US Graduate Student International Professional Development Experiences in South Africa:

Reflections and Learning Outcomes

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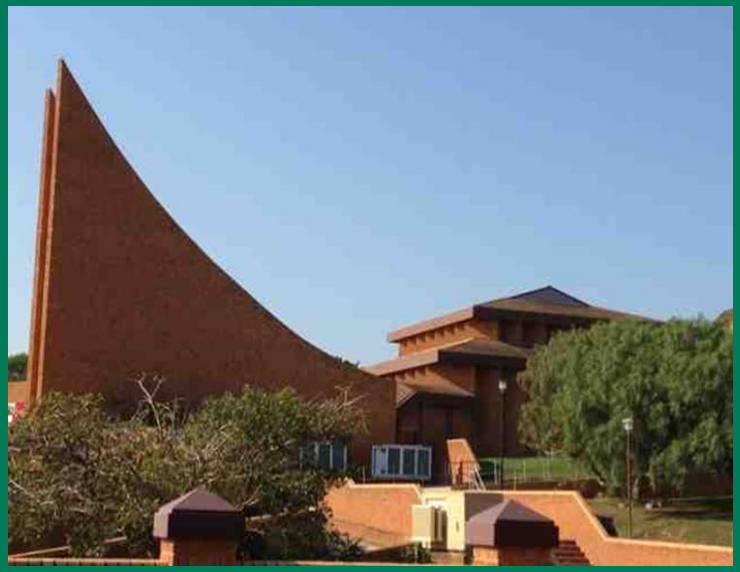
INTRODUCTION

CONTEXT

RESEARCH QUESTIONS



In what ways did student reflections contribute to understanding of personal and professional development?

What are the identified, significant learning outcomes of U.S. graduate students related to the international service-learning experience?

THEORETICAL FRAMEWORK

Bringle and Hatcher's (2011) International Service-Learning Framework

Bringle, R., and Hatcher, J. (2011). International service learning. In R. Bringle, J. Hatcher, & S. Jones (Eds.), *International service learning: Conceptual frameworks and research* (pp. 3-28). Sterling, VA: Stylus.

METHODS

Qualitative

Autoethnographic

Reflection papers, journals

Discussions

FINDINGS

Participate in a service activity addressing identified community needs

FINDINGS

Learn from direct interaction and cross-cultural dialogue

FINDINGS

"Through leading and participating in these workshops, I gained a better sense of what it means to work collaboratively and to engage with colleagues in an international setting."

FINDINGS

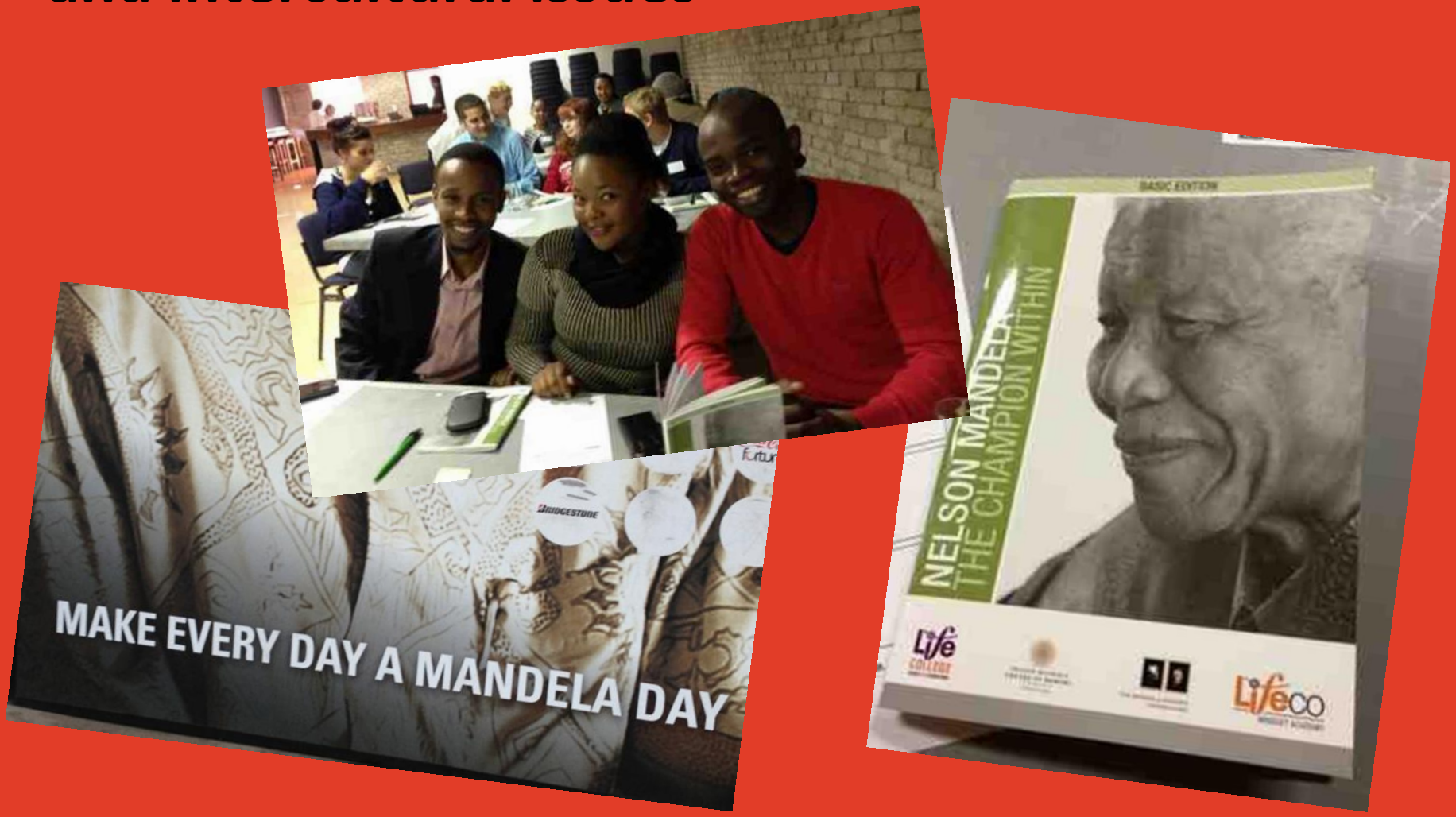
Reflect on the experience to understand course content

FINDINGS

"Professionally, being mentored and coached...provided me the opportunity to work with, interact, and learn from two very powerful, advanced, female leaders."

FINDINGS

Reflect on the experience to understand global and intercultural issues



FINDINGS

"Learning does not take place solely in the educational environment, but out in society engaging with culture and people."

"I will never forget Eddie Daniel's lessons on leadership, inclusion, dignity, and respect."

FINDINGS

Reflect on the experience to appreciate the host and discipline

FINDINGS

Reflect on the experience to confirm responsibility as local and global citizens

FINDINGS

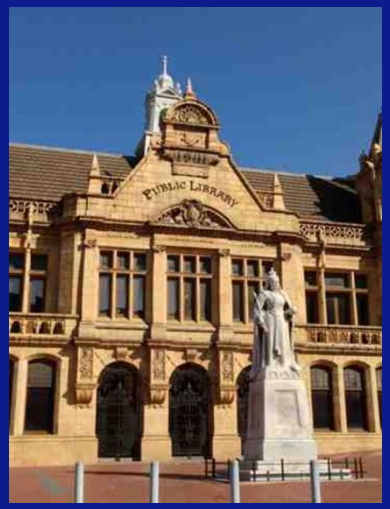
“There are some things that I already know about myself, but this experience confirmed and confronted some of them.”

CONCLUSIONS

Students through their reflections were able to identify and describe learning experiences that led to personal and professional development.

CONCLUSIONS

Cultural immersion experiences afforded an opportunity to contextualize higher education within broader social, historical, economic and cultural contexts.



CONCLUSIONS

This study provides insight on the importance of international service learning opportunities for graduate students.

THANK YOU!

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