



Crossing Developmental Borders through Participation in HIV/AIDS-focused Service-Learning

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Session Outline

- Video
- Presentation of studies and results
- Implications for service-learning and ASB practice
- Discussion and questions



Video

Pop Quiz: HIV/AIDS

In 2007, how many people were estimated to be living with HIV/AIDS globally?
(UNAIDS, 2009)

- a) 22,000,000
- b) 33,000,000
- c) 43,000,000
- d) 53,000,000

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- b) 33,000,000**
- c) 43,000,000
- d) 53,000,000

Pop Quiz: HIV/AIDS

In 2007, how many people were estimated to be living with HIV/AIDS in the United States? (UNAIDS, 2009)

- a) 700,000
- b) 1,200,000
- c) 1,700,000
- d) 2,200,000

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Pop Quiz: HIV/AIDS

In 2004, what percentage of new infections were estimated to be among youth ages 13-24? (Centers for Disease Control, 2004)

- a) 3%
- b) 8%
- c) 13%
- d) 18%

Pop Quiz: HIV/AIDS

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- b) 8%
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Pop Quiz: HIV/AIDS

In 2007, ____ of college students reported having had one or more sexual partners within the past 12 months, yet only ____ of those who were sexually active reported having used a condom the last time they had sex (American College Health Association [ACHA], 2007).

- a) 33%, 22.2%
- b) 44%, 33.3%
- c) 55%, 44.3%
- d) 66.3%, 55%

Pop Quiz: HIV/AIDS

In 2007, 66.3% of college students reported having had one or more sexual partners within the past 12 months, yet only 55% of those who were sexually active reported having used a condom the last time they had sex (American College Health Association [ACHA], 2007).

- a) 33%, 22.2%
- b) 44%, 33.3%
- c) 55%, 44.3%
- d) **66.3%, 55%**

Pop Quiz: HIV/AIDS

What percentage of college students reported having ever received information about AIDS or HIV infection from their college or university? (ACHA, 2007)

- a) 20.7%
- b) 30.7%
- c) 40.7%
- d) 50.7%

Pop Quiz: HIV/AIDS

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Process

- Engaged in a *constructivist* study of the meaning students made on one Alternative Spring Break (ASB) trip
- Lingering questions remained unanswered by the study
- Conducted a second study of the trip from a *critical* lens

Purpose of Each Study

- 1) To investigate students' narratives about the meaning they made as they crossed physical and developmental borders on an ASB program focused on HIV/AIDS.
- 2) To explore the possibilities and limitations of service-learning by deconstructing the narratives about HIV/AIDS that emerged among college students who participated in an ASB program.

Two Sets of Research Questions

Constructivist

- What is to be learned about the nature of the experience through the stories told over time?
- What are the narratives associated with participants' sense of self, relationships with others, and future plans?
- What difference did a trip focused on HIV/AIDS make to the narratives told?

Critical

- What structures of power and privilege surrounded and shaped students' experiences around HIV/AIDS and the meaning they made of those experiences?
- What narratives, including silent or implicit narratives, emerged about HIV/AIDS?
- What do these narratives suggest about the possibilities and limitations of service-learning?

Theoretical Approaches

Constructivist

- Service-learning and short-term immersion programs
- Critical-developmental framework – “integrative” approach to service-learning (Jones, Gilbride-Brown, & Gasiorski, 2005, p. 21)
- Reflects a developmental understanding of students
- Also “acknowledges...the privileging conditions that situate students in service environments, ...structures of inequality..., and the potential of service-learning as a critical pedagogy” (p. 21)

Critical

- Foregrounded structures of power and privilege surrounding the context of HIV/AIDS
- Interrogated participants’ conceptualizations of HIV/AIDS; examined social justice implications
- Guided by a critical anti-foundational (Butin, 2010; Rhoads, 1997) approach to service-learning
- Anti-foundational approach disrupts the presumption of service-learning as transformational, interrogates taken-for-granted assumptions, and promotes “justice learning” (Butin, p. xviii)

Methodology (both studies)

- Theoretical borderlands advocated by Abes (2009)
- Analysis of narratives embedded within a single case of an ASB program (Chase, 2005; Clandinin & Connelly, 2000; Stake, 2005)
- Focus on HIV/AIDS, discrimination, and critical voices of student participants (critical read of the data)

Procedures (both studies)

- Participants came from one site of a multi-site case study of ASB trips
- Four data sources:
 - Participant observation (during trip)
 - Participant journal entries (during trip)
 - First interview (shortly after trip)
 - Second interview (one year later)

Data Analysis

Constructivist

- Each researcher independently read and coded each transcript and document
- Constant comparative analytic strategy (Charmaz, 2006)
- Focus on both the individual narratives and the shared context from which they emerged

Critical

- Each researcher independently read and coded each transcript and document
- Used focalization to shift vantage points between participants' "internal and external points of view" (Holley & Colyar, 2009)
- Focus not only on stories that were told, but the "broader social discourses shaping that person's story of their experience" (Clandinin & Rosiek, 2007, p. 55)

Introduction to Participants


- Sasha (Black woman, junior, public health major--“teaching people how to be self-sufficient”)
- Aerial (White woman, junior, “so over English,” from a small town)
- Lee (White man, identifies as queer, junior, passion for “indirect service”--later led the trip)
- Victoria (White woman, sophomore, “wants to save the world”)
- Laila (Black woman from Kenya, “it’s the little things”--like time for others, economics major)

Findings – Constructivist Study

- Contextual Narrative
- Individual Narratives
- Shared Narratives

The background features a light-colored grid pattern. On the left side, there is a circular diagram with several concentric circles and radial lines extending from the center to the outer edge. The text "Contextual Narrative" is centered in the middle of the page.

Contextual Narrative

The background features a grid of small squares in shades of green and yellow. On the left side, there is a circular diagram with several concentric circles and radial lines extending from the center to the outer edge, resembling a compass rose or a technical drawing.

Shared Narratives

Shared Narratives

- “It’s So Real”: The Power of Personal Interaction

Shared Narratives

- “Our Little Bubble”: Getting Out of One’s Element

Shared Narratives

- “I Want to Find Something”: Clarifying and Renewing Career Plans and Commitments

Shared Narratives

- Confronting the “Walls of Prejudice”:
Encounters with Stigma and
Discrimination

Findings – Critical Study

- Students: “Modifying my Schema” about Living with HIV and Dying of AIDS
- Health Center Residents: “You’re Lucky to Get to do Service”
- Friends and Family: “She Would Cry if I Went to Africa”

Discussion

- What is to be learned about the crossing of borders from this study?
- Rethinking the triumphal narrative of service-learning
- Decentering and remapping (Giroux, 1992)

Implications for Research

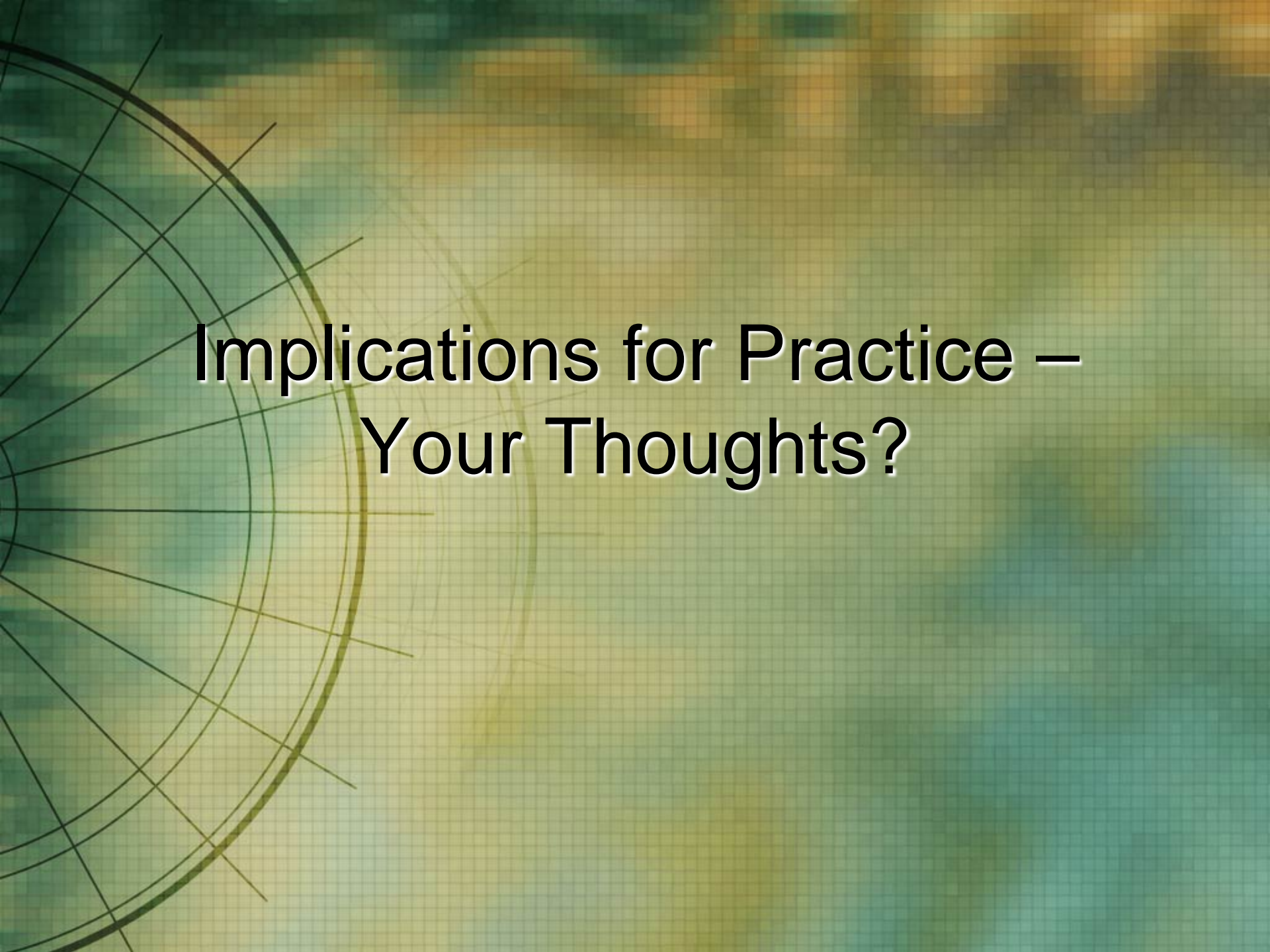
- Studying longer-term developmental outcomes
- Research focused directly on the experiences of underrepresented students
- What service-learning could be

Implications for Practice


- Developing educational programs and strategies to help students navigate the border crossing process
- Post-trip reflections
- Importance of the compelling context in which service takes place
- Opportunities for collaboration across functional areas around shared concerns: wellness, social justice...

Implications for Practice

- How successful are service-learning and short-term immersion programs in realizing commonly stated goals: reciprocity, examination of root causes, commitments to social change?
- Are short-term immersion programs situated from a charitable or social justice orientation? How might the orientation reinforce limitations *or* possibilities of service-learning?

The background features a grid of thin, light-colored lines. On the left side, there is a circular graphic composed of several concentric arcs and radial lines, resembling a stylized globe or a technical diagram. The overall color palette is a mix of muted greens, yellows, and blues.

Implications for Practice – Your Thoughts?

The background features a light-colored grid pattern. On the left side, there is a circular graphic with several concentric lines and radial lines extending from the center, resembling a stylized globe or a technical diagram. The overall color palette is muted, with shades of green, yellow, and brown.

**Your Questions and
Suggestions?**

Thank You!

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