# A theorization of the global citizen in the pedagogy of service learning

Dr Kelsey **Halbert**, James Cook University, Townsville, Australia

Kelsey.halbert@jcu.edu.au

Research Questions

- How are pre-service teachers developing knowledge of themselves and 'others' through an *International Service Learning* (ISL) experience?

- How can theoretical perspecitives on ISL offer insight on the capacities of the learner, the service and pedagogy?
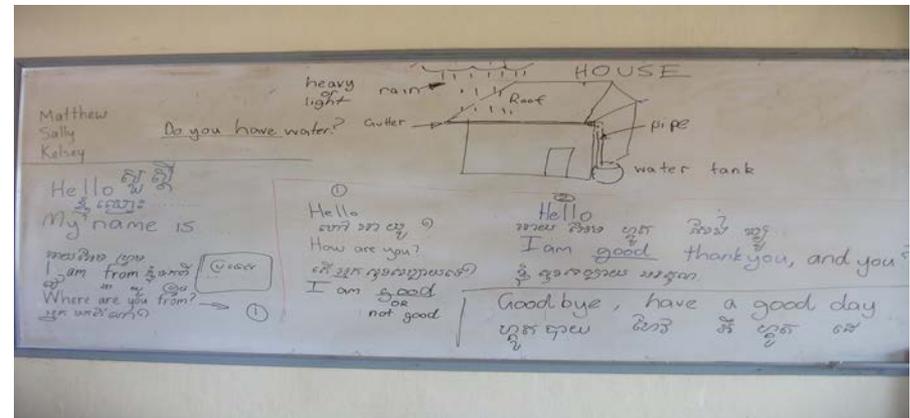
Methodology

The field of teaching and learning through 'service'

- Literature review
- Peer and external review of teaching and SL curriculum

The student experience

- A International SL case study – focus group interviews with 14 pre-service teachers undertaking

Making sense of the experience

- Thematic Analysis using a post structural lens

'ISL [International Service Learning] can be best understood as a form of ecological engagement with aesthetic, moral and spiritual dimensions enacted through participation with the lives and worlds of those living in different countries and which enables ethical reflection, enhances personal efficacy and seeks to engender a more just and sustainable society'

 (Bamber and Pike, 2012 p.2).

Taxonomies of Service Learning
Drawing on social justice education, multicultural education, transformative education, post colonial theory

Butin (2002)	Britt (2007)	Mezirow (2003)	Fansworth
Technical Cultural Political (Social Justice) Antifoundational	Learner (Technical) Citizen – Civic dispositions Change agent (Social Justice)	Transformational Dispositional Critical-dialectical discourse Citizen Teacher-led	Destabilisation
On ongoing process of 'becoming'			

Theory- Foucault

- The construct of 'self' and 'other' as central to *transformative* service learning

- Technologies of self – a pedagogy of tools for articulating self in relation to other

  – Reflection

  – Discussion

  – Personal disclosure

Orientating and disorientating 'other'

"we saw what it was like to be a minority"

"I changed some opinions on stuff that I didn't think I would"

There is some sense here [Australia] that everything is so devastating and you need to do extreme things to fix their problems, they have all these problems that need fixing but seeing it you just don' t get that when you are there

"we can't assume that the western way is the 'right' way"

"the most humbling experience"

"being on the other side"

I took a lot of cultural sensitivity from it. Understanding what is ok and what is not ok. And even though there are a lot of cultures in Australia and you get that whole "they are in our country now" but when you come from somewhere where those things are ok, I think you have to disregard it because it comes back to the identity thing. So many things that you wouldn't even regard as a 'cultural thing', you go there and you just would never see that in Australian classrooms.

Reorientation – culture, identity and education

Learning about their history and their culture more, different cultural groups, you have a better understanding of why they act or parents act a certain way in regards to education.

Understanding that there is always going to be so much more to it (than what you see in the classroom)

Example of connection to Indigenous Learners – parents views towards schooling

I had never put two and two together until I understood the history and background that has led them to that.

Disrupting notions of self and of service

- Post colonial learning spaces and accepting the uncertainty
- Linking back to Butin (2007) the characteristics of this service learning experience as an immersive, consequential, and sustained activity that does foster doubt and uncertainty
- The space and context as crucial to the transformation of self in ISL experiences
- Fansworth (2010) ' relations of recognition' - momentarily altering identity

Discussion points

- What capacities do we have as educators to cultivate dispositions of a global citizen through a service learning experience?

- What are the taken for granted reference points in current service learning frameworks?