofessional Community Based Practice. These are different models of interprofessional service-learning, each encompassing a range of interactive learning methods. This poster aims to showcase three distinct models of interprofessional service-learning offered in the Faculty of Community and Health Sciences (FCHS) at the University of the Western Cape (UWC) and lessons learnt in order to assist other higher education institutions in their own process of creating interprofessional service-learning curricula. Lessons learnt include the need for a common framework for interprofessional service-learning; ‘buy in’ and a mind-set change of academics; institutional structures and logistics to support interprofessional service-learning.

**Gérard Filies**  
University of the Western Cape, South Africa  

**Co-Author(s):**  
Firdouza Waggie  
University of the Western Cape, South Africa  
Nariman Laattoe  
University of the Western Cape, South Africa

P2(iv)
**Presenter(s):** Hester Julie and Tracey-Ann Adonis, University of the Western Cape, South Africa  
**Title:** Towards the development of a definition of service-learning: Challenging the underlying theoretical roots  

**Abstract**  
Research on the conceptualisation of service-learning indicates that a corporate definition of service-learning is a prerequisite for mainstreaming service-learning in higher education institutions. “Lack of progress in implementing community engagement relates to a lack of conceptual clarity, and reflects a need for a better theorised understanding of community engagement” (Hall, 2010:24). However, very little is written about how tensions between the espoused theory and the theory-in-practice are addressed during the process of service-learning. In order to develop measures towards institutionalisation, it is imperative to start from a foundation of common understanding of concepts like community engagement, service-learning, clinical practice and community projects. Although the overall aim of the study was to develop a service-learning implementation framework for the school of nursing, the objective of this phase of the study was to develop a definition of service-learning. The development of a corporate understanding of service-learning was influenced by the espoused- and theories-in-practice of a diverse group of academics. The nominal group technique was selected for this diverse group for its intrinsic value as a means of developing a community of practice for service-learning whilst gathering data simultaneously. The nominal group technique was modified by the provision of service-learning best practice guidelines as the basis for the discussion. The strong consultation and democratic methods used during the nominal group process allowed the academics to openly discuss conflicting points during the consensus seeking process. Thematic analysis was done to uncover the underlying theoretical perspectives that were expressed during the nominal group discussion. The results of the thematic analysis, based on frequency scores, identified the following terms: equal tri-partnership (1st), teaching and learning process (2nd), reflective practitioners (2nd), community
Extended Programme

needs (3rd), community development (4th), shared values (5th) and community engagement (6th). These were included in the definition for service-learning and were found to be generally similar to the best practice guidelines provided, although also structurally different in specific aspects. In conclusion, service-learning was defined as follows: “Service-learning, as a type of community engagement, is regarded as a teaching and learning process which aims to develop reflective nursing practitioners who address community development needs within an equal partnership between the university, community and service provider who share the same values.”

Hester Julie is a senior lecturer at the School of Nursing at the University of the Western Cape, Republic of South Africa. Hester has been an active member of the Women and Health Taskforce (WHTF) of the Network: Towards Unity for Health since 2004 and has been serving on the WHTF Management Committee since 2007. Professional qualifications: Hester is registered with the South African Nursing Council as a Professional Nurse, Midwife, Community Nurse, Nurse Educator and Advanced Practitioner in Psychiatric Mental Health Nursing. Academic qualifications: B.Cur, Advance Diploma in Nursing (Education and Community Nursing), Honours in Nursing Education, Masters in Public Health and Masters in Nursing (Advanced Psychiatric Nursing). Hester is currently working towards completing her doctoral degree. Most of her energies and time are spent on academic activities related to political activism and community development/empowerment.

Tracey-Ann Adonis is the Operations Leader and Academic researcher in the Community Engagement Unit since 2008. She has extensive experience in partnership projects at the University of Western Cape as she was the community based education coordinator in the Western Cape Community Partnership Project (WCCPP) from 1998-1999 and as the academic coordinator in the Community Higher Education Services Partnership (CHESP) Project from 2000-2007. An alumnus from the University of Western Cape with a Masters in Research Psychology, she currently is exploring her PhD studies in the field of education and community development. She has published several articles and has also presented research projects at several national and international conferences in the field of service-learning and partnership development. Community development is a passion she believes that development occurs within communities where diverse communities are able to work together in sustainable and innovative ways and engage in addressing social issues that affect them.

Co-Author(s):

Haaritha Boltman
University of the Western Cape, South Africa

P2(v)

Presenter(s): Karen Venter, University of the Free State, South Africa

Title: Students and communities as passengers on the service-learning journey

Abstract

This poster illustrates the impact of service-learning in the nursing discipline at the University of the Free State (UFS) in South-Africa on student learning, scholarly development and community engagement. Professional Nurses further their studies in the field of Nursing Education where service-learning is used as educational tool to facilitate the implementation of global citizenship skills and service-learning activities related to educational practice. Students perform a learning needs assessment of a community organisation, and develop a relevant curriculum. Sequentially, the community is exposed to innovative educational practices in order to facilitate solutions to everyday health challenges and receives an opportunity to voice their needs in terms of their learning environment. The trainees go back to their communities and share their knowledge and skills. This inquiry is embedded in a current research project at the UFS, funded by the National Research Foundation. The research question that is dealt with is: “How can Higher Education Institutions (HEI) and the community sector establish long-term, research-based collaborative engagements that will be mutually empowering and enabling through joint, reciprocal knowledge-based activities and capacity building.” This investigation focuses on the empowering developmental effect on community partners as well as faculty and students involved in the abovementioned service-learning endeavour. Data gathering took place before, during and after the
course implementation. A variety of techniques were used, namely reflective journals, interviews and focus group discussions. In summary, this research journey aims to gain a better understanding of the knowledge-sharing role among 'passengers' in long-term collaborative service-learning partnerships. The findings of this study can inform possible further community engagement research.

Karen Venter is a Junior Lecturer at the School of Nursing, University of the Free State, Bloemfontein. She is involved in various service-learning modules at the School of Nursing.

P2(vi)
Presenter(s): Margo Paterson, Queens University, Canada
Title: Interprofessional project on disability: Maternal and Child Health (IPODMCH) in Bangladesh

Abstract
This poster will present the implementation of the Interprofessional Project on Disability, Maternal and Child (IPODMCH) in Bangladesh, a pioneer project that facilitates mainstreaming disability into maternal and child health by using community based rehabilitation (CBR) health component (promotion, prevention, treatment, rehabilitation and assistive devices). IPODMCH is a partnership between Queen’s University, Canada and the Centre for the Rehabilitation of the Paralysed Bangladesh funded by the Canadian government. Gender and human rights based approach are fully integrated in experiential activities that are implemented within three interrelated areas: services, education and policy. Similarly to CBR, service-learning used in the project is a strategy for community development. The project strengthens maternal and child health and disability (MCHD) services by organising interprofessional (IP) education programmes for various MCHD providers including training of trainers from MCH and disability/rehabilitation organisations, community IP service and awareness days, and regional networking workshops for MCHD providers. These activities aim to increase utilisation of services at the community level, improve referral between MCHD service providers, and increase awareness of men and women about MCHD services and underlying gender barriers. In order to address the need for improved interprofessional and intersectoral collaboration, the project creates IP education opportunities for the future health professionals at educational institutions as well as by offering ICACBR Online Certificate Programme on Disability, CBR and International Development with focus on MCHD. Sustainability of results is ensured through support for of enabling policies based on human rights, gender equality, the IP and CBR approach. Policy forums, conferences, and regional meetings are main activities to directly engage with policy makers. All capacity building activities are based on a service-learning method that combines formal learning with application of new knowledge and skills in peer training and services in the community. The new disability content is relevant for the practice of trainees. The IPODMCH experiential training environment encourages reflection and teaches responsibility for disability advocacy and mainstreaming to develop inclusive communities.

Margo Paterson is a Professor Emerita in the Occupational Therapy at Queen’s University, Kingston Canada. Margo's scholarly contributions are within a number of areas including professional practice and theory-practice integration; interprofessional education, care, and practice; fieldwork education including service-learning; clinical reasoning; and qualitative research. Margo has published work in all of these areas and presented at national and international meetings. She has received extensive funding to support such scholarship. Her most recent administrative role was as Director of the Office of Interprofessional Education and Practice in the Faculty of Health Sciences from 2009-2012.

Co-Author(s):
Elizabeth Richan
Queen's University, Canada
Djenana Jalovcic
Queen's University, Canada
Darko Krznaric
Queen's University, Canada
Abstract

The School of Nursing at the University of The Free State (UFS) in South Africa (SA) has been advocating service-learning and engagement with communities since the late 1990s. Today the UFS is truly an engaged African university where faculty members use cross-border higher education to build capacity. Service-learning fosters generic and discipline specific skills in students as well as empowers local communities. Curriculum based engagement in communities is one of the fundamental aspects of the service-learning pedagogy. One of the key challenges, in order to provide students with appropriate learning opportunities, was to build sustainable partnerships where there was reciprocal acceptance and mutual respect for each other. The aim of this poster is to present key elements of a long-term powerful partnership which portrays a case study of service-learning in the nursing field. In this case study qualified nurses who enrolled for a nursing education qualification mentored first year nursing students in a local community whereby course outcomes for both groups were met within an effective partnership milieu. Bringle, Clayton and Price posit that relationships become partnerships as their interactions develop closeness, equity and integrity. The quality of the relationships in this partnership was safeguarded through the use of self-evaluation instruments published by the SA Council of Higher Education in June 2006. Collaboration (1) was the key quality indicator of these partnerships where care is taken to identify and select appropriate partners and clarify outcomes, roles, expectations and benefits. Maintenance (2) of the partnerships through informal communication built trust between the partners to fulfill their commitment to the partnership. Monitoring and evaluation (3) of the impact was done rigorously through analysis of reflection reports and course evaluation documents. The results were utilized to plan the expansion (4) of the partnership timeously for the next cycle and to determine the future of the partnership. Celebration (5) took place through a formal appreciation show-casing event. Various stakeholders such as academics within other disciplines, community members and service sector representatives attended. The events facilitated closure and provided an opportunity to network and celebrate achievements. The above mentioned quality indicators fostered an enriched experience for students who could focus on the course outcomes within stable, flourishing partnerships embedded in a cross-border educational environment.

Marisa Wilke is a Lecturer at the School of Nursing at University of the Free State in Bloemfontein.

Co-Author(s):

Ielse Seale
University of the Free State, South Africa
6. Annexures

6.1 Guidelines for Moderators

Introduction
The symposium co-chairs and organising committee wish to express their gratitude to everyone who agreed to be a moderator at the symposium. We acknowledge that some of you may be experienced moderators, but the guidelines will ascertain that we have uniformity in all the sessions and a common understanding of the operational rationale of the symposium. The contribution of every moderator to the success of the symposium by keeping to the guidelines for moderating sessions is greatly appreciated. The coordinator for moderators at the colloquium is Rona Newmark <rnew@sun.ac.za>. Please feel free to contact her at any time during the conference.

Before the session
- Please familiarise yourself with the room in which you will be moderating in advance of the session. Please contact the presenters prior to the session if possible.
- On the time of your session, please be at the venue as early as possible before the session starts. Please ensure that the electronic equipment is working when you arrive at the venue and report any faults immediately.
- Introduce yourself to the presenters and assist them to load their files on the desktop of the computer.
- Discuss the time arrangements with them especially agree on how you will indicate to them when their time is running out. We suggest you warn them when they have 5, 3 and 1 minute left.
- Please be diligent with the time management and start on time.

During the session
- Your role is to introduce the presenter(s) and the topic and facilitate the discussion later in the session. Offer some help to the presenters in distributing materials where applicable.
- We suggest that you give each topic the allocated time (see formats below) for presentation in the first hour and 30 minutes for discussion at the end of all the presentations in the session. It is imperative that you do not allow any presenter to use more than their allocated time. When they have used their allocated time, you assertively need to ask them to end.
- During discussion time, please set the rules for discussion to avoid dominant speakers or ‘soapbox’. Please allow questions and comments orderly, taking caution that speakers from the floor are concise with both questions and comments which do not last longer than one minute. Also restrict presenter answers where necessary. Make provision to give each presenter at least 2 minutes at the end of the discussion to respond to the discussion.
- Thank the presenters and the participant at the end of the session.

After the session
Please remind presenters to take their memory sticks (CD-Rom) when they leave.

6.2 Guidelines for Presenters

Introduction
Thank you for participating in this symposium that has become a formidable biannual event on the service-learning calendar. We believe that it will be a positive experience for everyone. We acknowledge that some of you may be experienced presenters, but the guidelines will ascertain that we have uniformity in all the sessions and a common understanding of the operational rationale of the symposium. The contribution of every presenter to the success of the symposium by keeping to the guidelines for concurrent sessions is greatly appreciated. The coordinator for moderators of concurrent sessions at the symposium is Prof R Newmark: <mew@sun.ac.za>. Please feel free to contact her at any time before or during the conference. A telephone contact number will also be available during the conference.
Before the session

- Please familiarise yourself with the room in which you will be presenting in advance. It might be worth your while to test you presentation on the electronic equipment to be sure that it is working.
- You may save your presentation on a CD, DVD or memory stick. Introduce yourself to the moderator and assist him/her to load your files on the desktop of the computer.
- The moderators will discuss the time arrangements with you and agree on time management procedure. The moderator will indicate when you have respectively 5, 3 and 1 minute left. Keep within the time limit, as moderators are requested to be strict with time limits.
- Please rehearse your presentation before the presentation and refrain from reading your presentation from a paper or the screen. Visuals can be a creative way to present your work and we strongly encourage the use of alternatives such as graphics or photographs.

During the session

- You will be introduced by the moderator and assisted with distribution of materials where necessary. Kindly adhere to the presentation format you have registered for.
- Moderators are instructed not to allow presenters to exceed their time limit.
- Moderators will facilitate the discussion time and allow presenters to respond to questions directed to them. Please be concise when answering questions to allow maximum discussion on all presentations. At the end of the discussion, you will be granted 2 minutes to respond to the discussion.

Kindly adhere to the presentation format you have registered for.

After the session

Please ascertain that you remove all your excess materials and memory stick (CD-Rom) after the session.

6.3 List of Presenters

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6.6 List of Institutions

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- Bellarmine University
- Cape Peninsula University of Technology
- Central University of Technology
- Child Family Health International
- CLAYSS
- Durban University of Technology
- Empyrean Research
- Lawrence Technological University
- Monash University
- Ningbo Institute of Technology Zhejiang University
- North West University
- Northern Ontario School of Medicine
- Occidental College
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- University of the Western Cape
- University of Witwatersrand
- University of Zululand
- Vaal University of Technology
- Wagner College
- Wheeling Jesuit University

6.7 List of Countries

- Argentina
- Australia
- Canada
- China
- Egypt
- South Africa
- Taiwan
- United States