Wednesday, February 12th, 2014, Noon
The Literacy Center Balcony
Satterlee Hall
Dr. Michele Pinard\textsuperscript{a}, Dr. Jeremy van Blommestein\textsuperscript{b}, and South African Summer 2013 Study Abroad Students
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Struggling to Change – Developing Experiential Models of Leadership within Higher Ed Communities

Abstract: EDUC 395/595 was designed as an interdisciplinary course to be submitted as an application for Chancellor’s Award for Internationalizing the Curriculum; the SUNY grant-funded CAFI was awarded in February 2012. This experiential course had several goals exemplifying best practices in international education pedagogy. It demanded that students, in part, engage by defining some of their own learning objectives and participate in extended pre-departure and post-travel components. Faculty will describe the course objectives and planning structure, as well as the process we experienced for syllabi to be accepted, modified to meet department and campus approval, and how we tailored the course to suit students’ individual learning needs. Students will share how pre-departure and on-site sessions were used to facilitate comparison of their own educational experiences to those of historically oppressed communities of people in South Africa. We will collectively show how we remained accountable and responsive to our South African host communities’ interests. We will share samples of traditional and arts-based assessment the group produced to document learning outcomes, to develop cultural and artistic sensitivity while providing service in school contexts, and to chronicle experiences while traveling in an intensively immersive program. Finally, the group will describe how on-campus and travel components allowed us to synthesize readings, films, guest presentations by university professors and community elders and to employ analytical and evaluative skills, to test whether theoretical conceptualizations of formal and informal “education” does or does not contribute to social change.