

THE IMPACTS OF SERVICE-LEARNING ON COMMUNITIES: PERSPECTIVES FROM
THE PEOPLE

by

KENEISHA LA'RAE HARRINGTON

(Under the Direction of Maria Navarro)

ABSTRACT

The best practices for Service-Learning indicate that reciprocity between community partners and universities is a critical component of a successful Service-Learning model. There is an abundance of research discussing the benefits of Service-Learning for students, and a growing amount of literature that discusses the community and university partnerships that facilitate Service-Learning projects and activities. However, a gap remains in the literature in regard to the benefits of Service-Learning for community members. This study investigates some of the impacts Service-Learning has on communities based on the perceptions of community members in San Luis, Costa Rica, home to the University of Georgia Costa Rica Campus. Twenty-three community members were interviewed on their experiences with Service-Learning and how it affects them and their community as a whole. The researcher found several community identified benefits of Service-Learning as well as areas that need to be improved in order for Service-Learning to provide the most positive impacts for the community.

INDEX WORDS: Service-Learning, International Service-Learning, UGA Costa Rica, Community Service, Community Voice

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DEDICATION

This work is dedicated to the servers, the people who work tirelessly to help others when they are in need, not because they have to, but because they want to. It is dedicated to the people who serve not for recognition, but for the sake of service.

“For you were called to freedom, brethren; only do not turn your freedom into an opportunity for the flesh, but through love serve one another.” Galatians 5:13

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TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	v
LIST OF TABLES	x
LIST OF FIGURES	xi
CHAPTER	
1 Introduction.....	1
Statement of the Problem.....	2
Purpose of the Study	3
Guiding Research Questions.....	3
Significance of the Study.....	4
Limitations of the Study.....	4
Operational Definitions.....	6
Scope.....	7
Theoretical Framework and Conceptualization	8
Assumptions.....	9
Chapter Summary	9
2 Review of the Literature	10
Introduction.....	10
Service-Learning.....	10
International Service-Learning	18

	Impacts on the Host Community	24
	Chapter Summary	29
3	Methods and Procedures	30
	Research Methods	30
	Sample Size and Population.....	31
	Data Collection	32
	Data Analysis	33
	Qualitative Measures of Trustworthiness	33
	Subjectivity Statement	35
	Chapter Summary	37
4	Findings and Discussion	38
	Demographics	38
	Objective 1	41
	Objective 2	43
	Objective 3	48
	Objective 4	52
	Objective 5	55
	Additional Findings	59
	Summary of the Findings.....	62
5	Recommendations and Conclusion.....	64
	Summary and Implications	64
	Recommendations and Conclusion.....	66

REFERENCES	78
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APPENDICES

A IRB Approval Letter	82
B Informational Letter and Consent Form	83
C Spanish Informational Letter and Consent Form.....	85
D Semi-Structured Interview Protocol	88

LIST OF TABLES

	Page
Table 1: Sigmon’s Service and Learning Typology	11
Table 2: Pate’s Distinctions between Volunteerism, Community Service & SL	13
Table 3: Benefits of Service-Learning for Communities.....	27
Table 4: Participant Demographics.....	40

LIST OF FIGURES

	Page
Figure 1: Continuum of International Service Programs	19
Figure 2: Community Understandings of Service and Service-Learning	42
Figure 3: Benefits of Service-Learning for the Community	44
Figure 4: Factors Affecting Community Perspectives'	56
Figure 5: Host Community Values	57

CHAPTER 1

INTRODUCTION

The University of Georgia (UGA) is a land grant institution in the United States which indicates that it was built with education, research and service at its core. The service portion of this mission is upheld through Cooperative Extension and other service initiatives and units across the campus including Public Service and Outreach (PSO). The Office of Service-Learning which is housed under PSO has an important commitment to Service-Learning at the university level. Many students at the university are actively involved in Service-Learning courses and projects throughout the course of their studies at the University of Georgia. During the 2012-2013 school year there were at least 166 Service-Learning courses being taught at UGA across all 17 colleges, reaching over 6,500 students (UGA Office of Service-Learning, 2014). At least 20 of these Service-Learning courses were offered in a study abroad context providing a variety of international Service-Learning experiences for students to choose from.

The University of Georgia Costa Rica Campus in San Luis of Monteverde, Puntarenas, Costa Rica is an epicenter for many of these service activities. San Luis Valley is a rural area, situated on a mountain near Monteverde, CR. The town is very small and the community (of 300 or less) is extremely tight knit. Agriculture is an important part of their everyday life, because the majority of the residents live and work on farms. University of Georgia students go to San Luis to complete Service-Learning courses that may range anywhere from one week to six months. Students are immersed in the culture, and they are able to work on a Service-Learning project

with an end goal of helping the community by using their academic knowledge and newly found understanding of the people who live in it.

The benefits Service-Learning provides for students have been widely recognized in studies all around the world. As a result of Service-Learning, particularly international Service-Learning, students have reported academic benefits, social benefits and increased skills and citizenship values (Bringle, Hatcher & Jones, 2010; Eyler, Giles & Braxton, 1997). These benefits for students have been demonstrated amongst Service-Learning students at UGA as well, myself included. This study seeks to determine if the communities receiving Service-Learning students are also reaping benefits from the Service-Learning projects that so often take place in their communities.

Statement of the Problem

The best practices for Service-Learning indicate that reciprocity between community partners and universities is a critical component of a successful Service-Learning model. There is a significant amount of research discussing the benefits of Service-Learning for students, but there is not nearly as much research in regards to the benefits of Service-Learning for community members. Even more exclusively, research involving the value of International Service-Learning projects for community partners and communities' has not been very visible in the Service-Learning field.

Service-Learning projects are designed with the intention of helping an organization or community as well as playing a key role in the student learning process (Bringle & Hatcher, 1995). Unfortunately, all Service-Learning courses may not be successful in meeting those standards. In order to ensure these goals are being met, Service-Learning courses and programs

must be continuously evaluated; these evaluations typically come from the students rather than the communities themselves. Therefore, they do not assess how the project has truly impacted the community or community organizations. By speaking directly to community members who live in a host community that has been on the receiving end of many service projects over the years, we are advancing the quality of Service-Learning courses and projects that may be offered in the future.

Purpose of the Study

The purpose of this study was to identify, examine and analyze the opinions of community members in San Luis Valley, Costa Rica relating to the benefits of service and Service-Learning projects in their community. The following objectives were identified in order to answer the research questions and fulfill the purposes of this study : (1) Determine how the community understands Service-Learning as a process (2) Determine if the community members perceived any benefits from the Service-Learning projects taking place in the community (3) Determine the negative aspects, if any, that community members perceive from Service-Learning projects (4) Determine how Service-Learning projects could be improved in the future to provide better service to community members and the community as a whole (5) Determine what factors play a role in community perceptions of benefits gained from Service-Learning.

Guiding Research Questions

This study was focused on finding the answers to the following research questions:

1. Do Service-Learning projects provide benefits to the communities they intend to serve?

2. What are the benefits that Service-Learning provides for communities and community members?
3. Are there any negative aspects that Service-Learning presents to communities?
4. Are the impacts of short-term Service-Learning projects different from that of long-term Service-Learning projects? How so?
5. How do community dynamics and values affect the way Service-Learning is received and perceived in a specific community?

Significance of the Study

The knowledge gained through this study will provide valuable insight for Service-Learning scholars, educators and students. In order to develop Service-Learning courses that are beneficial to both the students and the communities they serve, Service-Learning educators must understand the needs of the communities they are serving as well as what constitutes as a benefit for members of that community. Since Service-Learning courses can be expensive financially and physically in regard to time and effort, it is of critical importance that Service-Learning projects are actually serving the communities they intend to serve, thereby upholding a key element of the Service-Learning model.

Limitations of the Study

In order to fully understand the dynamics of this study, one must understand its limitations. The first and most typical limitation to an in depth study of this type was the sample size. Because of the relatively small sample size interviewed from such a unique community, the findings from this study cannot necessarily be generalized to larger populations. However, the

intent of this study was not to generalize, but to begin to understand the impacts of Service-Learning in one community, San Luis. This study can be used to inform future investigations that survey larger populations in order to gain a more broad view of the topic. While the researcher strived to build trustworthiness throughout the duration of the study, several other limitations were identified including language, openness and interpretation of interviews. These factors influence the results of the study and they must be addressed.

Language

One of the largest barriers that affected this study lies within the language barrier between the interviewer whose first language is English and majority of the interviewees who spoke in primarily Spanish. The interviews were conducted in San Luis Valley, Costa Rica in person at a location based on the preferences of the interviewee. The researcher had proficient knowledge in the Spanish language, but not enough to facilitate in depth interviews with native speakers of the language. In order to gain the most meaningful understanding of the opinions presented in the interviews a native Costa Rican interpreter translated throughout the interviewing process.

Openness

Honesty is a limitation in most studies that involve interviews. While the researcher believes respondents were truthful and provided responses based on their honest feelings, there is no way to test their level of disclosure. The University of Georgia Costa Rica campus is a major employer of the San Luis Valley area and several of the respondents were employees of the University. This close connection to the University may have influenced some of the respondents' answers to certain questions. It is assumed that all respondents were forthcoming

and honest during their interviews; however, because of the power dynamics that are often present in communities, openness must be noted as a potential limitation.

Interpretation of Interviews

In the majority of qualitative studies, the researchers' interpretations offer limitations to the results. Interviews were the main source of data this study utilized; therefore they provide the majority of the insight gained through this study. While the researcher aimed to be as objective as possible during the interviewing process, it is not guaranteed that this was always the case. In addition, the researcher and the interpreter strived to understand the stories of the interviewees as they were intended to be understood, but this is not always possible. The constructions of the stories told by the interviewees were interpreted and therefore may not always represent the original intent the interviewees originally constructed the story to represent. The researcher's subjectivity statement can be found in Chapter 3.

Operational Definitions

The following terms may appear repeatedly in this document and are defined by the researcher to avoid misunderstanding:

Benefits-

Any advantage gained as a direct result of something. These advantages may be anything as long as it is perceived as an advantage by the beneficiary. These advantages include, but are not limited to, financial, emotional and physical.

Community-

A group of people who live or work in the same surrounding area or town, who may share some of the same experiences and values.

Community Service-

Voluntary work that is completed for free in a given community with no expectation or regard to money from the server. This may include one activity or a series of activities from one person or multiple persons.

Community Partner-

A group, organization or person that has a relationship with a university or other educational institution in which Service-Learning projects are implemented. This relationship is mutually beneficial and the community partners may serve as beneficiaries or benefactors as long as a community need is being met.

Service-Learning-

The application of academic skills and knowledge to address a community need, issue, or problem and to enhance student learning (University of Georgia Office of Service-Learning, 2014).

Service-Learning Project-

A project implemented by students and led by an instructor that provides service or help to a community or community partner. This project is completed as a part of coursework or for other educational purposes.

Scope

The research in this study was conducted only with the intention of identifying specific benefits that Service-Learning projects offer to a select community, San Luis Valley, Costa Rica. By no means does the data found in the following chapters reveal a conclusive list of benefits that Service-Learning offers to all communities. The impacts identified in this exploratory study

represent impacts of Service-Learning solely from the perspectives of the group of individuals who were interviewed. However, because of the similarities between many Service-Learning courses and projects, the results may be transferrable elsewhere and it is expected that this study will be used as a tool to help expand the research on Service-Learning benefits from a community perspective.

Theoretical Framework and Conceptualization

Because of the lack of empirical research that has been conducted in international Service-Learning regarding the community impacts, the researcher used an exploratory approach to guide the direction of the study. Qualitative research methods were employed as the researcher tried to clearly define the problem at hand.

Service-Learning research crosses many disciplines and encompasses several domains. One central component that is acknowledged in nearly all literature related to Service-Learning is reciprocity. In social psychology Bandura (1977) noted that reciprocity is the theory that one positive action is met with another positive, but not necessarily equal action (as cited by Dostilio et al., 2012). In Service-Learning, while there has been no definite consensus on the term, reciprocity acts as a hand shake providing both parties (the students and the community) with opportunities for benefits and placing them on a level plane. Reciprocity should guide ISL research in relation to student benefits as well as community impact (Crabtree, 2008; Ward & Wolf-Wendel, 2000).

By using reciprocity as the driving force of this study to discover key findings that will provide us more information about the impacts that Service-Learning has on communities, the

researcher hopes to provide a more clear understanding of reciprocal benefits that community members are receiving as a result of Service-Learning in their communities.

Assumptions

The following assumptions are generally accepted in this study:

- Service-Learning provides benefits to students.
- Truths as discovered by a researcher can never be objective and absolute.
- Truths are numerous and are formulated by individuals.
- This thesis is a reflection of perspectives from people from one community at one point in time.

Chapter Summary

The purpose of this chapter was to introduce the problem and purpose of this study as well as identify the objectives and research questions. It also outlined the limitations, significance and scope of the research to provide readers with the adequate information on the background of this study. In addition, the chapter offered assumptions and operational definitions to provide readers with a greater context of the study and a better understanding of the goals of this research study and where it fits into broader spectrum of Service-Learning research.

CHAPTER 2

REVIEW OF THE LITERATURE

Introduction

The purpose of this chapter is to provide context for this research and help reframe and focus the main topics of this study. The chapter is divided into three sections which will include different sub-sections that have been deemed as valuable by the researcher. The sections included are as follows: (1) Service-Learning, (2) International Service-Learning and (3) Host Community Impacts. By reviewing the inter-related research in these areas as they relate to the research topic, the researcher hopes to provide a cohesive, integrated basis of the research topic for the readers of this study.

Service-Learning

What is Service-Learning?

Service-Learning is a method of teaching and learning deeply rooted in experiential education, pragmatic education and the traditions of volunteerism and activism (Stanton, Giles & Cruz, 1999). Others argue that Paulo Freire's pedagogy of the oppressed had a large role in the construction of the Service-Learning field for social-justice and critical consciousness. These different views lie within the perspective of the person choosing to act in Service-Learning; however this is not a discussion that is necessary in the context of this study (See Stoecker, 2003). While the foundations for most definitions of the pedagogy are similar, overtime Service-Learning has undergone changes in theory and in practice. Service-Learning has been defined by

researchers time and time again, but the critical elements seem to remain similar throughout the literature. These elements include: service, reciprocity, reflection, as well as a connection to academics.

According to Bringle and Hatcher, a successful model of academic Service-Learning includes meaningful service, academic learning outcomes, critical reflection and reciprocity between the community and the educational institution (1995). It is critical to denote a difference between academic Service-Learning and the term Service-Learning at this point because of the confusion there has been in the past for both scholars and practitioners regarding the variances in the words used to describe Service-Learning. Sigmon's (1997) service and learning typology provides a clear visual depiction that denotes the differences between (academic) Service-Learning and other forms of service and learning (See Table 1). From this point on academic Service-Learning will be referred to as Service-Learning, because academic Service-Learning is the form of Service-Learning this study addresses.

TABLE 1: SIGMON'S SERVICE AND LEARNING TYPOLOGY

service-LEARNING	Learning goals primary; service outcomes secondary
SERVICE-learning	Service outcomes primary; learning goals secondary
service learning	Service and learning goals separate
SERVICE-LEARNING	Service and learning goals of equal weight; each enhances the other for all participants

Adapted from "Linking Service with Learning in Liberal Arts Education" (Sigmon, 1997)

Other relevant definitions of Service-Learning include "Any program that attempts to link academic study with service...that include a reflective component and learning goals" (Eyler & Giles, 1999, p.5) along with Jacoby's "A form of experiential education in which students

engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development; reflection and reciprocity are key concepts of service-learning” (1996, p.5).

This variety of definitions within the field is among the things that have made it difficult to identify effective Service-Learning programs across the board. However, with service, academics, reflection and reciprocity at the core of most understandings of Service-Learning, it is evident that reciprocity between the institution and the community partners is an imperative part of the successful Service-Learning Model.

Reciprocity in Service-Learning

As represented in the literature, scholars have identified four major elements that constitute Service-Learning (courses or experiences). These elements are academic learning outcomes, critical reflection, engaged service and reciprocity. While all of these elements are critical in upholding the Service-Learning pedagogy, this study focuses specifically on the element that deals with reciprocity. In order to better understand the benefits of Service-Learning for communities, the reciprocal dynamics of Service-Learning must be explored.

One of the unique elements of Service-Learning which makes it different than community service or volunteerism is that it is designed to promote reciprocity between community partners and the educational institution. Pate (2002) created a table that shows examples and characteristics that differentiate community service, volunteerism and Service-Learning (See Table 2) which are so often misinterpreted (as cited by Goodrich, 2005).

TABLE 2: PATE’S DISTINCTIONS BETWEEN VOLUNTEERISM, COMMUNITY SERVICE, & SERVICE-LEARNING

	Volunteerism	Community Service	Service-Learning
Definition	The engagement of students in activities where some service or good work is performed.	The engagement of students in activities where some service or good work is performed and where students learn how their service makes a difference in the lives of the service recipients.	The engagement of students in activities designed to address or meet a community need, where students learn how their service makes a difference in themselves and in the lives of the service recipients, and where learning is intentionally linked to academics.
Example	Volunteer day at the river: Students spend a day cleaning up litter and trash along the river.	River Rendezvous: Students spend time learning how to monitor water quality and the importance of this activity. They spend the day engaging in monitoring activities along the river.	A Walk Through the Watershed: Students spend time learning about the environment and watersheds. Students identify issues and needs related to watersheds. Students work collaboratively with community members on projects designed to educate the general public about watershed issues and needs and what can be done to protect the watersheds. Students reflect periodically on what they are learning in the content areas, about themselves and their role in society.
Characteristics	--no reciprocity between those doing service and those being served --no reflection in process --service is the focus with motivation based on either civic duty, religious conviction, or altruism (concern for the welfare of others)	--little, if any, reciprocity between those doing service and those being served --little, if any, reflecting in process --service is the focus with motivation based on either civic duty, religious conviction, or altruism (concern for the welfare of others)	--intentional reciprocity between those doing service and those being served --formative and summative reflection critical to the process --learning and service are the foci with motivation based on addressing or meeting a community need

(Pate, 2002 as cited by Goodrich, 2005)

Service-Learning projects should provide mutual benefits for both the community members and the students at the university. Jacoby viewed Service-Learning as a philosophy of reciprocity rather than a philosophy of teaching, “which implies a concerted effort to move from charity to justice, from service to the elimination of need” (1996, p. 9). Hammersley agrees that Service-Learning is partnership of reciprocal exchange and in her 2012 study she reframed Service-Learning from the perspective of international development, arguing that this new way of thinking about Service-Learning can help improve the research and practice in the field of Service-Learning. Borrowing from field of development, Hammersley wrote that Service-Learning research needs to move towards the question of “how?” if we seek to better understand the exchange between universities and communities that is supposed to be mutually beneficial (2012). She discussed the impacts of colonialism on international Service-Learning and the power struggle that is often present in the relationships that are intended to be reciprocal.

Unfortunately, these relationships sometimes end up one-sided as the University often benefits more than the community itself. In 2011, Bortolin used a discourse analysis on 25 articles in the *Michigan Journal of Community Service-Learning* that focused on “community”. Through this process she examined the privilege of universities’ over the community. She found four main themes that highlighted this privilege which were: Community as a Place which the University Makes Better, Community as Influenced by the University, Community as a means by which Universities Enhance their Academic Work and Community as a Factor in the Financial Interest of the University (Bortolin, 2011). These findings highlighted the fact that while our intentions are usually aimed at serving the community, in some ways we are privileging ourselves as the community residents become suppressed passive recipients of our

service. And ultimately we may be serving ourselves rather than the communities that we declare need our service exceedingly.

The town (community) and gown (University) relationship is often complicated, but Service-Learning should be viewed as transformative, helping to build a bridge between the two different sectors (Porter & Monard, 2001). In their 2001 study, Porter and Monard compared reciprocity with the term “ayni” which they claim “provides the substance to construct enduring relationships of reciprocity” (p.5). They outlined eight applications of ayni that can potentially aid in the development of positive reciprocal relationships in Service-Learning:

1. The relationship stems from a genuine need and entails risks for both partners.
2. Growing networks of stakeholders share ownership of the project.
3. Service means lending a hand, not just writing a check.
4. Physical labor is an important part of the mix.
5. Giving must be done joyfully and whole-heartedly.
6. Preconceptions about time need to be checked at the door.
7. The exchange needs to be equitable.
8. The net “value of the service-learning relationship is a complex equation.

(Porter & Monard, 2001)

These eight aspects are along the same lines as other Service-Learning research which shows promise to their use in building sustainable relationships of reciprocity with community partners when engaging in the work of service and Service-Learning.

Another important part of understanding reciprocal relationships in Service-Learning is appreciating these relationships from a community partner standpoint. In a study that provided a model for a reciprocal Service-Learning partnership community members were interviewed and

the results were primarily positive, noting the importance of trust between students and partners, and community member engagement (d'Arlach, Sanchez & Feuer, 2009). Other investigations have been done highlighting similar results.

In one study, social exchange theory was used to build the constructs under the premise that both the community partners and the universities desire to form and maintain positive relationships with each other (Miron & Moely, 2006). These constructs were: agency voice, agency benefits, perception of the university and interpersonal relations. The study demonstrated the interconnectedness and relationships between these constructs and affirmed the hypothesis that agency voice –“the extent of contributions made by agency members to the planning and implementation of the service-learning program” led to perceived benefits of the Service-Learning experience by community partners (Miron & Moely, 2006, p. 28). In addition, they found that community partners who perceived benefits from Service-Learning had a more positive view of the university they were working with. This is important, because perceptions of community and university relationships affect the future of those relationships and how they are used to create a meaningful impact.

The idea of studying university and community partnerships has been an important area of study in recent years because these partnerships, whether they are successful or unsuccessful determine our ability to conduct Service-Learning projects and courses. In 2006, Sandy and Holland studied campus-community relationships from the perspectives of community partners. They used focus groups to gain input from 99 community partners across the state of California. They found that relationships are foundational and are a necessity for successful Service-Learning activities. The community members felt that it was important to create sustainable partnerships rather than partnerships for specific projects, fundamentally, they agreed that

positive relationships played a critical part in developing these sustainable relationships (Sandy & Holland, 2006). The researchers were surprised to discover how invested the community partners were in not only their organization or service project, but they were invested in the student learning process and viewed themselves as co-educators and helping to educate the students was an important role for them (Sandy & Holland, 2006).

Worral (2007) found similar findings in her case study on community partner perspectives. She interviewed 40 members from 12 community organizations. The community partners viewed themselves as partners with the university in educating college students. She noted similar themes that have been recurrent in the literature of the importance of the quality of relationships and communication between the institution and community partners. She also found that the community partners expressed that their perception of the university (DePaul) has been influenced positively as a result of their relationship with the designated Service-Learning entity on the campus. Another finding that is most relevant to this study was that community partners as a whole felt that the benefits of working with students through Service-Learning outweighed the negative aspects or challenges that accompany the work (Worral, 2007).

All of these studies demonstrate the importance of reciprocity throughout the process of Service-Learning. It is evident that community voice and input are valuable in Service-Learning during the planning, implementation and even evaluation stages of Service-Learning. This notion of reciprocity is also applicable to international Service-Learning. However, because of the additional constraints within International Service-Learning it is important to acknowledge the specific complexities within ISL to gain a more holistic understanding of Service-Learning and how international Service-Learning fits into the context of Service-Learning and this study.

International Service-Learning

Setting the Stage for International Service-Learning

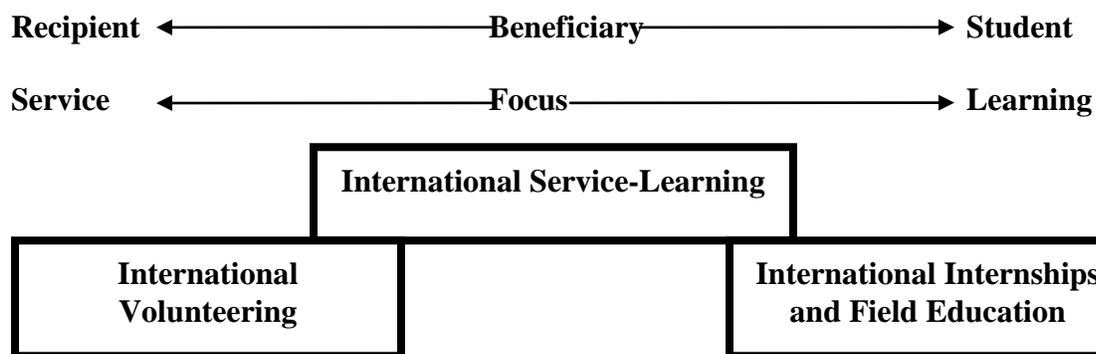
The history of international Service-Learning or ISL goes back to initiatives such as the Voluntary Service Overseas and the United States Peace Corps in the 1950s and 1960s (Tonkin, 2011). These underpinnings created a window for gap year programs and service trips which when combined with study abroad eventually came to be its own recognizable field. Because of the interdisciplinary nature of international Service-Learning, scholars and practitioners draw from many disciplines in order to create a clear understanding of the field. These areas of research include international education (namely study abroad), international development, community service, sociology and most understandably, Service-Learning. Acknowledging the multi-faceted backbone of ISL is the first step to truly understanding all that it entails.

International Service-Learning is an extension of Service-Learning striving to meet the same goals as Service-Learning, but through different means. Whether international Service-Learning is its own pedagogical philosophy or simply a programmatic function is debatable within the field (Tonkin, 2011). However, international Service-Learning is generally understood as a practice that combines international travel, education and community service to provide a unique experience for many students who opt to study abroad and participate in Service-Learning at the same time. Further, it is important to distinguish ISL from international volunteering (i.e.: mission trips, disaster relief) and from international internships and field work, because they are all separate entities. Sherraden, Lough and Bopp (2013) adapted a continuum of international service programs (See Figure 1) that distinguishes these entities from each other and shows that international Service-Learning is where they meet in the middle. Bringle, Hatcher and Jones (2011) define international Service-Learning as:

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

This definition along with others posed in the international Service-Learning literature offer the traditional tenets of Service-Learning as critical components in ISL along with cross-cultural context and intercultural relationships. It is these distinctions that make international Service-Learning (more accurately described as global Service-Learning) appealing to many who hope to instill intercultural competence within their students while encouraging and participating in civic engagement.

FIGURE 1: CONTINUUM OF INTERNATIONAL SERVICE PROGRAMS



Adapted from Figure 1 “A Continuum of International Service Programs” (Sherraden, Lough & Bopp, 2013).

Like traditional Service-Learning, international SL renders many benefits for students. However, the benefits of ISL and international education in general are usually broad and somewhat idealistic using terms like global competence, cross-cultural communication and personal growth (Woolf, 2008). Global awareness, development of humane values, intercultural communication, civic readiness and leadership skills are all claimed to be increased for students participating in this type of learning experience (Crabtree, 2008; Hartman & Roberts, 2000). Wolff argued that the lack of specificity declared by these notions is one of the major challenges of international Service-Learning. Without declaring concrete outcomes, ISL faces the threat of being viewed as idealistic and unrealistic by many academics rather than as a pedagogy that enhances student learning (Woolf, 2008).

While Service-Learning has become a common area of research for many scholars, there has been much less research focused on ISL than traditional Service-Learning (Tonkin, 2011). In 2011 Tonkin offered a new ISL research agenda where he described the core elements in ISL and in Service-Learning as, “Students participating in...Service-Learning Process that engages... the community served...” We often focus on the first and second points of participation and engagement, but neglect to think about the third element of the community served. However, if there is no useful impact from the international Service-Learning experience on the community they are serving then it becomes ethically disputable on why we are doing the service at all (Tonkin, 2011, p.193). While some Service-Learning projects are successful at fostering a reciprocal relationship that provides mutual benefits for the communities they intend to serve as well as their students, many of them are lacking in that area. In some cases this is not the result of a poorly planned program or ill-prepared students, but a reflection of the time constraints placed on students to complete a Service-Learning project. This brings up a very important issue

in International Service-Learning which is the value of short term compared to long term ISL experiences.

Short Term ISL and Long Term ISL

An issue that often arises in ISL is the constraints on time. How effective is ISL if students are only in the host community for a week? Do short-term experiences and long term experiences really matter? What impact does short term ISL have on a community, is it positive or negative? These are some of the questions that have come up and have yet to be answered fully by analysts and evaluators. Generally, in study abroad programs where the focus is on the cultural experience and immersion in a new place, the time frame of the experience does not matter as much. In ISL however, these questions have much more meaning, because the goals of the experience change drastically, and one of the primary objectives becomes the completion of a Service-Learning project in an international community.

To be clear, there is not necessarily a defined problem with short term Service-Learning projects in *every* instance. In many cases, a short-term Service-Learning project provides the most value for both the community and the students. However, as Wallace discussed, the lack of time students spend working with a community partner usually results in a high turnover rate for students (2000). The constant changes that organizations must undergo such as training and background checks for each new group of students may at some point become daunting to the host community. Because of the short amount of time students have to meet their academic requirements while enrolled in Service-Learning courses, some students may become disengaged from their service and seek only to apply theories and knowledge from their course to their community agency rather than taking the time to get to know and understand the issues and overall context of their placement agency (Wallace, 2000).

Time limits are different based on the institution or group assigning the limits.

Unfortunately for students in higher education, this puts a definite time limit on their service projects because universities run on an academic schedule and course requirements must be met by certain deadlines. Most Service-Learning courses last no longer than 15 weeks, the length of a typical college semester. However this amount of time varies for students enrolled in ISL courses, because there are opportunities for travel during the spring and summer when students would typically be on breaks. This results in week long service activities in which assignments are done before and after departure and the service activity in the host community is more intensive and is usually focused around a specific service project. It also results in semester long courses in which students get a chance to integrate in the community, plan a project with the community, and then implement the project in the community, and this is obviously one of the more sought after models of ISL. There are several ways to facilitate service-learning courses and projects, and it varies by institution, course and even professor. However, examining each model specifically would go beyond the boundaries of this study. These contrasts were made solely to acknowledge the variances in different Service-Learning courses and their time constraints.

Within the ISL literature and even the study abroad literature there are some discrepancies in what constitutes as a short term and long term experience. Some scholars view long term as anything beyond eight weeks, while others cling to the semester timelines stating that anything less than a semester is short term (Wallace, 2011). Few researchers acknowledge the issue of time as an important roadblock in ISL. In 1977 Noley noted that community partners made complaints that students did not spend enough time actually working to make an impactful difference at their service site (as cited by Tryon et al., 2008). Since then, only a few studies have

noted time constraints as a potential problem for short-term SL adding extra stress to both the community partners and the students (Tryon et al., 2008).

In making an effort to highlight some of the issues posed by participating in short-term SL, Tryon and colleagues interviewed staff members from 64 community organizations to highlight some of the challenges of short-term Service-Learning (2008). Of all the interviews at least 1/3 of participants expressed concern about short term service-learning and its potential negative impacts. It should be noted that these concerns were not prompted by the interviewer, but they were brought up during the interview by participants on their own accord. The participants brought up several challenges for community partners including: investment of staff time, staff capacity to train and supervise, incompatibility with direct client service, timing and project management and academic calendar issues (Tryon et al., 2008). While these were considered challenges for many of the participants, as a whole the organizations still felt the benefits outweighed the negative aspects and that it was ultimately beneficial for them to remain involved in Service-Learning partnerships. The researchers suggested more movement towards long-term Service-Learning by creating “year-long courses” in which students lay the foundation for their Service-Learning project and expand their knowledge before physically completing the project. Another alternative offered was for faculty to develop deep relationships with their community partners and maintain contact throughout the year to provide them information about the incoming group of students (Tryon et al, 2008). This creates a more sustainable and consistent ISL model which important to measure and achieve impact through ISL.

Another idea that has been visited as a way to lessen the potential challenges that short term Service-Learning presents is actually enhancing short term SL experiences rather than just mainly promoting long-term experiences. Lewis and Niesenbaum explored this idea as they used

community based research and Service-Learning as ways to enhance a typical short term study abroad experience (2005). Although this example is related to study abroad rather than ISL the researcher felt it was important to view the potential problem through the lens of enhancement and improvement for short term programs as opposed to alleviation of short term programs all together. The authors used four strategies to make short term study abroad more beneficial for students. These strategies included: making links to campus coursework, conducting community based research, participating in community Service-Learning and emphasizing research skills and interdisciplinary connections (Lewis & Niesenbaum, 2005). Their study demonstrated that by using these strategies short-term study abroad programs could offer a set of benefits for students similar to what a long-term study abroad program provides. While the contexts are somewhat different, it is critical that Service-Learning researchers and practitioners take this same notion and begin to identify strategies that may help short-term Service-Learning projects be as beneficial for students and communities as long-term Service-Learning projects.

Impacts on the Host Community

Community Impacts

There are undoubtedly consequences for all actions, so this is inherently true when it comes to ISL. One of the most crucial parts to examine in Service-Learning and International Service-Learning alike, is the impact that the offered service has on the host community. This is particularly important in ISL because when the servers leave the host community they are leaving behind all of their work for others to deal with whether it is negative or positive. The issue of ethics comes to the surface when discussing this issue, because ethical ISL means participants and institutions must examine their impacts on the host community (Wood, Banks,

Galiardi, Koehn & Schroeder, 2011). However, as of yet there has been little research done to evaluate the effects of ISL programs on the host community (Cruz & Giles, 2000).

One of the primary concerns is the negative effects that community members are often left to deal with after service groups leave their community. In one study, researchers facilitated focus groups that allowed program leaders to create and discuss ways to make the negative impacts on communities lessen. The results led to three major themes which served as potential community impacts. These included economic and material impacts, social and cultural impacts and environmental impacts (Wood et al., 2011). For the most part these were viewed as positive impacts, but in some instances they were viewed as negative. One person said that the community might actually be suffering financially as a result of the Service-Learning partnerships rather than benefiting. They argued that the community put a lot of money into building and developing relationships with the university and that money could be better used in different community sectors (Wood et al., 2011).

In a similar study, Galiardi and Koehn outlined strategies to help “Mitigate the Negative and Accentuate the Positive Impacts of International Service-Learning on Host Communities” (2011). They used program leaders from short-term ISL programs to help form the list of techniques. They included specific strategies for all stages including pre-travel, during the trip and preparing to return home. Both individual and group needs were addressed. While it is important that we do as much as we can to eliminate negative impacts that our service activities and presence in the community may bring upon our host communities, we must also consider the benefits that it brings, as that is ultimately one of our main goals.

It has already been indicated that there is a lack of research from the perspective of the community on community benefits as opposed to student benefits. Benefits for communities

seem to be thought of as matters of fact. However, in the small amount of research that has been done, some benefits as perceived by communities have been identified. In a study seeking to unveil benefits Service-Learning offers using evaluations, researchers found a plethora of benefits for both students and the community. In a review of literature from other countries the researchers compiled a table that included benefits for communities and for students. In the benefits for communities' domain, the following themes were identified: help for communities, cooperation and emotional support for target groups (Balciene & Mazeiklene, 2008). Each of these themes had subthemes making a more clear distinction of the actual benefit (See Table 3). As a result of their study, the researchers were able to identify new themes and the new categories found in benefits for communities included: dissemination, ideas, opinion formation, emotional satisfaction, sociality, identity and suggestions.

In one article Sherraden and researchers identified three major host community outcomes related to international Service-Learning. The identified outcomes were: tangible resources, capacity building and intercultural competence, tolerance, international knowledge and global engagement (2013). These positive outcomes give us hope that international Service-Learning experiences are providing benefits to the community as well as students.

There has indeed been a small amount of evidence that points to positive impacts for community members as a result of Service-Learning. Whether the impact is students getting better scores on standardized tests after a year of tutoring (Schmidt & Robby, 2002) or people in need being made aware of food stamps and applying for benefits (Porter, Summers, Toton & Aisenstein, 2008) these results are important for the advancement of Service-Learning as service to the community as well as the students. Of course there are limitations to what benefits or

positive impacts Service-Learning may have on a community and one of these limitations is the community themselves.

TABLE 3: BENEFITS OF SERVICE-LEARNING FOR COMMUNITIES

Benefits for Communities	Help for Communities	Possibility for communities to provide more and better quality services
		Communities receive real help
		Possibility to start new projects
		New insights and ideas to solve problems
	Cooperation	Ties of partnership with university are strengthened
	Emotional Support for Target Groups Communities Take Care of	Motivation increases
		Self-esteem increases
		Involvement of target groups into activities within communities becomes more intense
		Target groups receive emotional satisfaction
		Life quality of target groups improves

Adapted from Table 1 “Benefits of service learning for students and communities” (Balciene & Mazeiklene, 2008).

The Role of Community Values

There is a proverb that says “you can lead a horse to water, but you can’t make him drink.” I suppose this can be applied in the context of Service-Learning for the community as well. While our intentions may be to help communities and serve them, we can only do what the host community allows us to do and what they feel needs to be done. A revision of the proverb might say “you can’t make him drink if he is not thirsty”. In order to provide the most useful and positively impactful service, it has been proven time after time that the community needs to be involved in the process of identifying needs, outlining the problems and creating solutions. In order to facilitate this process the community has to be willing and receptive enough to take on those tasks.

This is where the idea of community values becomes important. As I conducted interviews in San Luis Valley I realized that a large part of the responses were based on personal values and shared community values. A community that values education will instinctively work harder to develop a relationship with a university that facilitates Service-Learning projects. Because the community has a commitment to education, any connection to an educational institution may be viewed as positive. As I surveyed the literature for evidence related to this claim, I found two cases from different fields that may be able to be applied and that were related to community values.

Sweifach (2005) looked at the compatibility of social work in Jewish Community Centers. He found that social workers were compatible as workers in Jewish Community Centers contrary to popular belief. He stated that, “[The findings] They demonstrate that social workers actively call on their knowledge, values and skills...” (p.159). This supports the fact that values have an important role in ultimate program implementation and social worker (community member) perception. If we suppose that social workers are the community members and the Jewish Community Center is the university-community relationship as it relates to Service-Learning, it is easy to infer that community values play an important role in the perceptions of impacts that are perceived by community members.

Another study that noted the importance of community values was conducted by Sapienza, Hichy, Guamera & Di Nuovo (2010). They studied the effects of basic human values on acculturation orientations. They used Schwartz’s universal psychological structure of human values. Through their research they found that the personal values did affect the participants’ acculturation orientations (Sapienza et al., 2010)

While both of these studies are very different from the field of international Service-Learning and host community impacts, they offer insight into the proposed idea that community values which to a certain extent include personal values have an effect on the outcomes of Service-Learning partnerships and perceptions of Service-Learning relationships. While this topic has not been studied much in the peer reviewed literature, the researcher hopes to unveil findings that may be offer insight into this idea and encourage more research to be conducted in this area.

Chapter Summary

This chapter offered an in depth review of the Service-Learning and international Service-Learning literature as it relates to impacts of Service-Learning on the host communities. Brief background information was given on Service-Learning and how it is defined as well as the benefits it provides for students to help frame the problem. The researcher discussed international Service-Learning paying special attention to short term and long-term service. Finally, the researcher provided examples of the few studies that have begun to identify Service-Learning impacts on communities to provide readers with a greater understanding of potential findings. The chapter closed with a short section on community values which the researcher found to be important for this study during the iterative processes of data collection and analysis.

CHAPTER 3

RESEARCH METHODS AND PROCEDURES

The purpose of this study was to identify and examine the opinions of community members in San Luis Valley, Costa Rica relating to the benefits of service and Service-Learning projects in that specific community. The primary objectives of this study were to: (1) Determine how the community understands Service-Learning as a process (2) Determine if the community members perceived any benefits from the Service-Learning projects taking place in the community (3) Determine the negative aspects, if any, that community members perceive from Service-Learning projects (4) Determine how Service-Learning projects could be improved in the future to provide better service to community members and the community as a whole and (5) Determine what factors play a role in community perceptions of benefits gained from Service-Learning. This chapter describes in detail the research methods, the sample size and selection, the data collection process and the data analysis procedures as well as researcher subjectivity in this study.

Research Methods

This study used a qualitative research approach by conducting primarily one-on-one and occasionally group interviews with members of the San Luis Valley community along with participant observation and participation. This study was not designed to make generalizations about all communities who associate with service-learning projects, but rather to focus on the

perceptions of the benefits of service-learning in a small, rural setting in an international context (San Luis Valley, CR).

This was a non-experimental ex-post facto research study, thus there were no control or treatment groups. Participants were asked to participate in a thirty minute to one hour interview to answer open-ended questions about their experiences with Service-Learning. A copy of the interview questions was given to participants upon request. No follow-up interviews were needed. All interviews were audio-recorded as deemed acceptable by the respondents. The interviews were conducted in English or Spanish based on the preferences of the respondent. An interpreter was used when necessary during the interview process.

The Institutional Review Board (IRB) for research involving human subjects at the University of Georgia reviewed and approved all research involved in this study prior to the first interview (Appendix A). All interviewees signed a copy of an informed consent form which can be found in Appendix B.

Sample Size and Population

San Luis Valley, Costa Rica is a small, rural community with a population of close to 300 people. Most of the community members farm or travel to other cities for work in order to build sustainable lifestyles for their families. The presence of the University of Georgia Costa Rica (UGA-CR) campus in San Luis Valley has also been a major source of jobs for people in the community. Because of the relationship between the UGA campus and the community the first ten interviewees were recommended to the researcher by UGA-CR personnel. These persons were identified as being information-rich. They were purposefully sampled, because they were presumed to have some knowledge about the service-learning initiative on the UGA-CR campus

or be aware of one or some of the service-learning projects that UGA has helped implement in the community. In addition to these interviewees the researcher used the snow ball method to extend the list of interviewees. As the interviewing process progressed, the researcher requested names from interviewees of other people who might be willing to participate in an interview who could offer more insight or have a different perspective than them, reaching a final number of twenty three interviewees.

Data Collection

The researcher participated in one of the Service-Learning projects in the community one month prior to the start of her interviews. She used this time to help build rapport with members of the community and gain insight into cultural norms that she may not have understood otherwise. The Service-Learning group consisted of thirteen people in total and the final project was a three-day English camp for children in the community. During this time the researcher acted as a participant while observing community members and their interactions within the context of this specific Service-Learning project.

In addition, the exploratory nature of this study provided the need for interviews to be conducted in order to collect the rich and in depth data that quantitative methods would not have been able to yield. The interviewees were initially contacted by telephone by the researcher and an interpreter. The interpreter described the purpose of the research to potential participants' in Spanish and asked if they would be willing to participate in an interview. Dates, times and locations were set up over the phone based on the interviewees' preferences. Participants were also asked if they preferred to have the interview in English or Spanish and if the presence of an interpreter would be permissible. In some instances participants felt more comfortable

participating in a group interview. Due to the united nature of the community these group interview requests were accommodated in order to provide the most comfort for participants and receive the most honest answers. Upon arrival at the interview sites the interpreter read the information and consent form in Spanish to participants (See Appendix C). Questions were answered before the start of the interviews and the consent forms (Appendix B) were signed.

Data Analysis

All data from the interviews was transcribed in English focusing on the questions asked by the researcher and the English interpretations as given by the interpreter. The Spanish portions of the interviews were not transcribed, but they were revisited during the analyses to ensure full understanding.

The data was analyzed through thematic coding by first unitizing and then categorizing. The qualitative data was coded by theme and subtheme by hand and using the software Atlas-TI. These themes were representative of recurring ideas and opinions that consistently emerged from the data.

The data collection process for qualitative research often relies on the researcher as the instrument, because of their organization, interpretation and analysis of the data. Because of the researcher's close connection with the data it is important that certain measures are taken to ensure researcher trustworthiness throughout the process.

Qualitative Measures of Trustworthiness

In 1985, Lincoln and Guba outlined some key measures to help a qualitative researcher prove themselves as "trustworthy" throughout the research process. Rather than seek to achieve

validity and reliability, which are commonly sought after in quantitative studies, this study establishes trustworthiness through four aspects: credibility, transferability, dependability and confirmability (Lincoln & Guba, 1985).

Credibility

Several measures were taken to ensure the credibility of the researcher throughout the study. Prolonged engagement, persistent observation and triangulation were activities that the researcher participated in to increase the credibility of the study. The researcher also used peer debriefing throughout the study as a way to unpack the information gathered in interviews and throughout the analysis. In addition the researcher used member checks throughout the interviewing process to ensure understanding between the interviewer and the respondents.

Transferability

In order to demonstrate transferability the researcher used thick descriptions. The term “thick description” focuses on more than details as it describes and interprets information from the appropriate context (Denzin, 1989 as cited by Ponterotto, 2006). Thick description “assigns purpose and intentionality to social actions” and “captures the thoughts and feelings of participants as well as the often complex web of relationships among them” (Ponterotto, 2006, p. 543).

Dependability

The respondent’s in this study were selected based on their familiarity of the subjects discussed in this study. Interviews were conducted in settings as naturally as possible, often times outside while drinking coffee or over dinner in the participants’ homes. The researcher continued conducting interviews until the saturation point was reached and no new information

was coming from subsequent interviews ensuring that an acceptable amount of data was collected.

Confirmability

In order to demonstrate confirmability throughout this study the researcher kept a reflexive journal to demonstrate reflexivity as well as participated in a bracketing interview to bring personal assumptions into awareness and to make the reflexive practice used throughout the study transparent. The researcher has also included a subjectivity statement which can be found in the next section of this chapter.

Subjectivity Statement

I grew up in a small, rural community in the mid-western United States (Covert, Michigan). While agriculture was very important for many people in the community, at the time, I did not feel it played a significant role in my life. My grandfather had been a farmer, but I never became familiar with agricultural norms or knowledge until later in my life.

I have always valued service and I suppose I inherited the desire to serve people in whatever way I could from my mother. As a child my mother was always involved in service to our community and I often tagged along helping her whenever I could. This zeal for service continued into my high school years as I participated in several service organizations including the Leo Club and the Rotary Club.

When it was time for me to attend college I moved from Michigan to Georgia where I attended a historically Black University, Fort Valley State University. It was at this institution that I gained an enormous amount of knowledge in agriculture as well as a strong appreciation and understanding of the field.

As a graduate of an agricultural education program I grew fond of Service-Learning as a form of experiential learning, and I truly felt that Service-Learning classes were beneficial for all students in grades 6-12 whom I am certified to teach. However, I had not considered the effect that being a student in a Service-Learning class could have on me.

After coming to graduate school I was able to participate in an actual Service-Learning course as a student and I began to recognize the importance of Service-Learning to not only secondary education students, but to students in higher education as well. The course was called Service-Learning Course Design, and it was through this course that I began to understand more deeply Service-Learning as pedagogy and how Service-Learning can be used to enhance student learning. As I developed my own Service-Learning course in the class I began to think about the question “If Service-Learning is helping students so much, is it doing the same for the community?”

Around the same time I was enrolled in this course I participated in a church mission trip to Nicaragua, which was embedded in the idea of service to the community. I was able to see first-hand how the service of my church group affected the community we were serving. We stayed for a week and I often heard the family we were helping discussing how much money it was costing them to house us, feed us and provide us with the materials we needed in order to complete our “service”.

The connection between the service for the mission trip and the service projects completed during Service-Learning courses resonated with me as I prepared to plan this investigation. My experiences with service and Service-Learning are varied and were spread out throughout all different parts of my life, and I had hoped that the service that I have spent time providing has actually been beneficial to the community members I have strived to help. If not, I

would be concerned and I think it would cause a personal mind shift in the way I think about service and in my personal values.

Ultimately, I made all attempts to conduct this research from an objective point of view during data collection and analysis, but as a reliable researcher it is important that I am transparent and share all experiences that may have had any effect on the findings of this study. My prior experiences with service and Service-Learning may have had an effect on the questions and follow-up questions asked in the interviews, the interpretation of the answers and the emerging themes.

Chapter Summary

This chapter discussed the methods used throughout the development of this study including the data collection and data analysis techniques. The researcher demonstrated the validity and reliability of the study by focusing on demonstrating researcher trustworthiness in several different ways including the inclusion of a subjectivity statement. The use of these methods assisted the researcher in gathering and analyzing quality data which provided the results and findings found in the next chapter.

CHAPTER 4

FINDINGS AND DISCUSSION

This chapter will showcase the findings discovered as a result of this research study. The chapter is organized by the objectives identified in Chapter 1, and the results will be discussed throughout the chapter. Participant quotes are highlighted throughout the chapter and are coded as follows: f=female m=male, e=UGA employee ne=non-UGA employee, 1=has been involved in Service-Learning 2=has not been involved in Service-Learning and a=resident of upper San Luis b=resident of lower San Luis. Using these codes, fne1a would represent a female participant who is not an employee at UGA-CR, who has been involved with some form of Service-Learning activity in the community and lives in the lower part of San Luis Valley. It should be noted that in some cases the interviews may not have been conducted at the residents' home, therefore the researcher attributed the a and b symbol for upper and lower San Luis based on the location the participant requested to have the interview.

Demographics

While demographics did not play a major role in the findings of this study, the researcher felt it was important to include a section on demographics in order to provide readers with a more holistic understanding of the participants being interviewed. Limited demographic information is offered in Table 4 that showcases relevant information based on the participants' descriptions of themselves. The table includes gender, community role and Service-Learning involvement. Community role includes information about the community member's job or

volunteer activities as described by them. Service-Learning involvement is marked with yes or no based on the respondents' answer to the question "Have you been involved with Service-Learning activities in the past or are you involved with currently?" "Involvement" may include, but is not limited to: sending children to English camp hosted by Service-Learning groups, hosting Service-Learning students for a farm tour or other event, hosting students participating in Service-Learning courses in their homes for dinner or home-stay experiences. Specific names of organizations, activities and other recognizable information have been changed in order to maintain the confidentiality of all participants.

TABLE 4: PARTICIPANT DEMOGRAPHICS

Participant #	Gender	Community Role	Service-Learning Involvement
1	Male	Serves as a board member for a community association, active in a community improvement association and a public works committee	Yes
2	Male	Serves on an Education Board, an Economic Board of a church and a community improvement association	Yes
3	Female	President of an Agricultural Board, Worker at a small commercial business	No
4	Male	Agriculture Board Member	Yes
5	Male	President of an Agricultural Board, Small Business Owner, Executive Board member of an Education Board	Yes
6	Male	Land and small business owner	Yes
7	Male	Life-Long resident and farmer	Yes
8	Male	Land Owner in a cooperative farm, Staff member at UGA-CR	Yes
9, 10	Female and Male	Life-long residents, Farmers and Home-Stay Host Family	Yes
11	Male	Staff member of UGA-CR	Yes (indirectly)
12	Female	Member of a Church Committee, Cook in a School	Yes
13	Male	Member of a community public works association, Active in the Church, member of a community improvement association, Life-long resident	Yes
14, 15, 16, 17	M,M,F,M	Members of the Community Development Association "Asociación de Desarrollo"	Yes (directly and indirectly)
18	Male	Helps in different areas of the community (i.e. the cemetery)	Yes
19	Female	Resident of 25 years, works as a teacher in Monteverde (city outside of San Luis)	No
20	Male	Involved with a community improvement association, works in a small business	Yes
21	Male	Community Member, UGA Staff	Yes
22	Female	Teacher at the upper and lower schools	Yes
23	Female	New resident of the community, former student at the Monteverde Institute	No

Objective 1:

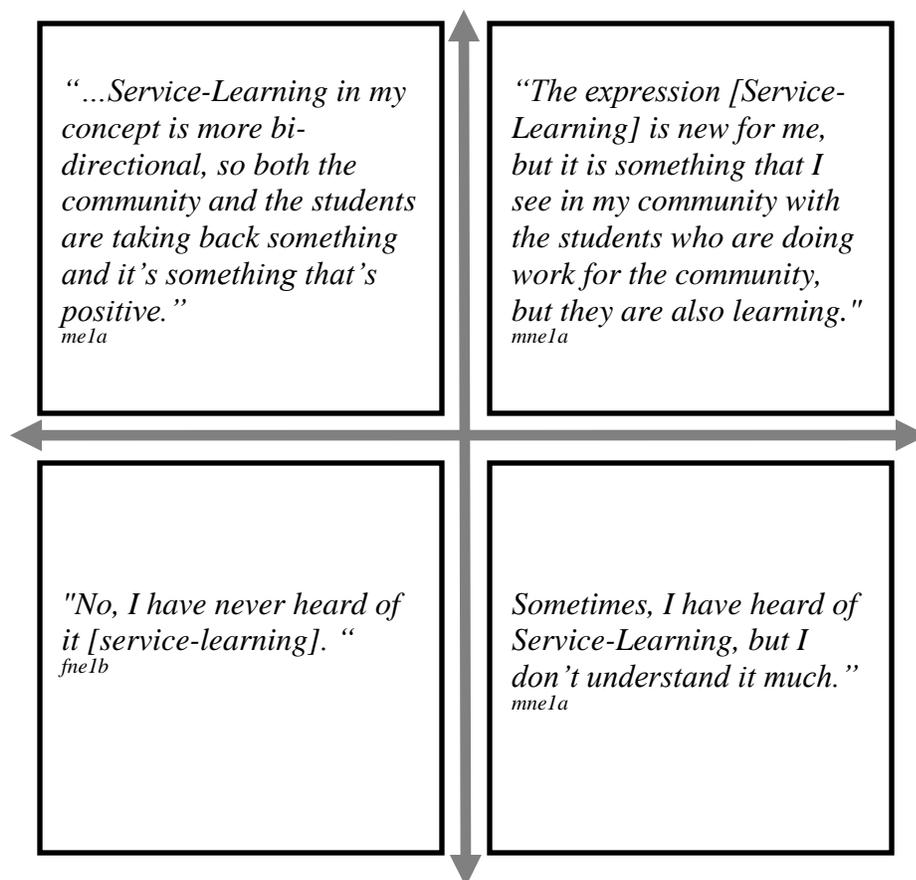
Determine how the community understands Service-Learning as a process

In order to understand the benefits of Service-Learning as perceived by community members, the researcher first had to make sense of how community members understood Service-Learning as a process. The researcher asked several questions relating to the understanding of service and knowledge of Service-Learning (interview guide can be found in Appendix D). Figure 2 shows the range of the communities' understanding of Service-Learning as constructed by the interview participants.

The range of understanding of Service-Learning can best be described by four domains: some understanding of SL-consistent with academic definition, some understanding of SL-not consistent with academic definition, no understanding of SL and complete understanding of SL(as defined by academics). These understandings were bi-directional and representative of Service-Learning from a community perspective, and therefore should not be deemed as correct or incorrect.

From the data collected, it was gathered that there is a wide range of understandings of Service-Learning in the San Luis Valley Community. Most community members had no knowledge or understanding of the term "Service-Learning" as an academic field, but once it was explained to them in depth by the researcher they demonstrated some knowledge of the practice, they had just not been exposed to the terminology. It should be noted that the researcher thoroughly explained Service-Learning for all participants to provide consistency throughout the study.

FIGURE 2: COMMUNITY UNDERSTANDINGS SERVICE-LEARNING



Service and Service-Learning

As shown in the literature, there are often misunderstandings related to what may be regarded as Service-Learning and what may be regarded as community service. This was an interesting concept to explore from the community standpoint as receivers of both types of service.

"[Service] is to provide any help to the people or the schools or any help that the community needs. It's very important to serve and help the community, because if you don't help the community, the community cannot move forward." mne1a

The majority of the community members constructed their meaning of service as it relates to "helping others and helping the community". Few community members identified services associated with public services such as transportation and garbage disposal. In addition,

some participants equated community service with the service that they do in the community for free.

*"[Service-Learning] might be more along the lines if you were to compare two groups it would be more a group that ***** brings or someone like that when they are working with the community, but they are also trying to develop their students and they have their own curriculum and trying to implement that so they have both, so they work with the community, but they also get a direct benefit from that."* ^{fncl^a}

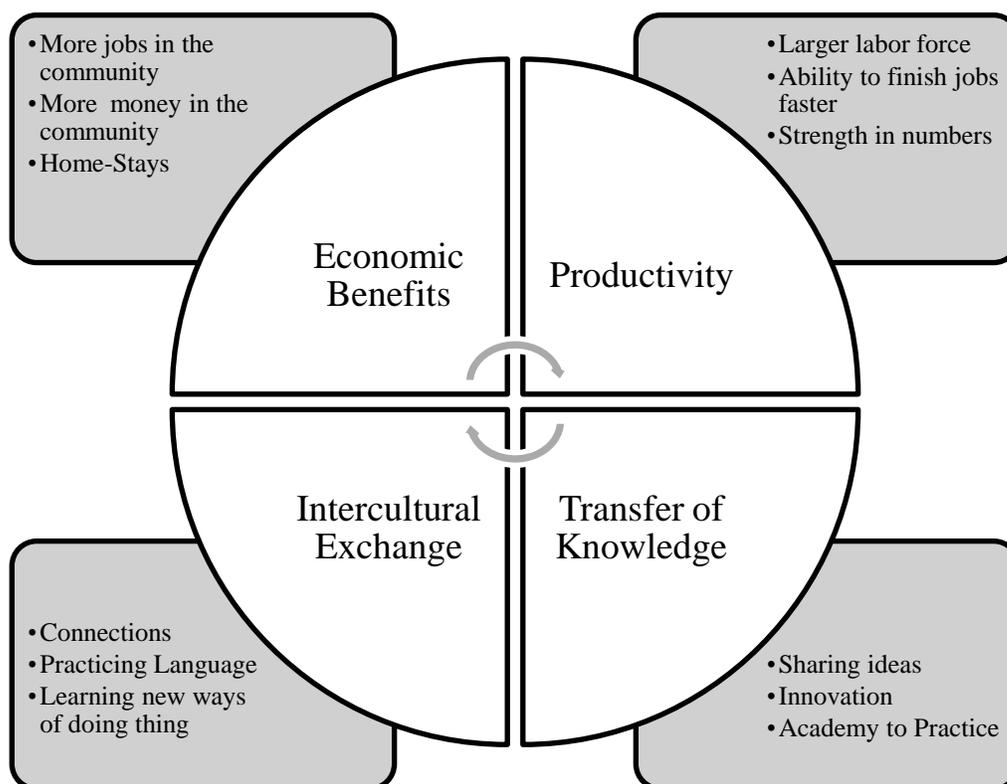
The community members who expressed understanding of the term Service-Learning included definitions that involved education or schools and the idea of education being a service. However, only two of the definitions encompassed at least three of the four tenets associated with academic Service-Learning that include academic learning outcomes, critical reflection, reciprocity and engaged service (Bringle and Hatcher, 1995).

Objective 2:

Determine if the community members perceived any benefits from the Service-Learning projects taking place in the community

In order to claim reciprocity as an important tenant for Service-Learning benefits must be identified for community members as well as students. During the interviews, themes emerged that showcased positive impacts of Service-Learning that the community views as benefits. Figure 3 outlines the emerging benefits as well as the subthemes that were identified for each benefit. For each major theme a quotation from the interviews is noted that encompasses the general feelings that the community shared.

FIGURE 3: BENEFITS OF SERVICE-LEARNING FOR THE COMMUNITY



Economic Benefits

“Of course there are the economical things. There is money that comes and its money that we didn’t used to have, so it’s going to help us.”^{me1a}

One of the benefits that nearly all community members noted as a result of Service-Learning in the community were benefits that were directly related to economics. Participants often mentioned the number of jobs that UGA-CR provides to people in the community. In a community of roughly ninety families, UGA-CR employs at least thirty of them. Students who participate in Service-Learning at the UGA campus sometimes participate in home-stays, and other times they stay on the UGA campus where both meals and laundry and cleaning services are available. The presence of the students at UGA provides jobs for people in San Luis and naturally that was viewed as an important benefit for them.

In addition, the Service-Learning groups often visit farms and other local businesses during their stay in San Luis. The students visit these businesses and buy products, and UGA-CR often pays the community members to host these farm tours, these activities also provide economic benefits to the community. Economic benefits are obviously important to any community and the fact that international Service-Learning is improving the economic system in an entire host community is notable and extremely inspiring.

Productivity

“Our public buildings look very nice, and we definitely wouldn’t have been able to do that without them [UGA Service-Learning groups].”^{fn1a}

Productivity often came up in interviews as a benefit that the community received as a result of Service-Learning projects. Participants discussed activities such as: painting community buildings and building fences and a bus stop that have been beneficial to the community. While these benefits are often viewed as one-sided and typically have a connotation of being “volunteer work” the community noted these as important tangible benefits in the community. Sometimes when students participate in creating plans for infrastructure or doing other behind the scenes work the benefits are not necessarily seen or enjoyed by the community. However, these large projects are visible in the community and the community appreciates the work put into them by students.

Community members noted the fact that large groups of students are able to complete a job in a short amount of time compared to the amount of time it would take the community to do it, because they would have to try to work around individual schedules. They also discussed the fact that some of the projects students are able to complete as Service-Learning projects are things that the community would have never gotten around to doing otherwise like the painting of murals on community buildings.

Productivity is one of the benefits of Service-Learning that has been shown in other studies seeking to uncover benefits of Service-Learning in communities. In Balciene and Mazeiklene's article they documented a similar theme throughout the literature called "help for communities" (2008). This theme included the idea that through Service-Learning the communities were actually receiving "real help" which is considered a benefit under nearly all standards.

Intercultural Exchange

"There's benefits to the community from whatever project they are working on there are tangible benefits from that, but also there are benefits to the groups because they get to interact with people and they get to know what San Luis is like. It's a two way benefit." ^{mnela}

Community members recognized the importance of intercultural exchange between residents in their community as well as for visitors from other places. Most community members spoke about the importance of sharing experiences with other people and learning new ways of doing things. They expressed that they were able to learn about different places they had never been to and they were also able to teach students about things they were unfamiliar with. This proved to be true in my ISL experience as well as I both shared knowledge of my culture with other people and gained knowledge of a new culture.

One participant spoke about the importance of knowing multiple languages in today's globalizing world. For her, it was important to have interactions with the UGA-CR students because they speak in English and she wanted her daughter to grow up being bi-lingual. Through consistent practice with native English speakers and UGA students, her daughter has grown to love the English language and hopes to be fluent one day. These ideas were echoed in terms of English speaking students learning Spanish. Community members felt that by entering into a

new community that speaks a different language, students had a great opportunity to learn and excel in the Spanish language just by engaging in conversation with community members.

Community members who had experiences hosting home-stays or who had close proximity with students discussed the fact that when students come into their homes they do not just come and leave without getting to know and spending time with the family. Community members work hard to build relationships with students and these relationships often go beyond the duration of their ISL experience. One participant told a story of a former home-stay student who purchased a horse that still lived in San Luis with the participant's family. The former student sends money every month to take care of the horse until she is able to retrieve the pet. The participants placed emphasis on the connections that they made with students and the fact that these connections were long-lasting over time. They truly felt that when welcoming students into the community they were making life-long friends.

Intercultural exchange has been noted in the international Service-Learning texts and consistently as a benefit for students. It is of great significance that community members perceive intercultural exchange as a benefit for themselves as well. As we shift the focus from student benefits to community benefits in our research it will be important to go more in depth to determine more of what inter-cultural exchange means for community members.

Transfer of Knowledge

"I see an opportunity to transfer different knowledge to the people here."^{me1a}

Initially this theme was combined with inter-cultural exchange. After reviewing the units found within the theme the researcher felt that it was necessary to categorize transfer of knowledge into its own theme. Transfer of knowledge deals with information and new knowledge that community members gain as a result of Service-Learning and the presence of

Service-Learning students. This includes academic information rather than just cultural information.

Some participants spoke about the benefits that university professors and students offer to the community. These visitors usually have a lot of technical knowledge and they can help community members put this knowledge into practice on their own individual farms.

One project that came up repeatedly as one of the most important Service-Learning projects in the community was the installation of bio-digesters at some of the community resident farms'. One participant noted that he did not necessarily have a bio-digester implemented at his home through Service-Learning, but he was able to use the knowledge he gained from experts at the workshops in order to make plans to install his own bio-digester.

The innovation and new ideas that students and faculty working on Service-Learning projects bring to the community is invaluable to community members and they recognize the effect that this transfer of knowledge has on their community.

Objective 3:

Determine the negative aspects, if any, that community members perceive from Service-Learning projects

With one of the goals of this study being to enhance international Service-Learning programs to make them more beneficial for communities, the researcher needed to explore not the positive impacts of Service-Learning, but the negative impacts as well.

Service-Learning: The “Model” Model

“There is no negative, everything [Service-Learning projects] has been good for the community.” ^{mnela}

One finding that the researcher found consistently within the data was the idea that there were no negative community impacts as a result of Service-Learning in the community. The majority of the participants stated that everything about the Service-Learning projects was good and did not perceive any negative impacts from Service-Learning projects taking place in the community. This infers that that the current model of Service-Learning being practiced at UGA-CR is flawless and that there is no room for improvement. We know this is never the case, as there are nearly always underlying impacts that are viewed as negative by someone. However, the researcher attributed this finding to several additional factors which will be mentioned in the section that discusses Objective 5.

One community member was more vocal in his approach to negative impacts of Service-Learning on the community although he did not share any specific examples.

“I am not saying that everything is perfect in the community, obviously any projects that we do in the community it is possible to have a negative portion. The negative consequences usually depend on the management in each situation.”^{me1a}

He hinted at the notion that management (staff and faculty supervision and facilitation) had an important role in determining whether the outcome of Service-Learning projects would be positive or negative. While this participant’s comment is not representative of the entire community, there were other negative aspects that community members brought up throughout the interviewing process.

Alto y Bajo: A community divided

“The Service-Learning work is done more in the upper parts of San Luis. Sometimes there are some groups that participate here [Lower San Luis], but the school that we have down here is even smaller. It’s a little different; we work more individually here [Lower San Luis]. In the higher lands the relationship [with the University] is different because the students are even living in the home-stays. It would be important for us here in the lower lands to have the same relationship [with UGA] as those in the higher lands.”^{fn1b}

San Luis Valley is located near a cloud forest and on top of a mountain. Therefore, the community often refers to the area of San Luis Valley near the top of the mountain as alto and the area that is near the bottom of the mountain as bajo, or in other words upper and lower. The University of Georgia campus is located in the cloud forest near the top of the mountain. While this has implications of its own for the community, it is extremely important within Service-Learning, because the practice is based upon the principles of equal power distribution and service within a community.

Unfortunately, as the participant noted the logistics and the location of the University of Georgia campus in San Luis make it difficult for residents of lower San Luis to receive the same benefits and have the same reciprocal relationship that residents who live near the University have.

I experienced this problem first-hand during my Service-Learning course in San Luis prior to starting the interviews. As hosts of an English camp during the children in San Luis' break, my Service-Learning group hosted an English camp. In order to provide equal opportunity for all students in San Luis to attend, the English camp was held in a central location each day. The first day of the camp, students were instructed to meet at a river that is equal distance between upper and lower San Luis. However, through some form of miscommunication the residents of lower San Luis convened at the river located in lower San Luis and as a result missed the activities that took place on the first day of camp. The other days of camp were facilitated at the community center which is in a central location for all residents of San Luis.

This event highlights the fact that location of residency does have an effect on the Service-Learning relationships that are built and maintained in the community. We must remain

aware of this issue so that we can be cognizant not to unintentionally encourage or create division within a community based on recipients' of Service-Learning projects and activities.

Creating More Work for Community Members

“Sometimes there are groups here who say, “Hey we want to go and work for one morning in the community, what do you have for us to do?” And that means for example they want to go paint a fence in the community. That demands big effort from the community to take time and a lot of things, but finally it’s going to be easier for the community to go and paint the fence in their time than doing a big effort just to make a group of people happy.”^{me1a}

Ultimately the goal of Service-Learning is to serve the community rather than to create more work for the community, but unfortunately, in certain cases a few community members felt that is what some of the Service-Learning activities did, create more work. The participant whose quotation is used above to highlight this construct specifically voiced the problem of service that makes people feel good that has been visited in the literature. This type of service would most likely fit under the category of volunteerism and therefore does not have the same goals as Service-Learning.

As visitors in host communities specifically in regards to international Service-Learning it is critical that we avoid adding more work to the community’s work load in order to facilitate our service activities. Our Service-Learning projects should be aligned with community goals and provide more help to the community than stress. This falls under Tonkin’s assumption that if our service is not providing a positive impact for the host community then the ethics of the entire practice of international Service-Learning are brought into question (2011).

As a whole, the community felt that the negative impacts of Service-Learning did not outweigh the positive impacts of Service-Learning in the community which was congruent to Worrall’s 2007 results and Tryon’s findings in 2008.

Objective 4:

Determine how Service-Learning projects could be improved in the future to provide better service to community members and the community as a whole

In order to improve in the way we conduct Service-Learning in host communities we must not only understand what positive and negative impacts our service on the community, but we must also understand what improvements need to be made from a community standpoint. The researcher asked community members questions related to improving Service-Learning in the community and several important themes emerged.

Continuity

“One example of this is the time when people come to teach English to the kids at the school, because one volunteer comes for one month to teach them their numbers 1-20, the days of the week and colors, and then the next one comes the next month to do the same thing, so there is not a continuation.” nme1a

Many community members noted continuity as an area of improvement needed in Service-Learning programs offered by UGA-CR. The quotation above showcases this mutual feeling among community members. Some participants felt that when there is no continuity between the Service-Learning projects they become interruptions rather than benefits. Within this theme issues of: old projects that never get started by new groups or projects that never get finished and new groups being unaware of what previous groups did came up more than once. Participants felt that the university should implement more consistency and continuation for Service-Learning groups, because re-introducing ideas and explaining what previous groups have done takes a lot of time and energy from the community members. This finding is consistent with the suggestion of developing and maintaining ongoing relationships with community partners to provide consistent information about incoming groups and projects that

Tryon and researchers noted as an important way to mitigate the negative impacts of short-term Service-Learning (2008).

Sustainability

“Sometimes we need people that come and volunteer for projects, but not volunteer for one month and another one comes, and then another one, but I mean volunteers that stay for one year or more. People that can know the community [and] know the ideas, but after that they won’t have to go in two or three months.”^{me1a}

Another theme that was found heavily within the data was sustainability as an area of improvement. It is necessary to note the difference between sustainability and continuity as sustainability was viewed by the participants as creating more long term projects and thinking about the future. Many participants felt that the small projects such as painting buildings and building fences were important, but a long-term project that could be sustained over a longer period of time would be very impactful in the community and potentially have more long-term impacts on the community.

This is a relatively new and recurrent theme within the Service-Learning literature as some scholars are pushing for more long-term Service-Learning projects that last a year or longer (Tryon et al., 2008).

Dissemination of Research

“I think some students leave and the studies go with them and are hiding in some place. Many of them end up in libraries and not in the communities.”^{mme1a}

With a heavy move towards community based research in higher education (Stoecker, 2003) it is important that the results of studies done within communities are shared back to the communities in order to take action on the gathered findings. Throughout the interviewing process, participants consistently noted that dissemination of research that has been done in the community is a major problem. One participant shared a story about a survey he did for a student

conducting research and how the student got his contact information and promised to send him the results, but in over a year he has never heard from the student again.

Both participatory research and action research note the importance of planning, implementing and disseminating research back into the community or community organization (Stoecker, 2003). Since research is an important part of academia and inherently an important part of Service-Learning it is critical that Service-Learners and research share their collected data with community members.

Communication

“We barely communicate with them, but they [UGA] are very attentive whenever we want to call or if you want them to listen to you”.^{jne1b}

Communication is very important in Service-Learning when trying to facilitate successful reciprocal partnerships. Majority of the interviewees claimed that the communication between UGA and the community was very good. Even the interviewees that did not communicate with UGA or staff members often said that they felt very comfortable with UGA and if they ever wanted to call for advice or potential student help with a project they would feel comfortable asking for help.

Even with this success in communication as viewed by the majority of the interviewed community members, there were still a small number of participants who felt that the communication between UGA and the community still needed to be improved.

“The problem is when UGA tries to help they basically come and say we need people to do the home-stays or we have students here that can do this or that job, but the community is not that aware, because they don’t know what UGA students are doing.”^{mne1a}

The community member quoted above discussed the fact that sometimes UGA-CR brings Service-Learning groups into the community, but the community is not made aware of their presence and then they are expected to make arrangements for the students at the spur of a

moment. While this was not the view of the overall community regarding the communication between the institution and the host community, the researcher felt it was important to include communication as an area of improvement.

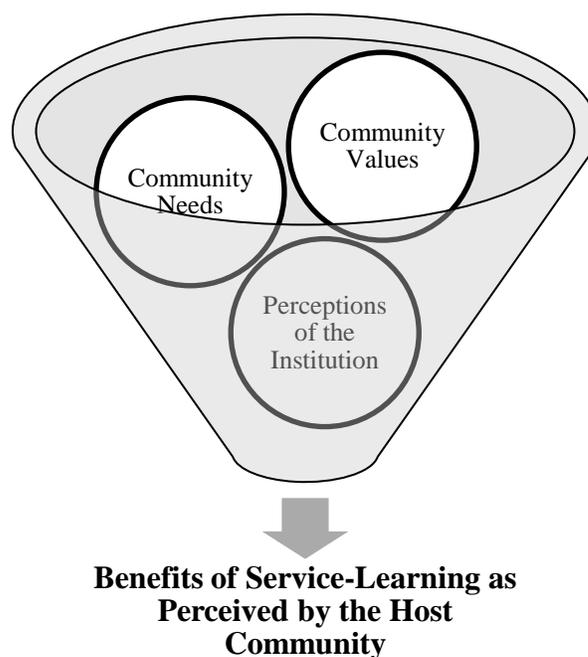
As d'Arlach, Sanchez and Feuer discussed, listening and communicating with the community is a critical part of building reciprocal relationships (2009). Good communication leads not only leads to more trustworthy partnerships, but it creates a platform for improvement and refinement as the community feels comfortable sharing needs, problems and concerns with the institution.

Objective 5:

Determine what factors play a role in community perceptions of benefits gained from Service-Learning

It is important to recognize the fact that community perceptions and perspectives are influenced by other factors. Since this study was focused around community perspectives of Service-Learning, the researcher felt it was important to identify some of these factors in order to shed more light on the information gained from the other objectives of the study (See Figure 4).

FIGURE 4: FACTORS AFFECTING COMMUNITY PERSPECTIVES'



ECONOMIC, PRODUCTIVITY, TRANSFER OF KNOWLEDGE, INTERCULTURAL EXCHANGE

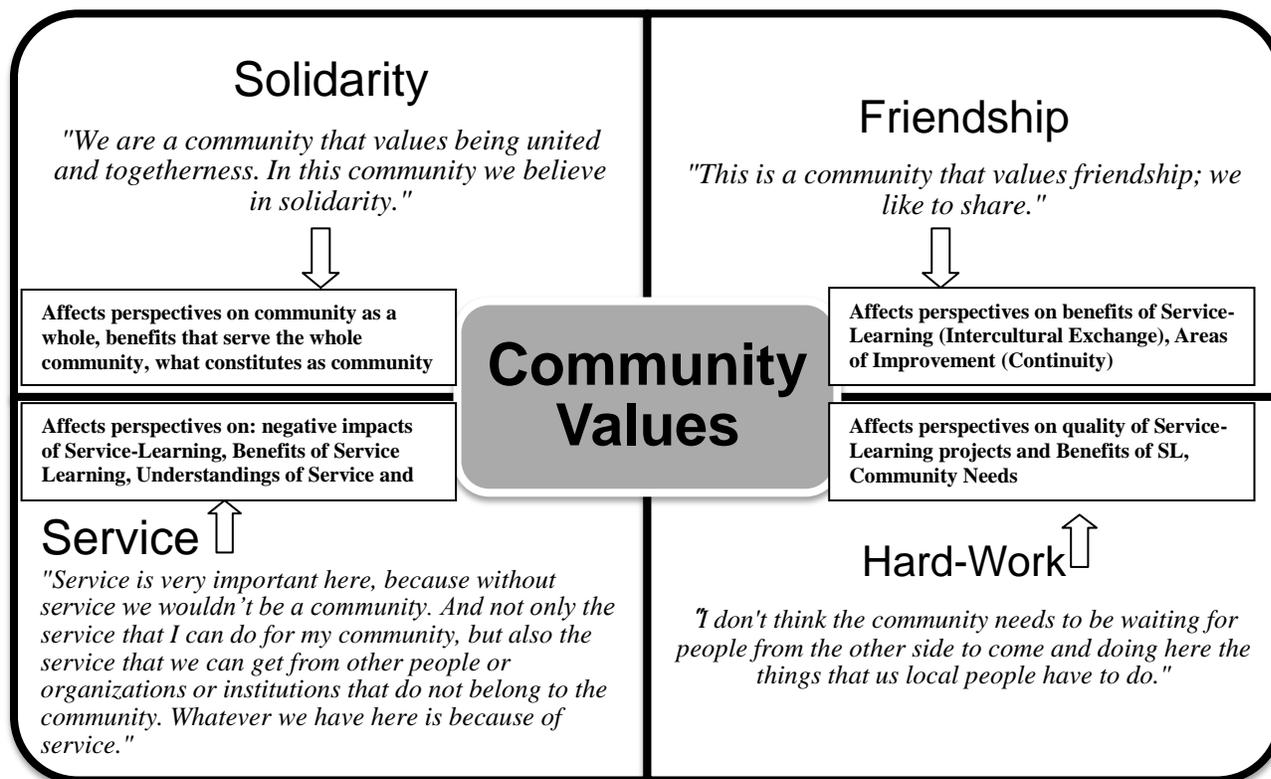
Community Values

The first major factor that the researcher noted as having an influence on community perspectives was community values. The researcher noted consistencies throughout community values as identified by the participants. The most frequent emerging values were: friendship, hard-work, solidarity and service (See Figure 5). Another frequently emerging value was tranquility, but the researcher did not feel it was necessary to include it within this context.

These values played an important role in the perspectives that community members offered because of their importance in the discussion of Service-Learning. For example, as a whole San Luis Valley values friendship. This implies that they will naturally feel close to visitors entering their community because they enjoy sharing, and they enjoy making friends. Therefore the perceived benefit of intercultural exchange might be related to the community placing a value on friendship rather than something else that another community might value.

The same lies true for all of the values the community possessed. This concept is explored further in Figure 5.

FIGURE 5: HOST COMMUNITY VALUES



Community Needs

Another factor that that plays a role on community perception of Service-Learning is community needs. Community identified needs determine what should be done in a community and how community members view the service that is done in their community. When describing how Service-Learning projects could be improved in San Luis, many community members focused on describing needs of the community implying that Service-Learning projects can be improved by targeting specific community identified needs. Community needs have an effect on community perceptions because it is based on community needs that community members

evaluate Service-Learning projects. The most recurring needs communicated by the majority of the participants during the interviewing process were garbage, transportation, educational opportunities and activities for youth. While these activities were not necessarily a part of current Service-Learning projects, we can use this information to create impactful partnerships in the future will foster Service-Learning projects that are viewed as valuable in the community and perceived as beneficial. When community needs are being met, participants are more likely to offer more positive perspectives and feel that the Service-Learning projects being done in the community are more valuable.

Perception of the University

The majority of the interview participants had positive perceptions of UGA-CR with minor areas noted for improvement regarding the relationship between the community and the institution. In addition, several of the participants worked at the University or had family members that worked at the University. In most cases, this led to them having positive overall feelings regarding the University.

“The University supports a lot of people in the San Luis community, sports, activities and they employ a lot of people. They are a big help.”^{mnela}

This demonstrates the positive feelings that are associated with the University in San Luis Valley. It is these feelings that may have an effect on the participants and their overall perception of the reciprocity present in the relationship between UGA-CR.

This finding ties in with Miron and Moley’s claim that community partners who perceived benefits from Service-Learning had a more positive view of the university they were working with (2006). Therefore, a positive perception of benefits from community members could lead to a positive perception of the university and ultimately have an effect on the perspectives that community members shared in this study and may share in future studies.

Additional Findings

Change as a Positive and Negative Impact

One of the themes that emerged from the data was change in the community. It came up in interviews with many of the participants and in different ways. The consistent theme, however, was that the community recognized that the presence of UGA-CR and Service-Learning groups is changing their community.

“[There is] the issue that is always on the table about how the presence of people coming to the community is going to affect our life. I mean probably in Costa Rica one person from Costa Rica to the United States doesn’t make a big impact. But if one certain people stay here in Costa Rica it can make a big impact.”^{me1a}

The change within the community as a result of the international Service-Learning projects taking place there involves many dimensions. Participants mentioned how the presence of student groups can change their forms of eating, talking and dressing which are changes that happen more on a cultural level (which can be both positive and negative, I ate pancakes for breakfast while in San Luis!). There are also changes that happen on a deeper level and more innately. One of these more discrete areas is the fact that the presence of the institution and other Service-Learning groups may change the way that San Luisenos think and talk about themselves.

“The students can learn from an inferior culture and the community can learn from what can be called a “superior culture” ...I don’t think of this culture as inferior, but many people who come like Americans, they feel that they are superior...I don’t know why they think that, but they think they are like “AMERICANS” and we are just like Latin America. A few weeks ago a lady at UGA said I live in Central America, I said me too. She asked me where and I said Costa Rica.”^{me1a}

This community member made one of the most powerful statements within all the data addressing that there is a reciprocal relationship in place, where both the community and the institution are learning from each other. However, he referred to his culture as inferior and the United States culture as superior. Even though he clarifies that he does not have those feelings

about his culture, the fact that he made the statement reintroduces the idea of Service-Learning as a perpetuating factor of neo-colonist ideas and notions that some scholars have discussed in the past. Service-Learning should act as a hand up, not a hand out in order to facilitate positive relationships of reciprocity rather than relationships where the community gets sucked into a web of feeling as though they are always in need (Jacoby, 1996). Fortunately, because San Luis is a community that values hard-work and believes in service for themselves and their own community, it would be difficult for them to start thinking in self-indigent way. San Luis appreciates and values the work that is done in their community, but without the presence of the University or the Service-Learning groups, they would still be able to maintain.

On the opposite end of the change spectrum is the idea that change is impacting San Luis in a positive way which most community members agreed was true. They discussed the innovation that being close to a university brings to their community and they viewed their closeness to UGA and the larger city of Monteverde as a benefit their community has.

“[In other communities] People are still inside a circle of their traditions of their farms of their things and that is going to be more difficult for those communities to change their minds, because they don’t see examples as we do here.”^{me1a}

The fact that community members view the presence of the university as a driving force for their continuous development over the years is important. Many community members felt that the university compels them to do more in the community, citing that they just gained electricity in their homes about twenty-five years ago. They have grown a lot since then as far as technology is concerned, but they still value some of their traditional ways and agricultural practices, however they are open and excited to learn how to implement new ideas and innovations that they can borrow from the university and apply in their own homes and farms within the community.

Changing the Paradigm --Bottom -Up vs. Top- Down Model of Development

One of the areas that has come up in both international development and international Service-Learning are the notions of top down and bottom up development. In international Service-Learning and other international service fields, the trend has been toward bottom-up models of development and using participatory methods to include the community being served throughout the entire process and acknowledge their presence as an important part of the process. Top down models of development which were used more in the past and now often carry a negative connotation apply more action research methods and are often associated with neo-colonial developments (Hammersely, 2012) (Stoecker, 2003).

Throughout the analysis the researcher found that for the most part community members felt that participatory methods should be used to conduct Service-Learning projects in the community involving both the community members and the university.

“One thing I really appreciate is UGA being careful of not doing big or huge steps in the community without consultation. It’s good that UGA is giving some participation to the community.”^{me1a}

However, those findings were not similar all the way across the board as one participant said,

“I think that UGA should be the one that is proposing new projects to the community and starts doing those projects because they have the knowledge and the vision for the future. Here in the countryside in the community people are very comfortable and they need something to get them going. There is a future waiting on us and the people [in the community] they don’t have a vision or idea [like UGA-CR does].”^{jne1a}

In this case, the participant felt that the community did not possess the knowledge to come up with ideas for Service-Learning projects and felt that the university should take responsibility for that area to make up for the lack of community vision. In another interview, someone held a completely different view as they noted,

“The project needs to be led by the community, if we are the owners of the resources; we are the owners of the decisions about how to do the things in the community.”^{me1a}

These different views are important because they showcase different ideologies within a community that prides itself on living on one accord. The important note to take away however is that the majority of the community members valued the joint nature of developing Service-Learning projects within the community. With this approval it is important that we continue to plan Service-Learning activities with bottom-up model in mind while remembering to take the values, needs and ideologies of the community we are serving into account.

Summary of Findings

This chapter presented and discussed the findings that came out of this study. The researcher used the objectives to outline specific themes and constructs discovered in the data that were relevant to this investigation. The major findings of this study included:

- Community members are not fully aware of what Service-Learning is academically speaking, but they have seen it.
- The community recognizes intercultural exchange, economical advantages, transfer of knowledge and productivity as benefits of Service-Learning for their community.
- Most community members did not view any impacts of Service-Learning as negative. However, issues of community division and the creation of more work for community members came up within the interviews and were documented as negative aspects of Service-Learning.
- Continuity, sustainability, dissemination of research and communication were identified by community members as areas of improvement in order to provide the most beneficial Service-Learning projects and activities in the future.

- Community values, community needs and community perceptions of the host institution played an important role in the perspectives community members offered in this study.
- The changes that the community experiences as a result of Service-Learning groups entering their community are viewed as both positive and negative.
- While the majority of the community felt that there should be a balance between the community and the institution bringing ideas for Service-Learning projects within the community, a few participants felt that the community members should be solely responsible for bringing these ideas, and an even smaller amount felt that the University should be responsible for bringing ideas to the community.

CHAPTER 5

RECOMMENDATIONS AND CONCLUSION

This chapter will identify important areas found in the analysis and make implications based on these findings. In addition the researcher will provide a summary of the study and conclusions. The chapter will conclude with recommendations for future research, further practice and UGA-CR.

Summary and Implications

The purpose of this investigation was to identify, examine and analyze the opinions of community members in San Luis Valley, Costa Rica relating to the benefits of service and Service-Learning projects in their community. Service-Learning, viewed as both a philosophy of teaching and a philosophy of reciprocity must include engaged service, connection to academic outcomes, critical reflection and the focus of this study, reciprocity. The researcher provided background information in a review of literature that included areas of Service-Learning, international Service-Learning and host community impacts. In order to gain depth within this study, the researcher employed qualitative methods, primarily using the data gathered from interviews with community members of San Luis Valley, Costa Rica.

The analysis of the data led to several findings including the community constructed understandings of service and Service-Learning, community identified benefits of Service-Learning, community identified negative impacts of Service-Learning, community recommendations for the improvement of Service-Learning programs and factors that had an

effect on the perspectives offered by the community members during the interviews. In order to bring closure and clarity to this study the researcher will answer the guiding research questions identified at the beginning of this study based on collected data and implications that formed as a result of this research.

1. Do Service-Learning projects provide benefits to the communities they intend to serve?

Yes, community residents view Service-Learning as something that helps their community and they perceive benefits from Service-Learning courses and activities.

2. What are the benefits that Service-Learning provides for communities and community members?

There are a myriad of benefits that Service-Learning offers to communities (particularly San Luis Valley). However, the areas that community members feel SL has offered the most benefits and that have truly been positively impactful in their community include: production, intercultural exchange, transfer of knowledge and economic benefits.

3. Are there any negative aspects that Service-Learning presents to communities?

The community members in San Luis Valley did not typically view any negative aspects of Service-Learning. This may be linked to their community value of service in a way that they feel that any service offered to a community is positive. However, some negative aspects of Service-Learning may include putting too much additional work on community members and creating or perpetuating division within the community.

4. Are the impacts of short-term Service-Learning projects different from that of long-term Service-Learning projects? How so?

The impacts of short-term Service-Learning projects are different from long-term projects, because the impacts of long-term projects are often more sustainable. However,

a combination of both short-term ISL and long term ISL is important in communities (particularly San Luis Valley), because they both serve a purpose, providing help in different sectors of the community. San Luisenos feel that more long-term and sustainable projects would provide more benefits to the community.

5. How do community dynamics and values affect the way Service-Learning is received and perceived in a specific community?

Community values play an important role in understanding community perspectives in relation to Service-Learning benefits. Further, community needs and community perception of an institution play an important role in this area as well.

Recommendations and Conclusion

Based on the findings and iterative review of the literature the researcher has provided a list of recommendations for the future based on the results of this study.

Recommendations for Further Practice

Recommendation 1: Spread Service-Learning Knowledge

Practitioners should focus on spreading the understanding and knowledge of Service-Learning to the community being served. As demonstrated through the study, community members did not identify with the same definition of Service-Learning that academics refer to. Instead, it was more common that they had an idea of what Service-Learning was, but they generally did not name it “Service-Learning”. They used their own terms to describe what Service-Learning is and how it is put into practice in their community.

Academic Service-Learning is widely understood within the world of academia and higher education. Further, if the aim of our service is provide help to a community, based on a

community identified need, we may need to work harder to ensure that members of the community understand Service-Learning in the way we understand it and apply it to our students. However, the construction of the meaning will undoubtedly be different for a community, therefore it may be more appropriate to begin to start the conversation of what Service-Learning means for communities. This may look different than the critical reflection, engaged service, reciprocity and link to academic outcomes definition Bringle and Hatcher (1995) coined, but it will be created by the community and therefore the success of Service-Learning programs will become measurable from a community standpoint. This will also be valuable for gaining stakeholders and involving the community throughout the entire process of Service-Learning, which as researchers have pointed out is an important part of developing relationships of reciprocity between the community and the host institution (Hammersley, 2012; Porter & Monard, 2001). By keeping them informed and a part of the larger picture of Service-Learning taking place in the community, we can help avoid the miscommunication and lack of communication issues that participants discussed during the interviews. The researcher recommends more work is done on defining Service-Learning from the perspective of the community and keeping the community involved throughout the entire Service-Learning process.

Recommendation 2: Make Improvements

Practitioners must take the steps necessary to make improvements in current Service-Learning programs based on community suggestions. Over time, through consistent evaluative practice, practitioners will learn if they should continue implementing these improvements or try new techniques.

One of the simplest steps we can take to improve the outcomes of Service-Learning for communities is to *ask the community*. Without having real insight into the community's thoughts and feelings we are unable to evaluate and improve Service-Learning programs that already exist. This is consistent with the recommendation of involving community members in the needs collection process as well as the implementation of Service-Learning projects. By opening the platform up for interaction between host institutions and communities we are advancing the practice of Service-Learning through the creation and cultivation of reciprocal Service-Learning relationships.

It is in these relationships that participatory evaluation becomes critical. Participatory evaluation involves the community throughout the evaluation process (Stufflebeam, 2003). We need to ensure that we are able to complete the loop of participatory evaluation by providing continuous feedback and sharing information back to the community because they should be stakeholders in our Service-Learning projects and programs. This not only addresses the issue of lack of dissemination of research in the community, but it helps to further develop the relationship between the community and the institution.

Recommendation 3: Faculty Preparation

One of the best ways to address some of the negative impacts that may occur as a result of international Service-Learning is by ensuring that the faculty members who lead the trips are prepared to do such in a way that provides the most positive impacts for the community. As one participant mentioned, the leadership and management of Service-Learning projects plays a large part in determining the quality of the Service-Learning projects in the community and the benefits received from them.

We must provide training and preparation for faculty members to prepare them for their future endeavors in international Service Learning. This preparation should involve a combination of academic goals such as selecting course readings and goals that deal with reciprocity such as locating stakeholders and integrating into a new community. Service-Learning offices and faculty can look to the work of Irwin (2010) and colleagues for guidance.

Recommendation 4: Student Preparation

In addition to faculty preparation, student preparation is critical. By ensuring the students who will be engaged in Service-Learning within the host community have a thorough understanding of the community they are entering and the Service-Learning they will take part in, we are creating an opportunity for Service-Learning to be viewed as more valuable and more beneficial by community members. Galiardi and Koehn (2011) recognized this important aspect as they created a list to help increase the positive impacts Service-Learning provides to communities. They discussed the strategies of forming, norming and performing as beneficial for both students and faculty as they begin to engage in the work of international Service-Learning.

When students spend time reflecting within and start to understand the community they are entering before they arrive there, they are more likely to have positive and non-superior attitudes, which as shown in the data are easily identified by community members and often create distance between the students and the community.

Preparation for students should start before the international-Service-Learning trip begins and training should be continued throughout and even after the Service-Learning project has ended as Galiardi and Koehn suggested (2011).

Recommendations for Future Research

Recommendation 1: More Research

As Tonkin pointed out in his 2011 ISL research agenda, there is still a need for more research to be conducted in the areas of reciprocity and mutuality in international Service-Learning. Researchers who want to focus on the community impacts of Service-Learning should work to expand the list of positive and negative impacts that Service-Learning has on communities. In order to truly improve our practice, we must deeply understand the benefits and disadvantages of Service-Learning within communities. While this study provided good insight into this information for one community, more research needs to be done in other areas and with larger sample sizes so that the information may be generalized to larger populations. The researcher encourages more investigations be done to gather this information from different settings around the world.

In addition, researchers should focus more on understanding long term impacts of Service-Learning in communities which are often more difficult to measure. This study was conducted at a time when not many long term outcomes were visible within the community yet. One way to address this issue is to use case studies focusing on specific Service-Learning courses at one institution and follow these relationships over a longer period of time (at least 5 years) to later assess the long term impacts that Service-Learning had on that community.

Recommendation 2: Explore Community Values and Dynamics

When conducting research on the community perspectives of Service-Learning, researchers should put a concerted effort into understanding the community values and other dynamics that may have an effect on the community member perceptions. It is important that more research is conducted in the area of host community impacts in international Service-

Learning; however this research should not be collected without regard to outside influences that may pose a threat to community member perspectives related to Service-Learning.

The researcher suggests that scholars look for more evidence to determine if community values, community needs, perception of the institution and perception of the people from the institution who may try to “impose” Service-Learning on them, play an important role in determining how a community perceives impacts from Service-Learning as they did in this study. Although Miron and Moely (2006) found that host institution perception did have an effect on the community perceived benefits of Service-Learning, currently the research remains limited on the dynamics that have an effect on community perceptions in Service-Learning. By exploring this idea we get closer to understanding the benefits that Service-Learning provides to communities from their perspectives.

Recommendation 3: Cost-Benefit Economic Analysis of ISL

One potential area of research expansion for ISL is economics. Participants noted the amount of extra work and time that they sometimes have to do in order to facilitate Service-Learning projects. Although the costs and benefits of Service-Learning have been studied by a number of researchers (Blouin & Perry, 2009), international Service-Learning programs are often expensive and require major financial commitment from both the “servers” and the host community. Therefore, it would be important to have a better understanding of the actual monetary costs and benefits related to international Service-Learning in different communities. However, as Porter and Monard (2001) pointed out, it is important that we do not begin to place value on reciprocal work in a monetary way, because the value of a Service-Learning partnership is far too complex to be valued solely financially.

With that being said, finances and the additional work that it takes to facilitate Service-Learning groups in different communities still may be a barrier of Service-Learning for other communities. Community Based Social Marketing theory notes that the removal of external barriers can help promote a behavior change in the community towards more sustainable actions, or in this case, towards Service-Learning. By identifying the economic costs and benefits of ISL in certain host communities we can more efficiently and more effectively eliminate some of the barriers that may be placed on host communities participating in Service-Learning taking away from the benefits that Service-Learning might otherwise be providing in the community.

Recommendation 4: Continue Growing Knowledge on Impacts of SL

In recent years, scholars have begun to focus their attention on benefits of Service-Learning to communities rather than focusing on primarily the students. This research has usually emerged by investigating the relationships between community partners and host institutions. While the idea of researching these reciprocal relationships is important, researchers should continue to conduct research in the areas of international Service-Learning and Service-Learning regarding its effects on community partners as well as entire communities and individual community members exploring different frameworks that may be more suitable for providing positive impacts to both students and communities who actively participate in Service-Learning.

In order to grow, it is important that we continue to research areas that will add knowledge to the frameworks of Service-Learning and international Service-Learning. As Henry and Breyfogle (2006) pointed out, reciprocity has been one of the guiding pedagogical frameworks for Service-Learning and only in recent years have scholars began offer criticisms of reciprocity and offer new frameworks that may be better suited to meet the needs and provide the

most positive impacts of Service-Learning for both students and communities. By continuing to explore other frameworks and conduct more research on the impacts of Service-Learning for communities, we are not limiting ourselves to a specific framework, and we instead are using knowledge from all different disciplines and sectors to determine what works best in terms of providing the most positive impactful Service-Learning experiences for communities.

Moreover, the researcher suggests that scholars continue to identify benefits of Service-Learning to community partners as well as extend this research to entire communities when applicable. In order to measure the actual footprint that Service-Learning is having on communities, we must go beyond the community partners and begin to examine the effects Service is having on individuals within the community and the community as a whole.

Recommendations for UGA-CR

San Luis Valley, CR is a very unique area and the researcher recognizes that every host community is different and is met with different challenges and outcomes of Service-Learning in their community. In order to use the information gathered from this study most usefully, recommendation for the UGA-CR campus in San Luis Valley, CR have been highlighted to further improve the reciprocal practice of Service-Learning within the community.

Recommendation 1: Student Preparation

As recommended for future practice, one of the most important steps UGA-CR can take to provide the most beneficial Service-Learning projects for the community is to better prepare the students entering the community. The university currently uses a wide variety of ways to get the students familiar with the community they will be serving including an orientation or orientation webinar and a handbook that provides both cultural and logistical information about the community. While these are important tools for preparing students to enter the community,

they do not address the areas of self-reflection, eliminating misconceptions about the host community and shifting their thinking paradigms from superior to equal that the research suggests (Galiardi & Koehn, 2011; Wood et al., 2011). While much of this is accomplished throughout the Service-Learning course, it is important that we begin the process before the students reach the host community. Students should reflect and train before departure, during the experience and after their return home. Generally most of this content is provided by specific professors and for individual courses at the university, but it is not consistent for all SL courses that UGA-CR provides. By creating and dispersing a set of training tools that help students reflect throughout the Service-Learning process and that can be used by all Service-Learning students at UGA-CR in conjunction with their course specific pre-departure work and other materials we can create a culture of preparedness within our Service-Learning students that is visible by the community members in San Luis Valley and by the faculty.

Recommendation 2: Faculty Preparation

Essentially, before we can provide SL students with adequate training, we must first ensure that the faculty facilitating Service-Learning courses is prepared. The Office of Service-Learning at UGA offers a number of training and development opportunities for faculty involved in both international and local Service-Learning. However, it is very possible that not all Service-Learning course instructors participate in these activities.

In 2010 UGA-CR and the Office of Service-Learning collaborated to create the UGA-CR Toolkit for Academic Service-Learning. This document included steps for faculty getting started with a new Service-Learning program at UGA-CR (Irwin, UGA Costa Rica Staff, Community Member, 2010). The toolkit had sections on establishing community needs and partnerships, designing a SL course and evaluation and assessment. While the document serves as a great

starting point for faculty who wish to engage in ISL at the UGA-CR campus, it should be built upon in order to provide support for Service-Learning Faculty on the campus who have already been implementing Service-Learning on the campus for several years. Many of these faculty members may want to begin doing advanced evaluation of their program to determine its long term impact not only for their students, but for San Luis as well.

As the Service-Learning programs expand at UGA it is important that faculty development continues to expand as well. Collaboration is becoming a buzz word in nearly all sectors today. In higher education we have the opportunity to collaborate with people from all different areas of expertise. These potential collaborations can lead to the encouragement of the interdisciplinary nature in Service-Learning. While some of this work has already begun at UGA-CR, it is important that we continue to cultivate these relationships so that the benefits they provide can become sustainable over time both for community members and for students.

One way training and development can be expanded is through collaboration between different departments across campus in the assessment of community needs and community dialogue. An example of this idea in action could include a summit at the UGA-CR location in which all faculty members leading a group to UGA-CR during the upcoming school year could sit down together and discuss their plans, goals and community needs being addressed. As of now many of the Service-Learning programs at UGA-CR operate individually and all faculty members are not necessarily aware of other programs that take place during the year in the same community. By creating an opportunity for all UGA-SL Program leaders to share a network, we are opening up the possibility of creating more sustainable and more consistent practice. Rather than starting a wide variety of new SL programs within the community, faculty members will be able to explore the option of expanding on a Service-Learning project that may have been started

by another group, but not necessarily finished. An event of this nature could also serve as a way to share and gain knowledge with and from the community, develop more consistent relationships with stakeholders throughout the year as opposed to only when the program is in session, and provide an opportunity for future leading Service-Learning faculty to learn from the experiences of other Service-Learning programs and learn about the Service-Learning work that is currently being done and that has already been done on Service-Learning in the community.

Recommendation 3: Share with the Community

An important recommendation that came about as a direct result of community voice is the idea of sharing research findings and impacts with the community. One of the most important aspects of the reciprocal process is that we “Do with, Not for” (Ward & Wolf-Wendel, 2000). Community members have a desire to be actively engaged with the work taking place in their community. Creating a platform where students could display their work and results and share it with the community would be ideal in San Luis, a community that loves to share. This could be accomplished in several ways such as a conference workshop set-up, poster presentations or just open conversation. Because of the students who come in and out of the community frequently, it would be important to hold an event of this nature bi-annually, at the least, to provide community members with the most current information. Examples of items that could be shared are results from research conducted in the community, photos and descriptions of completed Service-Learning projects and incoming Service-Learning groups. This event would be an opportune time for the university to continue developing a reciprocal relationship with the community as they listen to the needs of the community and begin to plan future SL projects. This would also give the community an opportunity to get to know the students and faculty who are visiting the community.

With the approval of the San Luis Development Association, this event could be held at the community center in order to provide access to the event for all residents of San Luis. If this is not feasible, it could be held at the university and transportation could potentially be provided for community members who would like to attend. The most important part is that the information gets back to the community, as it should in all participatory efforts.

Recommendation 4: Address Community Identified Needs and Suggested Improvements

The goal of this study was to begin to understand the impacts of Service-Learning impacts from the perspective of the community. We must use the knowledge we gained from the participants in order to advance the practice of Service-Learning on the UGA-CR campus. We can do this by attempting to address the needs and areas of improvement that the community recognized as being important. This begins with continuous needs assessment and open dialogue with the community. The primary needs identified by the interview participants were garbage, transportation, educational opportunities and activities for youth. This information provides us insight into future potential Service-Learning activities and projects that could better meet the needs of the community and how to improve the existing Service-Learning at UGA-CR.

Conclusion

It is with these recommendations that the researcher feels we can continue to advance the knowledge within international Service-Learning and Service-Learning fields. By doing so, we are bettering the service we provide, enhancing the education we give students and conducting research that will continue to grow and expand the said disciplines. By cultivating these three areas we are ultimately striving and headed towards fulfilling the true mission of all land grant institutions across the United States.

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APPENDIX A

The University of Georgia

Office of The Vice President for Research
DHHS Assurance ID No. : FWA00003901

Institutional Review Board
Human Subjects Office
612 Boyd GSRC
Athens, Georgia 30602-7411
(706) 542-3199
Fax: (706) 542-3360
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APPROVAL FORM

Date Prop-Osal Received: 2013-05-24

Project Number: 2013-10999-0

Name	Title	Dept/Phone	Address	Email
Dr. Maria Navarro	PI	Agricultural Leadership Education and Communication	(706) 583-0225	mnavarro@uga.edu
	131 Four Towers Building +4355			
Ms. Keneisha La'Rae Harrington	CO	ALEC		keneisha@uga.edu

Title of Study: The Impact of Service Learning Projects on Communities

45 CFR 46 Category: Administrative 2

Parаметел"ll:

PI will submit Spanish translation of materials when those become available;

Change(s) Required for Approval:

Revised Application;

Revised Consent Document(s);

Approved :2013-06-13 Begin date :2013-06-13 Expiration date :2018-06-12

NOTE: Any rearr:h colUfucted bet(Oll tire appro"" date or after the end dtria collecdon date shown above lSnot covemi ""1/RB approval, and cannot be retro<ltiwlv approved.

Number Assigned by Sponsored Programs:

F

unding Agency:

Your human subjects study has been approved.

Please be aware that it is your responsibility to inform the IRB:

...of any adverse events or unanticipated risks to the subjects or others within 24 to 72 hours;

...of any significant changes or additions to your study and obtain approval of them before they are put into effect;

...that you need to extend the approval period beyond the expiration date shown above

...that you have completed your data collection as approved, within the approval pe od

yes
shown above, so that your file may be closed.

For additional information regarding your responsibilities as an investigator refer to llse the attached Researcher Request Form for requesting renewals, changes,

the IRB Guidelines
osures

cl Keep this original approvalform for your records.

Chairperson or Designee,
Institutional Review Board

APPENDIX B

**University of Georgia
Information & Consent Form**

You are being asked to take part in a research study. Before you decide to participate in this study, it is important that you understand why the research is being done and what it will involve. This form is designed to give you the information about the study so you can decide whether you would like to be a participant in the study or not. Please take the time to read the following information carefully. Please ask the researcher if there is anything that is not clear or if you need more information. When all your questions have been answered, you can decide if you want to be in the study or not. This process is called “informed consent.” A copy of this form will be given to you.

I, _____, agree to participate in a research study titled “*The Impact of Service-Learning Projects on Communities*” which is being conducted by Keneisha Harrington, a graduate student from the department of Agricultural Leadership, Education, and Communication at the University of Georgia (ALEC-UGA) (keneisha@uga.edu; (269 993 6103), under the direction of Dr. Maria Navarro, UGA Associate Professor (mnavarro@uga.edu; 706 583 0225).

The purpose of this study is to determine the impacts that service-learning projects have on communities, specifically the San Luis Valley Community in Costa Rica. In order to provide quality service programs that are beneficial to the community and individuals in the community the current service-learning programs must be analyzed for effectiveness and beneficiality.

If I volunteer to participate in an interview for the purpose of this study I understand that the interview will last between thirty minutes and one hour, and that the interviewer will ask open-ended questions. A copy of the interview protocol may be provided for me upon my request. There is a possibility that I may be contacted by the researcher for an additional 10 minutes follow-up questioning for clarification only.

If I participate in the interview, the conversation will be audio-recorded unless I state otherwise. The interview will be conducted either face-to-face at a location to be determined by the researcher and I.

I understand that my participation is completely voluntary; I can refuse to participate or stop taking part at any time without giving any reason, and without penalty or loss of benefits to which I am otherwise entitled. If I decide to stop or withdraw from the study, or if the investigator decides to terminate my participation without regard to my consent, the information collected from or about me up to the point of my withdrawal will be kept as part of the study and may continue to be analyzed, unless I make a written request to remove, return, or destroy the data that can be identified with me.

I understand that I will not receive any direct benefits as a result of this study. However the researcher hopes the findings will contribute to the development of additional service-learning projects in the future that are beneficial to the community and individuals in the community as well as students.

The research is not expected to cause me any harm, discomfort or risks. I can quit at any time. While the results of the research project may be published, my name will not be used in any publications unless I specifically mention something for which I want to be quoted and named in the final report. My identity will be kept confidential to the extent provided by law. My interview responses will be assigned a coded number that corresponds to my name, which only the researchers will have access to. The code and transcriptions will be stored on two different password-protected computers. My identifying information will only be used if follow-up questions are needed. All data will be kept in a secured location for one year after completion of the project. The data will then be destroyed. All audio-recordings will be destroyed after transcription and I can request access to the transcription by contacting the researcher.

The researchers will answer any questions about the study now or at any time during the course of the project and can be reached by telephone at 706.583.0225 mnavarro@uga.edu or 269 993 6103 keneisha@uga.edu.

I certify that I am at least 18 years old.

Circle one: YES / NO. Initial _____.

I give permission for a translator to be present during my interview for interpretation purposes.

Circle one: YES/NO. Initial _____.

I give my permission for the researchers to use an audio-recording device to record my interview.

Circle one: YES / NO. Initial _____.

My signature below indicates that the researchers have answered all of my questions to my satisfaction and that I consent to volunteer for this study. I have been given a copy of this form.

Keneisha Harrington

Signature

Date

Name of Participant

Signature

Date

Please sign both copies, keep one and return one to the researcher.

Additional questions or problems regarding your rights as a research participant should be addressed to The Chairperson, Institutional Review Board, University of Georgia, 629 Boyd Graduate Studies Research Center, Athens, Georgia 30602; Telephone (706) 542-3199; E-Mail Address IRB@uga.edu.

APPENDIX C

Universidad de Georgia
Información y consentimiento informado

Respetuosamente, me gustaría pedirle que participe en un estudio de investigación. Antes de decidirse a participar en este estudio, es importante que usted entienda por qué se realiza esta investigación y lo que implica. Este documento está diseñado para darle información sobre el estudio para que usted pueda decidir si desea participar en el estudio o no. Por favor, tómese el tiempo necesario para leer la siguiente información cuidadosamente. Por favor, pregúntele la investigadora si hay algo que no esté claro o si necesita más información. Cuando todas sus preguntas hayan sido respondidas, usted puede decidir si desea participar en el estudio o no. Este proceso se denomina "consentimiento informado." Se le entregará una copia de este documento para que se la quede.

Yo, _____, estoy de acuerdo en participar en el estudio de investigación titulado "El impacto de los proyectos de servicio y aprendizaje en las comunidades," el cual está siendo realizado por Keneisha Harrington, una estudiante de Maestría del Departamento de Liderazgo, Educación y Comunicación Agrícolas de la Universidad de Georgia (ALEC-UGA) (keneisha@uga.edu, (269) 993 6103), bajo la dirección de la Dra. María Navarro, Profesora Asociada de UGA (mnavarro@uga.edu; (706) 583 0225).

El propósito de este estudio es determinar el efecto que los proyectos de servicio y aprendizaje tienen en las comunidades, en particular en la comunidad del Valle de San Luis en Costa Rica. Los proyectos de servicio y aprendizaje actuales deben ser evaluados con el fin de mejorarlos y así poder seguir desarrollando, en el futuro, proyectos de calidad que beneficien a la comunidad y las personas en esta comunidad.

Si me ofrezco como voluntario o voluntaria para participar en una entrevista para este estudio, entiendo que la entrevista tendrá una duración de entre treinta minutos y una hora, y que la entrevistadora hará preguntas abiertas. Si así lo pido, la entrevistadora me puede proporcionar una copia del plan de la entrevista. Existe la posibilidad de que la investigadora me contacte de nuevo para un pequeño diálogo de 10 minutos adicionales, simplemente para aclarar mis respuestas durante la primera entrevista.

Si participo en la entrevista, la conversación será grabada (audio) a menos que yo indique lo contrario. La entrevista se llevará a cabo cara a cara en un lugar que será determinado entre la investigadora y yo.

Entiendo que mi participación es completamente voluntaria; puedo negarme o dejar de participar en cualquier momento, sin necesidad de dar una justificación a la investigadora y sin sanción o pérdida de beneficios a los que tengo derecho. Si decido dejar de participar o retirarme del

estudio, la información que yo haya dado durante la entrevista hasta el punto en el que termine mi participación se mantendrá como parte del estudio y seguirá analizándose, a menos que yo haga una solicitud por escrito pidiendo que se retiren, devuelvan o destruyan todos los datos de la entrevista que yo haya dado a la investigadora.

Entiendo que no recibiré ningún beneficio directo por mi participación o como resultado de este estudio. Sin embargo, la investigadora espera que los resultados contribuyan al desarrollo de más proyectos de servicio y aprendizaje en el futuro que sean beneficiosos para la comunidad y para los individuos en esa comunidad así como para aquellos estudiantes involucrados en dichos proyectos.

No se espera que la investigación me cause ningún daño, incomodidad o riesgos. Entiendo que puedo dejar de participar en el estudio en cualquier momento. Es posible que los resultados de este proyecto de investigación se publiquen, pero mi nombre no será utilizado en ninguna publicación a menos que yo mencione específicamente algo para lo que yo quiero ser citado o citada y nombrado o nombrada en el informe final. Mi identidad se mantendrá confidencial según las regulaciones legales de la Universidad de Georgia. Mi información personal solo será usada si surgen preguntas de seguimiento una vez terminada la entrevista. Todos los datos recolectados se mantendrán en un lugar seguro por un año después de haber terminado el proyecto. Finalizado ese año, todos los datos serán destruidos. Todas las grabaciones de audio serán destruidas después de haberlas transcrito y yo puedo solicitar una copia de la transcripción si así se lo pido a la investigadora.

Las investigadoras pueden responder a cualquier pregunta sobre el estudio ahora o en cualquier momento durante el transcurso del proyecto. Puede contactar a la investigadora María Navarro por teléfono (706) 583 0225 o a la dirección electrónica: mnavarro@uga.edu, o a Keneisha Harrington por teléfono (269) 993 6103 o a la dirección electrónica: keneisha@uga.edu.

Certifico que tengo más de 18 años.

Encierre en un círculo su respuesta: SÍ / NO. Escriba sus iniciales _____.

Doy permiso a que una traductora esté presente durante mi entrevista para que pueda ayudar a traducir la entrevista en caso de que sea necesario.

Encierre en un círculo su respuesta: SÍ / NO. Escriba sus iniciales _____.

Doy permiso a las investigadoras para que graben el audio (sonido) de nuestra entrevista.

Encierre en un círculo su respuesta: SÍ / NO. Escriba sus iniciales _____.

Mi firma abajo indica que las investigadoras han contestado a todas mis preguntas satisfactoriamente y doy mi consentimiento voluntario para participar en este estudio. Me han dado una copia de este formulario.

Keneisha Harrington

Firma

Fecha

Nombre de la/el participante

Firma

Fecha

Por favor, firme ambas copias, quédese con una y devuelva la otra a la investigadora.

Preguntas adicionales o problemas acerca de sus derechos como participante en esta investigación deben ser dirigidas al Presidente de la Junta de Revisión Institucional de la Universidad de Georgia, 629 Graduate Studies Research Center Boyd, Athens, Georgia 30602, teléfono (706) 542-3199 o a la dirección electrónica: IRB@uga.edu.

APPENDIX D

The Impact of Service-Learning Projects on Communities
Semi-Structured Interview Protocol

Demographics

1. What is your name?
2. What is your role in the San Luis community?

Background Knowledge

3. What do you view service as in the San Luis community?
4. Are you familiar with the term service-learning?
5. From your perspective, how is service-learning different from community service?
6. Are you familiar with any community service or service learning projects that have taken place in your community?

UGA Service-Learning Projects

7. Have you been involved in any service-learning projects with UGA? If yes, which ones/when and why?
8. Do you feel that any of the service-learning projects UGA has participated in have shown good results or been beneficial to the community or anyone specifically in the community? How so?
9. *If the answer to question number 8 is yes:* Have those benefits been short term or long-term?
10. *If the answer to question number 6 is yes:* Have any of the service-learning projects that UGA has participated in provided tangible benefits for the community that you are aware of? For example...
11. Have any of the service projects UGA has participated in brought about negative consequences? If so, what were those negative consequences, and how could they have been prevented?

Faculty-Student Participation in Service-Learning at UGA

12. How do you feel about the quality of the service-learning projects that have been conducted by students and professors from UGA?
13. What is the best aspect of having UGA professors and students work together on service-learning projects in your community?
14. What could students and professors do better when working on service-learning projects in San Luis (right now or in the future?) In your opinion do you think that short term or long term service learning projects are more beneficial for the community and why?
15. After the service-learning groups leave San Luis does the community still receive benefits from the service-learning projects? (Are the service-learning projects sustainable over time?)
16. In your opinion, what are the best service-learning projects that UGA participates in? Why are these projects important for the community?

Service-Learning Benefits to Communities'

17. What are some of the best aspects of these service projects for the community? For you as an individual? What would you change about the way the service-learning projects have been implemented to make them more beneficial for your community and for you? How so?
18. Do you participate in any other service to the community in another community, region or area? If so what do you feel about your service in general and why do you do it? Do you see similitude with the service others are doing in your community and the service you are doing? (If participant does not participate in any other service projects we will ask if they know of any other service projects and how do those projects compare with the service-learning projects UGA participates in.)
19. In your opinion, what type of service-learning projects are the most beneficial for the community? Is there any specific service-learning project that you would like to propose for the future (that would benefit the community)? Please explain.
20. What are some ways to improve the service that is provided to this community? How can service-learning and other service programs be improved in your community? What would you change to make the service rendered more beneficial for members of the community?
21. Is there anything else that you would like to add relating to the benefits of service-learning projects on this community?