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iYUNIVESITHI
STELLENBOSCH
UNIVERSITY

100

1918 · 2018

forward together · saam vorentoe · masiye phambili

Practice what you preach: reflections on a critical service learning program in Stellenbosch, South Africa

Joe Warren, Stellenbosch University International

16th April 2019

OUR VISION 2040

Stellenbosch University will be Africa's leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society.

OUR CORE STRATEGIC THEMES 2019-2024



**A TRANSFORMATIVE
STUDENT EXPERIENCE**



**NETWORKED AND COLLABORATIVE
TEACHING AND LEARNING**



RESEARCH FOR IMPACT



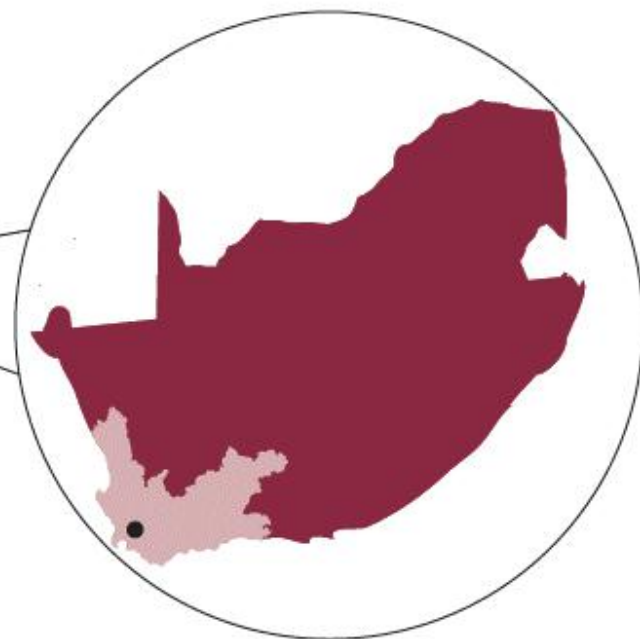
**PURPOSEFUL PARTNERSHIPS
AND INCLUSIVE NETWORKS**



EMPLOYER OF CHOICE



**A THRIVING
STELLENBOSCH UNIVERSITY**





Stellenbosch University International: Structure



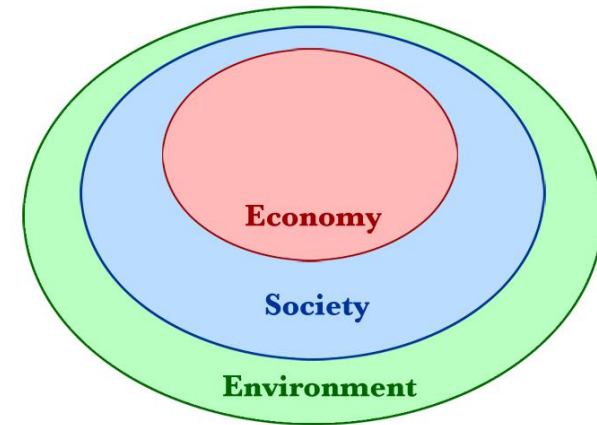
What do we think global education is?



“education that aims to *increase awareness* of the *complex interactions* that constitute our world, to create a *justice oriented approach* in thinking, and develops the abilities of our students to *create positive change* for themselves and their world”



Service learning



“Is the email you gave me correct? I tried to contact Mr Grantham, but unfortunately I did not receive any response.” – SD (March 2019)



This is more about me than about them!

“With this, I simply mean to say that, **we, the students taking this class will benefit most** from our weekly trips to the iKaya primary school, which should not come as a surprise considering the circumstances.” FB (August 2018)



Am I actually helping?

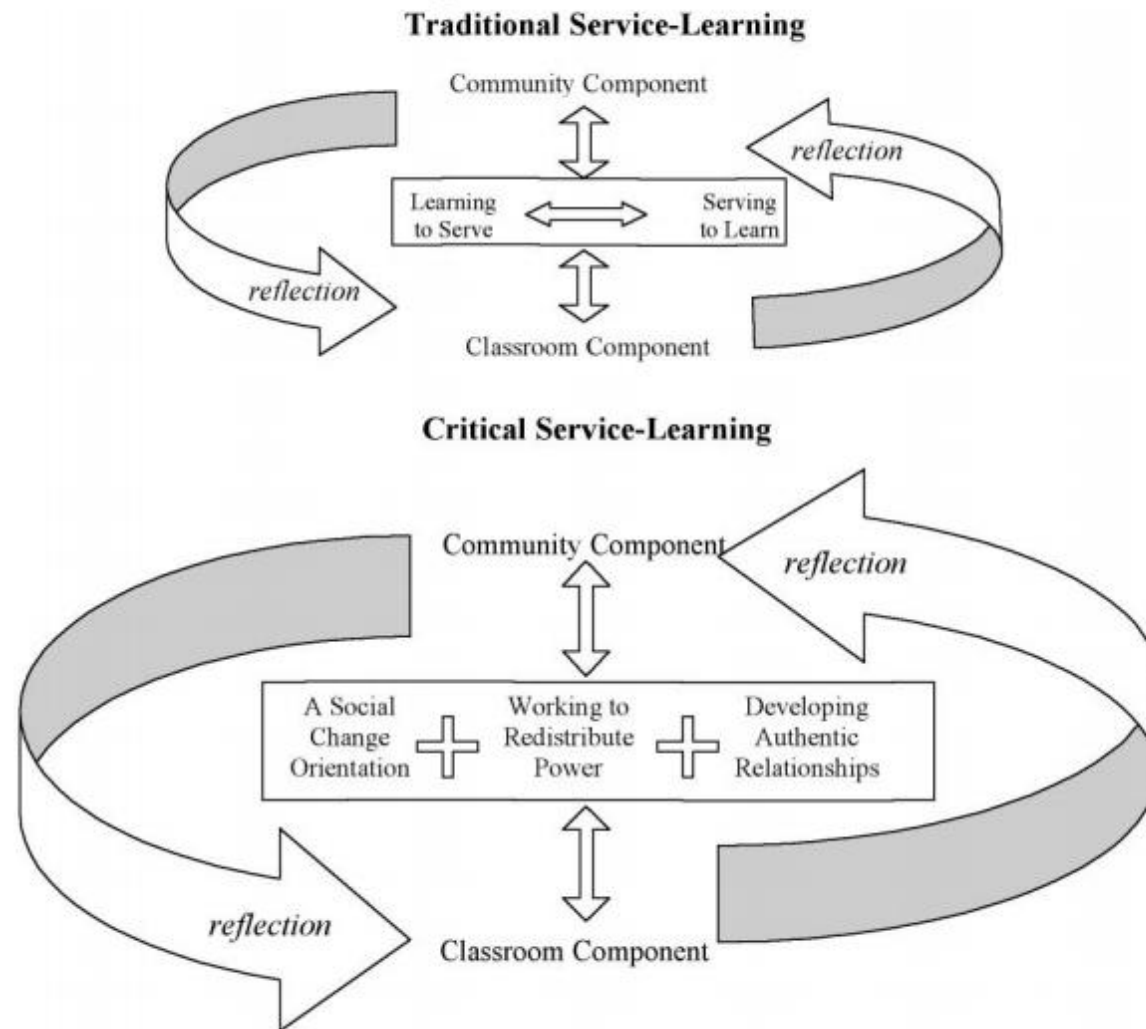
“And though I like to think I understand the process of critical reflection, can I actually pass that on to my teacher and students to help their futures?” – ME
(February 2019)



“[The dream of service learning] has not fulfilled the goal of impacting the very people and communities educators purport to serve.” (Butin, 2015)

What does critical service learning look like?

Figure 1.
Traditional vs. Critical Service-Learning



Global Service Learning



Three dimensions of Critical Service Learning

1. Social Change Orientation

1. Major educational discrepancy
2. Stigma of work in townships
3. Building coalitions between various roleplayers

2. Working to redistribute power

1. Student centred learning
2. Supporting community efforts/goals
3. Re-allocating resources

3. Developing authentic relationships

1. Creating a sense of mutuality
2. “being close” to our partners



Butin' s criteria

- ☐ Phone number in cell? Y
- ☐ Name of Administrative assistant? N
- ☐ Community partner involved in project? Y (could be moreso)
- ☐ Instructor involved in project? Y
- ☐ Just for the semester? N (facilitate better handover)
- ☐ Is the student grade based on number of hours? N
- ☐ Is the main outcome a paper? N
- ☐ Do the partners evaluate? sometimes
- ☐ Are the project' s outcomes still there after 6 months? Y

Joe's additional criteria

☐ Do you have regular feedback sessions with partners?

Y

☐ Does the professor have the most power? Y

☐ Do the community partners get to teach? Y

☐ Are we regularly on site? N

☐ Do we have a big enough support to effectively d



“Hence, I would like to make some suggestions that could make LSCE more critical. One suggestion is to have a few basic isiXhosa classes before going to Ikaya. ..Another suggestion is to have a cross-cultural training, preferably given by some of the Ikaya teachers, who can tell more about their school, community and Kayamandi. ..Finally, it would be good if there is a constructive, more explicit class activity to talk about privilege and positionality.” (Boeren, 2018)

Conclusion



DANKIE
THANK YOU
ENKOSI

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