



UNIVERSITEIT
iYUNIVESITHI
STELLENBOSCH
UNIVERSITY

100
1918 · 2018

Course name:	Global Service Learning
Semester credits (US/EU):	9/18
Contact hours:	135
Semester:	1 st Semester 2019
Facilitator:	Joe Warren (jrwarren@sun.ac.za)
Intern and Admin:	Sibongile Morwamoche (lsce@sun.ac.za)

Course Description

Global Service Learning (GSL) is an experiential learning programme offered by the Global Engagement Centre of Stellenbosch University and presented in collaboration with Ikaya Primary School.

It is comprised of 90 in-class hours (on Mondays) and 45 hours of on-site community engagement (on Fridays). This is a reading and writing intensive programme that will require many hours of self-study and group work to enable successful completion outside of 'formal' programme hours. In addition, students are highly encouraged to make use of the Programme Coordinator's office hours for individual discussion and reflection time.

The programme is situated at the intersection between (international) education, community engagement, and sustainable development. Using a trans-disciplinary approach grounded in complexity theory, it primarily aims to a) harness students' critical self-reflective capacity to engage with contemporary global issues in a local context, and b) use the community engagement vehicle critically as a tool for social impact.

We will challenge modernist, reductionist notions of development, investigating alternative possibilities in human-centred development, epistemic decolonisation, social justice, deep ecology, and aesthetic experience.

Course Outcomes

This is a trans-disciplinary program in which students will be exposed to a number of different concepts, academic fields, theories, and methodologies. It is expected that each student will, in conjunction with their teaching and learning team, and based on their practical experiences in the field, be able to construct, articulate, and defend an intellectual stance on the role of educational systems in constructing our shared global futures.

Upon completion of this course, students should be able to:

1. Articulate the complex interaction of various issues affecting education, development, and community engagement in the global system.
2. Critically and self-reflectively situate themselves as a part of the above system.
3. Apply theoretical knowledge to practical concerns, and creatively address any gaps that may arise.
4. Develop and execute a basic community engagement program and evaluate own performance.
5. Work closely with a knowledge partner in ways that are mutually beneficial.
6. Show enhanced sensitivity for cultural differences and the ability to navigate those differences.
7. Work as an interdisciplinary team.

Course Prerequisites

None but previous studies in education, social work, sustainability, sociology, psychology, spirituality and/or cognate areas will be of benefit.

Methods of Instruction

This course is experiential in nature. Students will scaffold personal experience to theory in order to create new *knowledges* for themselves. The potential student should be aware that this style of learning encourages the student to be highly self-directed and to take responsibility for their own learning. The teaching style will be indirect, make use of creative material, and emphasis group learning. The course will require the student to learn to be critical, creative, and highly self aware.

It is assumed that all participants will have **engaged the texts deeply** prior to class so that our time together becomes a space for debate, critical reflection, and co-constructed learning.

Assessment

Below is an outline of assessments for the course. These will be discussed in further detail during orientation. Marking rubrics are attached as an addendum. Please submit all assessments directly to jrwarren@sun.ac.za. All assessments should be in word or .pdf format and be labelled *surname_lastname_item*

1. Academic journals 20%

Due: 8am on Mondays

Your academic journals are the most important piece of coursework during this programme. It is expected that they will trace your intellectual journey through the semester and should be a key point of reference to you through all your other assignments. They are marked on four criteria: 1. Clarity and concision of argument, 2. Reflexivity and critical-analytical skills, 3. Use of evidence (theoretical and experiential), 4. Creativity.

Some guiding questions: What did I do at site this week? What lessons did I learn? How do I feel about what I did? How do practice and theory inter-relate? How might I have to adapt as I go forward? How does GSL relate to my experiences outside of class?

You should feel free to write with freedom and creativity. You are also free to respond in digital formats. If you would like a prompt (*you do not have to*), they are as follows:

1: 25th February – By now you have been introduced to the module, the school, and expectations. You have read articles about participatory development, international education, and community engagement. Think through what you thought this course was going to entail and what you have experienced so far.

2: 11th March – By now you have had 3 sessions with the learners at iKaya Primary. You have also been exposed to some voices which are critical of the some elements of your current experience. Reflect on these criticisms in light of your experience.

3: 8th April – You are nearing the halfway point in this course. Please consider what you've learnt and your successes and failures over the past 6 weeks. Please consider whether there might be room for improvement in the second half of the semester.

4: 22nd April – Special journal. Prompt will be discussed and handed out in class.

5: 6th May – As you round out the program, look back on the experience (all aspects) and write a critical reflection on what you've learned.

1500 words per journal. No formal citations are required, though you should acknowledge where other thinkers have influenced you. Please see rubric A in the addendum for further guidance.

2. Essay 15%

Due: Midnight on 1st April

Each student is required to write an essay on the topic they select with the instructor in their one-on-ones in the week of 11th February. The instructor will provide some core readings but it is the student's responsibility to find relevant literature to support his/her argument. The student is free to make use of the lecturer's office hours each week to engage on the topic.

5% of this grade is allocated to an elevator pitch summarising your essay to the class at the end of the semester.

Requirements: 4000 words, Harvard Referencing, minimum 8 sources, please see rubric A for more guidance on completing this assessment.

3. Group Presentation 10%

Due: We will decide this during orientation on 4th February. However nobody will present sooner than 4th March.

As a group, you will draw a topic from a pre-determined list. Your job is to present a summary and synthesis of the content of the two required readings in a creative and interesting way. You have 45 minutes for your presentation which should include a mixture of (roughly) 20min content presentation, 10min video, and 15min activity. Guidance on marking criteria can be found in rubric B in the addendum.

4. Semester Test 20%

Due: 7am on 20th May

The Semester Test is a take home exam which will be issued on the 13th May. You may refer to your notes for this test. You will be tested primarily on your ability to apply theory learned to practical concerns.

5. Portfolio of Evidence 10%

Due: 7am on 20th May

Your Portfolio of Evidence includes **all the work** you have done for this programme. Each item should be introduced by a paragraph stating the relevance of the item to you work. An example will be shown in class to give you a better idea of what is expected. Your portfolio is ideally an ongoing process. At the end of each week you should add materials to the portfolio to keep track of what you have done and produced.

The portfolio is marked on a simplified scale according to 2 criteria: 1) are all elements present, 2) is it creatively and attractively presented?

6. Class Participation 15%

Due: ongoing

This program is highly reflective in nature and can only work if the entire class is fully engaged, honest, and willing to think critically about our places in the world. This portion of your grade is comprised out of multiple small class exercises that I will spontaneously ask you to complete throughout the semester as well as general engagement in the classroom. Many of the class exercises will be creative engagements involving non-traditional responses to academic theory.

7. Group digital story 10%

Due: 13th May

Each group will create a digital story that covers their semester here. This will be presented to the class at our celebration of work. The digital story should narrativise the groups' experience. Examples will be shown in class to spark ideas, but each group should create something that is personal and relevant to their experiences. Please use marking rubric C to guide your digital story.

Schedule

		Monday	-		Friday
		General Theme	Readings	Service	
O Week	28-Jan	Interviews & First Meeting	nil		
Week 1	04-Feb	Orientation, Groups, Goals & Participatory Dev	Theron & Ogden	Intro Visit	08-Feb
Week 2	11-Feb	Teaching Workshop: Pru and Eve	CAPS	1	15-Feb
Week 3	18-Feb	Complexity, Stellenbosch, Bio	Swilling and Annecke & Bronfenbrenner	2	22-Feb
Week 4	25-Feb	Critical reflection, Crit Service	Yost et al & Mitchell	3	01-Mar
Week 5	04-Mar	Group 1: Education for 21/Global Citizen	de Andreotti & Hoppers	4	08-Mar
Week 6	11-Mar	Group 2: Sustainable Development	Redclift and UN SDGs	5	15-Mar
Week 7	18-Mar	Excursion to Sustainability Institute	nil	School Holidays	22-Mar
Week 8	21-Mar	Recess			
Week 9	01-Apr	Group 3: Intercultural Comm	Ting Toomey & Bennet	6	05-Apr
Week 10	08-Apr	Group 4: Social Justice	Hill et al & Hackmann	7	12-Apr
Week 11	15-Apr	Group 5: Poverty	van der Berg et al & Stiglitz	Public Holiday	19-Apr
Week 12	22-Apr	Group 6: Identity/Diversity	Banks & Schachter and Rich	8	26-Apr
Week 13	29-Apr	Group 7: Empowerment	Kabeer & Tangri and Southall	9	03-May
Week 14	06-May	Group 8: Decolonization	Mbembe & Lockett	10	10-May
Week 15	13-May	Celebration of Work	nil	Farewell Visit	17-May
Exams	20-May	Nil	nil		

Rubric A – Journals

Grades	A 80-100	B 70-80	C 60-70	D 50-60	Fail <50
	Marking criteria				
Composition, clarity, and structure of argument [30]	Argument is logically structured from beginning to middle to end; Language is fluent, narrative is entirely coherent throughout. Concise	Argument is logically structured from beginning to middle to end; language is very clear, narrative is coherent. Mostly concise.	Argument has some gaps; language is clear, narrative does not progress entirely logically. May show repetition or use too many words.	An attempt to structure an argument is evident but not entirely successful; language is often unclear, narrative does not progress logically. Lots of unnecessary information/words.	No argument is evident; language is mostly unclear, narrative is illogical and incoherent. When coherent, repetitive, tautologous, off point, rambling.
Reflexivity and critical-analytical skills [35]	Exemplary work; critical, analytical and reflexive approach above expected level; Able to meta-critique. Able to situate own thought in complex ways.	Outstanding work; critical and analytical skills are above expected level; Can critique own thoughts but does not do so often.	Good work; critical and analytical skills are in evidence; shows ability to self-critique or engage with own awareness.	Below expected level but shows evidence of some critical and analytical skill; Shows some self-awareness but no critique.	Inadequate work; does not show the minimum skills required for this level; No self-awareness.
Use of evidence (class material, experience, discussions) [35]	High level of sensitivity to sources of evidence and awareness of methodological processes, which is effectively exploited in analysis, shows high ability to integrate theoretical material, empirical material and analysis.	Good sensitivity to sources of evidence and awareness of methodological processes, which is exploited in analysis, an attempt is made to integrate theoretical material, empirical material and analysis.	Sensitivity to sources of evidence and awareness of methodological processes, which is indicated in analysis, theoretical and empirical material and analysis are not always successfully synthesised.	Some sensitivity to sources of evidence and awareness of methodological processes; may not be indicated in analysis, ideas may be uncritically reported rather than analysed.	No sensitivity to sources of evidence and awareness of methodological processes, material presented is irrelevant or has not been understood.

Rubric B – Group Presentation

Grades	A, A- (75-100)	B range (65-74)	C (55-64)	Fail
Marking criteria				
Delivery and engagement [30 Marks]	Language is fluent, narrative is entirely coherent throughout. Non-verbal communication adds to the presentation. Slides highly effective and stimulating. Q&A professionally facilitated.	Language is very clear, narrative is coherent. Non-verbal communication is managed. Slides are effective. Q&A is facilitated.	Language is clear, may use repetition. Non-verbal communication is poor. Slides are too busy or incomplete. Q&A poorly facilitated.	Language is often unclear, narrative does not progress logically. Lots of unnecessary information/words.
Structure [20 Marks]	Argument is logically structured from beginning to middle to end; Activity perfectly suited to content. Time is well managed. Work is divided equally among group members.	Argument is logically structured from beginning to middle to end; Activity is suitable. Time is managed acceptably. Work is mostly equally divided among group members.	Argument has general structure but with some gaps; there is an activity. Too long or too short. Moderate discrepancies between work loads of group members.	An attempt to structure an argument is evident but not entirely successful; activity not present or highly unsuited. Time not considered. Major work load problems.
Evidence [50 Marks]	High level of sensitivity to sources of evidence and shows high ability to integrate theoretical material, empirical material and analysis.	Good sensitivity to sources of evidence and an attempt is made to integrate theoretical material, empirical material and analysis.	Sensitivity to sources of evidence and theoretical and empirical material and analysis are not always successfully synthesised.	Some sensitivity to sources of evidence and deas may be uncritically reported rather than analysed.

Rubric C – Digital Story

	Poor F or D	Acceptable C	Good B	Excellent A
<p>Storyline Apparent purpose, narrative cohesion, creative arc</p> <p>(30 Marks)</p>	Subject of the project is unclear, little or no narrative cohesion, story is non-existent or doesn't engage.	Subject of the project is apparent but underdeveloped, narrative is mostly coherent, the story has engaging moments	Subject is very clear and well developed, the narrative is coherent and engaging, but may meander, the creative arc of the story fully engages the audience	Subject is established early and focus is held consistently. Narrative is concise and clear. Creative arc is dramatic and/or funny and/or tragic
<p>Vocal performance Pacing, word choice, and vocal clarity</p> <p>(15 Marks)</p>	Breathing is inconsistent, narration doesn't match content, and unintended sighing, coughing, 'umming' is apparent. The word 'like' appears in a non-comparative or affectionate context.	Mostly the delivery matches the content. Some minor problems with breathing, sounds, and verbal choices.	The delivery and content are well aligned. No <i>problems</i> with vocal delivery but tone is uninspired and drab.	Delivery is clear and maps onto content perfectly. Voice is used as medium to extract more from the project by reinforcing motifs from the creative arc.
<p>Media usage Use of photos, video, and music. Transitions.</p> <p>(15 Marks)</p>	Very little used or hyper-saturated media usage. Media does not align with content. No personal photos are used.	Media is used in acceptable amounts and concurs with the subject of the project as well as the narrative arc.	Media enhances the narrative and vocal performance. There is synchronicity between all elements.	As for 'good' but contributes in a superior way to the aesthetic experience. Slick production is evident.
<p>Intercultural content Display of intercultural awareness and problem solving.</p> <p>(40 Marks)</p>	Problem is not presented or incomplete or there is not attempt at problem solving. No intercultural content is presented.	Intercultural content is referenced but sometimes incongruent. Little critical examination	Intercultural content matches storyline. Problem, while perhaps not solved, is resolved.	Superior display of intercultural content as it relates to the student experience. Complex engagement with problem.

Reading List

de Andreotti, V.O., 2014. Soft versus critical global citizenship education. In *Development education in policy and practice*(pp. 21-31). Palgrave Macmillan, London.

Department of Basic Education, 2014. *Curriculum Assessment Policy Statement: Foundation Phase Grades R-3*. Government of South Africa

Banks, J.A., 2008. Diversity, Group Identity, and Citizenship Education in a Global Age. *Educational Researcher*, 37 (3): 129–139

Bennett, M.J., 1998. Intercultural communication: A current perspective. *Basic concepts of intercultural communication: Selected readings*, pp.1-34.

Hackman, H.W., 2005. Five essential components for social justice education. *Equity & Excellence in Education*, 38(2), pp.103-109.

Hill, L.D., Baxen, J., Craig, A.T. and Namakula, H., 2012. Citizenship, social justice, and evolving conceptions of access to education in South Africa: Implications for research. *Review of Research in Education*, 36(1), pp.239-260.

Kabeer, N., 2015. Tracking the gender politics of the Millennium Development Goals: struggles for interpretive power in the international development agenda. *Third World Quarterly*, 36(2), pp.377-395.

Mitchell, T.D., 2008. Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2).

Odora Hoppers, C.A., 2009. Education, culture and society in a globalizing world: Implications for comparative and international education. *Compare*, 39(5), pp.601-614.

Ogden, A., 2008. The View from the Veranda: Understanding Today's Colonial Student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 15, pp.35-55.

Redclift, M., 2005. Sustainable development (1987–2005): an oxymoron comes of age. *Sustainable development*, 13(4), pp.212-227.

Schachter, E.P. and Rich, Y., 2011. Identity education: A conceptual framework for educational researchers and practitioners. *Educational Psychologist*, 46(4), pp.222-238.

Stiglitz, J.E., 2012. *The price of inequality: How today's divided society endangers our future*. WW Norton & Company. [Chapter 1]

Swilling, M. and Annecke, E., 2010. *Just transitions*. University of Cape Town Press [Chapter 1]

Tangri, R. and Southall, R., 2008. The politics of black economic empowerment in South Africa. *Journal of Southern African Studies*, 34(3), pp.699-716.

Theron, F., 2008. The development change agent a micro-level approach to development.[Chapter 1]

Ting-Toomey, S., 2012. *Communicating across cultures*. Guilford Press. [Chapter 1]

Tudge, J.R., Mokrova, I., Hatfield, B.E. and Karnik, R.B., 2009. Uses and misuses of Bronfenbrenner's bioecological theory of human development. *Journal of Family Theory & Review*, 1(4), pp.198-210.

United Nations. 2015. *Transforming Our World: The 2030 Agenda for Sustainable Development*.

van der Berg, S., Burger, C., Burger, R., de Vos, M., du Rand, G., Gustafsson, M., Moses, E., Shepherd, D.L., Spaull, N., Taylor, S. and van Broekhuizen, H., 2011. Low quality education as a poverty trap.

Yost, D.S., Sentner, S.M. and Forlenza-Bailey, A., 2000. An examination of the construct of critical reflection: Implications for teacher education programming in the 21st century. *Journal of teacher education*, 51(1), pp.39-49.