



COMMUNITY ENGAGEMENT AS A FORM OF SOCIAL ENTREPRENEURSHIP IN HIGHER EDUCATION CURRICULUM

Rika SWANZEN¹
Craig Darrel ROWE²

Abstract: *At an institutional level the “responsiveness to the needs of individuals and of society has become a key theme in university mission statements” (Breier, 2001, p 6). A resulting question more than a decade later is how many of these statements have been translated into sustainable actions? The link with the context of service-learning as a form of community engagement and the development of student employability through developing social entrepreneurial skills are made and related concepts that influence curriculum design are proposed in a conceptual framework. To understand all the influencing factors on the ‘serving’ university is necessary to consider the impact on curriculum development as this will inevitably effect acceptance and sustaining of changes. Embracing the framework of Appreciative Inquiry the authors then look at how service learning and field placements could be sustained in higher education institutions in South Africa, ending in concluded statements and questions for future research.*

Keywords: *social entrepreneurship; service learning; appreciative inquiry; community engagement; curriculum design*

Introduction

Jones, Warner and Kiser (2010: 44) point out that with an ailing economy and “strong public sentiment that change is needed on many fronts within our society and across the world, the phenomenon of social entrepreneurship has found new life and is flourishing within society as a whole and within higher education in particular”. Debate exists whether social entrepreneurship is a useful concept for application across disciplines within the academy; where such programs should be situated: alongside a business school, or if there is a better fit with the social sciences (Jones, Warner and Kiser, 2010). The aim of this paper is to provide a vehicle through which the multi-disciplinary aims of social responsibility within higher education (HE) can be integrated.

¹ Senior Lecturer: Child and Youth Development, School of Social Science, Faculty of Arts, Monash South Africa. Email: rika.swanzen@monash.edu

² Head – Community Engagement, Monash South Africa. Email: craig.rowe@monash.edu

A framework of concepts is derived at that will show the complex multi-dimensionality of this integration within the concept of community engagement (CE).

To approach a concept that at its very nature encompasses the needs of communities instead of the usual frameworks describing curriculum and disciplines brings together various important and seemingly disconnected concepts. This paper will address this complexity in the following ways. Firstly a framework will be proposed to highlight the various connected concepts around aspects of social responsibility and CE for integration into the higher education curriculum. Secondly an appreciative inquiry by the Manager of the CE office at MSA and an evaluation of an international field placement by a Senior Lecturer in the School of Social Science will shine light on some practical aspects to consider. Thirdly the paper will draw from lessons learned to postulate questions for further research.

A framework of integrated concepts

The aim of the framework offered here is to offer an explanation of the background and context from which the outcomes of two enquiries to follow were done. It will therefore only receive some attention to show what should be the considerations for the HE curriculum, should a CE approach be integrated. It will also show where the authors see social entrepreneurship to fit.

A broad definition characterizes *social entrepreneurship* as “innovative social ventures, which may occur across non-profit, business, or government sectors... [and] social entrepreneurs as agents of change within non-profit organizations who create entrepreneurial solutions in the pursuit of organizational sustainability” (Calvert, 2011: 118).

Community engagement is “the process of working collaboratively with groups of people affiliated by geographic proximity, special interests, or similar situations with respect to issues affecting their well-being” (Russell, Igras, Johri, Kuoh, Pavin, and Wickstrom, 2008: 1).

Service learning is defined as “course-based, credit-bearing educational experience in which students (a) participate in an organized service activity that meets identified community needs and (b) reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (Bringle, Phillips and Hudson, 2004: 5).

Social development is a “pro-poor approach that promotes people-centred development, human capabilities, social capital, participation, and active citizenship and civic engagement in achieving human development” (Patel, 2007: 13).

Civic service is “an organised period of substantial engagement and contribution to local, national or world community, recognised and valued by society, with minimal monetary cost to the participant (Patel, 2007: 8).

Appreciative inquiry is defined by Whitney and Trosten-Bloom (2010: 1) as the “study of what gives life to human systems when they function at their best”. It is built on the

assumption that “questions and dialogue about strengths, successes, values, hopes and dreams are themselves transformational” (Whitney and Trosten-Bloom, 2010: 1).

Field placement is any work experience, work placement, or practicum that requires students to undertake activities in a work setting and forms part of the formal requirements of an academic program (UniSA, 2010: n. pag). *Internship* is defined as “a supervised discipline-related work experience. The work experience may be part-time or full-time and can be paid or unpaid” (UNH, n.d., n. pag). Related to this concept is *work-based learning* that refers to learning acquired through the worksite from whatever tasks people undertake (Evans, 2000: 16).

In the end the framework aims to show that the consideration of the communities’ needs and the adjustment of teaching in HE is needed. This however is not a simple adaptation as the short descriptions around the involved concepts will show. For the university to embrace a more engaged method for teaching these are the various contextual concepts involved that informs the need for such an adjustment. If at least for South Africa (SA), SL may be integrated into HE curriculum with the least disruption to academic rigour, while ensuring that the needs of communities are still served. When civic service within the SA context is discussed the SL model of Furco will be explained to illustrate this.

Figure 1 illustrates eight concepts loosely related to contain SL in HE. The four contextual concepts number 1-4 in the Figure will be discussed first after which the next four numbers 5-8 will be discussed. The latter 4 concepts suggest practical implications imposed on the HE curriculum if a more engaged form of teaching should be introduced. *From the work of the authors the most suited model found to incorporate more engaged, entrepreneurial and experiential learning with the HE curriculum is the service-learning (SL) model.*

1. Related concepts in the broader context

1.1. Globalisation and international placements

The relevance of globalisation becomes even more significant when international placements are considered as part of the HE curriculum. Martin Carnoy (2005: 3) stated that “[g]lobalization ... is changing the very fundamentals of human relations and social life. Two of the main bases of globalization are information and innovation ... If knowledge is fundamental to globalization, globalization should also have a profound impact on the transmission of knowledge. ... [and therefore] globalization increases the demand for education, especially university education ...”. Killick (2012) argues that curriculum internationalization involves the enabling of students to develop attributes of cross-cultural capability and global perspectives to underpin their personal and professional lives in a globally connected world, but more specifically how the student identify themselves among the ‘global Other’. *If the concept of a global citizen is seen as someone who identifies him or herself as dwelling among global others and within a culture, it can be concluded that HE should play a role in enabling students within an interconnected culturally global world.*

Figure 1: An illustration of various concepts bringing together a focus on meeting community needs and HE teaching



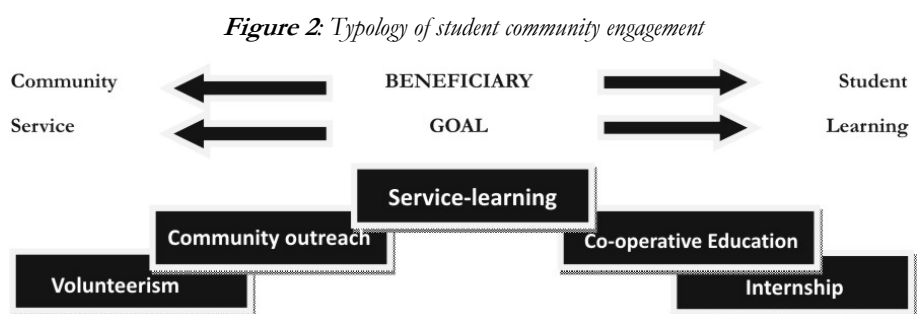
1.2. Civic service and service learning

Patel states that in the “context of globalisation, civic service and volunteering is emerging as a growing social phenomenon and field of enquiry. Service and volunteering have deep historical and cultural roots in the African context” (2007: 8). Perold, Patel, Carapinha and Mohamed (2007) state that the social development policy model adopted by SA policy-makers since 1994 significantly influenced policy on civic services and that among the goals of the social development approach are the participation of socially excluded groups in development efforts towards improvement in their quality of life. “In the South African policy context civic service tends to be described as community service or youth service... Community service is intended to promote and develop social responsibility among students of the role of higher education in social and economic development through community service programmes... Youth service is described as the involvement of young people in activities which provide benefits to the community while developing the abilities of young people through service and learning.” (Perold, et al, 2007: 56).

Deduced from the above, the call on the nation to address societal ills through involvement on all levels are clear and even more specifically shown through the undertakings of the Higher Education Quality Committee (HEQC) in South Africa (SA). The HEQC sees CE as a core function of HE for its potential social development and social transformation agendas (HEQC, 2006: v). Bender, Daniels, Lazarus, Naude and Sattar, (2006: 11) say CE can take many forms in HE, namely distance education, community-based outreach, participatory-action research, professional community service and service learning. SL is a vehicle for CE and it must be planned, resourced

and managed in a developmental manner that takes cognisance of the needs of staff, students and the community without compromising the quality of the academic provision (Bender, et al, 2006).

According to Furco (1996 in HEQC, 2006: 13) the numerous terms and definitions used to describe various forms of student community service (or engagement) in HE can be placed on a continuum between two important distinctions. These two positions are the primary beneficiaries of the service (i.e. community or student) and the primary goal of the service (i.e. community service or student learning). This continuum prescribing the typology for student CE is illustrated below:



(Furco, 1996 in HEQC, 2006: 14)

Although all the forms of engagement in Figure 2 embrace a measure of experiential learning, it is only seen as service-learning when the benefit of the partnership or placement is both the community and the student and if there is an equal focus on both learning and service.

SL could be used to best serve society by preparing students to be active, principled citizens and by linking knowledge to public good through engaged scholarship (Zimpher in Carriere, 2006). Hlengwa (2010) views SL as having the potential to enable students to move between the everyday discourses of the community into the elevated discourses of the university.

Cherwitz (2012) refers to ‘Intellectual Entrepreneurship’ as an innovative vision and model of education at the University of Texas that challenges students to be ‘citizen-scholars’. Students are engaged in community projects where they can put their knowledge to work while identifying and adapting to those for whom their research matters (Cherwitz, 2012). With a credit-bearing course where the needs of the community forms the aim of the project involvement, the initiative described above for the development of entrepreneurship, is similar to SL. In this paper some overlap between the terms entrepreneurship and SL is purposeful. *The experiential nature of learning need for both implies similar aims for the community or organisation and preparation of the student, therefore leading to similar challenges for its adoption in HE curriculum.*

1.3. Community engagement requirements

Odora-Hoppers (2011:8) states that CE should begin to open channels through which people can discover themselves and from which they could put new content, meaning and strategy to whatever developmental visions they may have. Principles that will ensure a healthy integration of CE or SL into the HE curriculum are: needing to be clear on what the purposes of the engagement is before starting with frequent communication; valuing authentic collaborations and partnerships on all levels (from government to NGOs) and their unique contributions; agreeing on transparent methods of documentation, evaluation and indicators of expected outcomes; allowing for the time-consuming process of participation and understanding the need for flexibility to collaborate and share power and decision-making at all levels; willingness to determine the level of engagement including capacity-building interventions; creatively addressing challenges or barriers as a group; and matching the needs of activities with the time frame and budget. (Russel et al, 2008 and Barnes, Altimare, Farrell, Brown, Burnett, Gamble and Davis, 2009). *Considering CE principles within HE curriculum design can ensure that the SL programme truly pursues a solution to the community's problems.*

1.4. Appreciative Inquiry as evaluation framework

Appreciative Inquiry (AI) provides a good fit for the need to explore what works and not to only study a problem. Cooperrider and Whitney (n.d.: 2-3) give different perspectives on AI and explain it as a "methodology that takes the idea of the social construction of reality to its positive extreme", and as a "model of a much needed participatory science. The explanatory words are similar to those found earlier with the principles of CE. *AI offers a framework for inquiry or research that will assist with integrating the community voice into the HE curriculum design process.*

At the core of the AI cycle, is *Affirmative Topic Choice* as the most important part of any AI. The four key stages are: *Discovery*: mobilizing a whole system inquiry into the positive change core – a cooperative search of the 'best of what is and has been'; *Dream*: creating a clear results-oriented vision in relation to discovered potential and in relation to questions of higher purpose, i.e., "What is the world calling us to become?" – a collective exploration of hopes for the organization and relationships; *Design*: creating possibility propositions of the ideal organization, an organization design which people feel is capable of magnifying the positive core to realize the articulated new dream – describing statements of 'what should be'; and *Destiny*: strengthening the affirmative capability of the whole system enabling it to build hope and momentum around a deep purpose and creating processes for learning, adjustment, and improvisation – focusing on commitments. (Cooperrider and Whitney, n.d., p 5 and Whitney and Trosten-Bloom, 2010: 7-9).

The nature of the enquiries to follow in the second part of the paper (section 3) builds on AI principles and stages and the results of the first inquiry will be given within this structure. It is provided as part of the conceptual framework since it offers a guideline for inquiry that facilitates the use of Action Research (AR) conducive to studies in SL.

AR links practice and ideas through cycles of action and reflection to address the gap between knowing and doing (Reason and Bradbury, 2011).

2. Service-learning concepts related to teaching practices

2.1. Multi-disciplinary teamwork

Number five in Figure 1 shows the inclusion of the concept of an inter-disciplinary approach. Wilson and Pirrie (2000: 7) highlight the importance of opportunities for members of different professions to learn together during their initial training, during a time when their professional identities and stereotypical views of other groups are being formed. They acknowledge this would require bridging not only the further and higher education divide but also the very powerful disciplinary barriers. The term ‘multi’ describes activities which bring more than two groups together, focus on complementary procedures and perspectives, provide opportunities to learn about each other, *are motivated by a desire to focus on clients’ needs*, develop participants’ understanding of their separate but inter-related roles as members of a team. In contrast, ‘inter’ is more appropriately used when the activity enables members of the team to develop a new inter-professional perspective which is more than the sum of the individual parts, integrate procedures and perspectives on behalf of clients, learn from and about each other, reflect critically on their own knowledge base, engage in shared reflection on their joint practice, surrender some aspects of their own professional role, share knowledge, develop a common understanding. (Wilson and Pirrie, 2000). *The complexity of the social problems in society needing to be addressed through CE requires a wide array of skills. Inter-disciplinary work strengthens the aim and cognisance needs to be taken of what this means when the HE curriculum is considered.*

2.2. A participatory approach

With the sixth concept illustrated in Figure 1, Carriere (2006:16) defines the partnership between the university, community and service providers as a “collaboration of equals”. The continuation and development of these partnerships is also a key factor in ensuring the sustainability of CE and SL. Breier (2001) comments that mission statements of responsiveness to the needs of society alone are not enough; there needs to be accompanying economic and academic support for the implementation of SL and CE.

What may be significant to assess before engaging with communities and organisations for the purposes of student placements are the continuum of levels of engagement which move from consultative to cooperative to collaborative and with community members moving from being targets of change to being agents of change as partnership levels increase. The more informed and involved the community is in all aspects of the development and implementation of a program, the more likely it is that an environment will develop that facilitates a sustained use of services, eventually moving to all stakeholders being mutually accountable. Participation in this context is seen as the process that increases a community’s capacity to identify and solve problems, while empowerment is seen as a social action process by which individuals, communities, and

organizations gain mastery over their lives in the context of changing their social and political environment to improve equity and quality of life. (Russel, et al, 2008: 6-7).

More practically it is also necessary to describe what is required from placements as the need for participation to make it succeed will shape the curriculum design. Hobert and Frankel (2002) provide such requirements and for them field placements imply the following expectations: the student is expected to show initiative and to be assessed on a range of skills, knowledge and professional attitude; regular attendance by the student and working with a wide range of groups and settings; and a professionally qualified supervisor. In planning for and selecting placements Hobert and Frankel (2002: 3-5) suggest attention to the following criteria: ensuring legal requirements and insurance cover are in place; ensure organisation policies and procedures are in place and available to the student; have a curriculum with planned activities that is in line with curriculum guidelines and which meets the expectations of the placement, while also fitting into its routines; and have agreements in place between the organisation and university that encapsulate the requirements for supervision, time for completion of expected activities, induction into policies and scheduling of visits and meetings.

For international students the preparation provided through the criteria is even more critical as they find themselves in an unknown country. The requirements of facilitating a field placement points to the reality of the participation needed from the host organisation or community. The second inquiry discussed in the second part of this paper will show some insight into an international field placement experience.

2.3. Experiential and integrative learning

Dewey (1933 in Bleicher and Correia, 2011: 31) defined reflection as “active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further conclusions to which it tends”. It is a “mental activity that builds a bridge between the human inner world of ideas, and the outside world of experience” (Bleicher and Correia, 2011: 31). Reflection forms the foundation of experiential learning. From various theoretical frameworks by authors between the 70s and 80s the HEQC (2006) document deduces that the experiential learning process results in: a reconstruction of experience where ideas and perceptions are questioned and habits are revisited with a non-competitive balancing of CE and academic excellence demands (HEQC, 2006:17).

With the seventh concept (see Figure 1) experiential learning accommodates a SL approach to the HE curriculum and an adjustment from traditional teaching methods is needed. The requirements for entrepreneurial teaching suggest the same. From a detailed explanation by Higgins and Elliott (2011) the argument for the adjustment of the curriculum for teaching entrepreneurs was build. Some of the main themes highlighted by them were the need for various technical skills to be taught (i.e. oral and written communication, strategic awareness); considering that knowledge is created through considering environmental domains and the awareness of the entrepreneur of their influence in issues arising from the environment; that passive learning methods of memorisation should be extended to consider required entrepreneurial traits and constructionist cognitive processes by a more active participant; incorporation of an

understanding of the sharing of routine and structures in a community or cultural system (day-to-day changes knowledge and can therefore not be static); learning should embrace introspection of self, critical reflection of activities and the creation of learning practices that enable and facilitate the exploration of alternative spaces of possible actions; and for the educator to develop close contact with practitioners to provide guidance through experience and the creation of open, warm and trusting learning environments (Higgins and Elliott, 2011).

2.4. Virtual learning environments (VLE)

For Katernyak, Ekman and Ekman, Sheremet and Loboda (2009) university systems face similar challenges such as working in a culturally diverse academic community, while also needing to provide excellence and mobility in education through technology-enhanced learning – the creation of social presence and interaction in a virtual space within a cooperative environment (Katernyak, et al, 2009). “As the world becomes increasingly interconnected, universities are responding with an increased interest in global learning that will develop global competencies in students and create global citizens. Universities are particularly interested in developing these global initiatives in response to calls to increase the marketability of students and for societal improvement” (Patterson, Carrillo and Salinas, 2012: 182).

From the above authors the link between using (VLEs) and the employability of students in a global world is made, but with reference to the need for such environments to not be only static online resources. While academia may find themselves in need to adjust to more experiential learning methods, this is not occurring outside the push for learning to become more mobile and in line with the technological developments of this century. *This eight concept (Figure 1) of online learning needs is to be balanced with the likelihood of limited resources in the community or organisation.*

3. Appreciative enquiries into the feasibility and sustainability of SL at an International HE institution

The second part of this paper, flowing from the discussion of the proposed conceptual framework, provides feedback on separate evaluations done by two staff members of Monash South Africa. The Head of the Community Engagement Office conducted an exploration of the meaning that people bring to the current field of CE and SL in HE in SA which will be discussed first. The Course Coordinator and senior lecturer of Child and Youth Development in the School of Social Science evaluated an international field placement to discover whether the student is adequately prepared with regard to the context of the placement as well as sufficient skill to meet the needs of the community or organisation to be discussed second.

3.1. Exploring the meaning pioneers bring to CE and SL

For the first inquiry a small-scale survey was undertaken among ten of the champions that have either pioneered or are currently involved in SL and CE in SA. The participants were selected from the practitioners in several HEIs and non-governmental

organisations and included academics, managers, administrators, directors and partners. The in-depth interviews were conducted in four phases with between 8 and 10 open ended questions per phase and from 2008 to 2012. The ten participants from various HE institutions in SA were separated into three distinct categories - namely academic, administrator and community partner. The appreciative inquiry phases of Discover, Dream, Design and Destiny as guiding framework for the study are used to report on some of the findings of this study.

As explained through some of the concepts discussed so far, the community, in partnership with higher education, challenges traditional learning models. A shared understanding of the definition of SL and CE has developed in South Africa mainly through the contribution of the Community Higher Education Service Partnership (CHESP) programme (Lazarus, Erasmus, Hendricks, Nduna & Slamati, 2008). According to Pandor (2008) CHESP has been seminal in making CE an integral part of teaching and research.

Table 1: Findings from the AI into the meaning that people bring to the current field of CE and SL in HE in SA

Discover	Dream	Design	Destiny
<ul style="list-style-type: none"> Participants in CE build on social activism experience and by the philosophy of SL, there was also a focus on the development of volunteer programmes Community members from the NGO sector partnered with HEIs by engaging in volunteer programmes & being part of initial SL programmes Community needs should determine what is to be done, but they grappled with questions of how to approach community needs & student learning All considered their 	<ul style="list-style-type: none"> Participants agreed an organization such as CHESP is essential for the continued growth & sustainability of SL & CE. Two years after the termination of CHESP the South African Higher Education Community Engagement Forum (SAHECEF) was established. The most ideal environment in which SL could flourish is seen as one in which there is support from senior management through to grassroots involvement. The implementation of programmes would be informed by research & resourced by internal and external 	<ul style="list-style-type: none"> NGOs, community based organisations (CBOs) & faith based organisations are the main partners of all the HEIs in the field of CE. The organisations often feel that the partnership is not consistently reciprocal, although the opportunity exist at most institutions. NGOs were of the opinion that their national representative organizations have not engaged with the HEIs Two HEIs have invited community 	<ul style="list-style-type: none"> The participants were not aware of any developments other than that of SAHECEF. Hope was expressed that this organization would be able to address the lack of cohesion of SL & CE in South African HEIs. SAHECEF positioned itself to work alongside the CHE through invited CHE to the inaugural conference, where there support to

Discover	Dream	Design	Destiny
<p>journey in service learning to be one of choice and passion and as an adventure</p> <ul style="list-style-type: none"> • More conferences and capacity building programmes were advocated for • The CHESP initiative and funding made available was seen as playing an important role in the establishment of SL & CE programmes. It also led to discussions on concepts from which an indigenous body of knowledge began to emerge. • It was agreed that the development of a uniquely SA SL model had evolved through collaborative research & partnerships among the HEIs involved with SAHECEF. • Response was needed to several uniquely SA logistical issues such as transport, risk management and planning issues • It is wished that SL & CE be seen as nothing less than a mainstream activity in HE. • All departments that manage CE have 	<p>funding.</p> <ul style="list-style-type: none"> • SL partnerships can enable the integration of communities and HEIs to learn from one another. • Resources, other than funding indicated for the sustainability of CE & SL are: people in the form of leaders, management staff, academic staff and committed students; institutional incentives; community mapping, time allocation & planning; academics in the form of capacity building; community profiling; understanding of SL & CE concepts • Partnerships in the form of a long-term study into the impact of SL and CE; participatory-action research & mapping of SA community practices. • Ethical considerations should be in operation to protect all stakeholders. • The community should not be perceived to be a test or research sight & partners should be engaged as co-facilitators of programmes • Once students become engaged and involved in the process and barriers and fears have been overcome, they 	<p>partner organizations to be part of a Senate Committee on CE. They have been given a voice & have a vote, participate in the design & implementation of programmes.</p> <ul style="list-style-type: none"> • At one HEI, the number of partners has been limited to achieve greater effectiveness and depth in the partnerships. • Partners have been given access to resources including office space; facilities; bursary and scholarship opportunities; and the availability of lecture theatres and library resources. • One way to ensure sustainable partnership is to involve stakeholders in planning, implementation & evaluation. • Collaboration among HEIs is not sufficient. Some examples exist such as several HEIs submitting joint applications for 	<p>SAHECEF was confirmed in their keynote address.</p> <ul style="list-style-type: none"> • One of the HEIs uses a balanced scorecard approach and is adapting other corporate measurement tools to assess the effectiveness of its programmes. • A new move to develop legal risk frameworks has been noted. This risk is a common problem for all the HEIs in SA and, in comparison with international standards where insurances and support structures are mandatory, a large gap exists in the South African context. • Another area verified to be in need of improvement is the inclusion of partner

Discover	Dream	Design	Destiny
<p>similar aims in being responsible for volunteers, SL programmes, partnerships & community-based research & even internships.</p> <ul style="list-style-type: none"> • Large groups of students who volunteered create a platform for community transformation. • Databases of community partners & programmes have been established in 8 of the 10 HE institutions (HEIs) represented 	<p>usually provide very positive learning feedback & continue to stay involved with the community long after the formal education programme had terminated.</p> <ul style="list-style-type: none"> • The dream was expressed of an integrated community engagement centre & directorate. 	<p>CE research funding.</p> <ul style="list-style-type: none"> • As an organization, SAHECEF is committed to advocating, promoting, supporting, monitoring, and strengthening CE. Participants were positive about SAHECEF. 	<p>organizations in the development of quality assurance processes.</p> <ul style="list-style-type: none"> • Participants are involved in collaboration relationally and regionally • Promote SL as a worldview to infiltrate all aspects of the university; giving voice to all role players, allocation of time to staff; ensure concrete development plans; creating inter-disciplinary teams to involve expertise.

The results of the exploration of the meaning that people bring to the current field of CE and SL in HE in SA, discussed in Table 1, highlights issues to consider for the HE curriculum. Recognition of CE as the third silo in HE is not necessarily a given and the benchmarking of the impact of programmes still needs to be standardised and implemented more widely. Using a SL approach in teaching is one way in which the academic can meet the call to develop students as active and entrepreneurial citizens. The second inquiry provides some insight into an evaluation of one such attempt.

3.2. Evaluating an international field placement experience

Good partnerships with organisations are needed for universities to meet the need for service and experiential learning through field placement objectives. No partnership will succeed if it is only beneficial for one party and therefore the evaluation done by the Course coordinator of an international field placement completed at the end of 2011, was to explore what will make field placements beneficial for the organisations and communities engaged with. One way in which the placement can be mutually beneficial,

is when research is employed to meet the needs of both the university (student learning) and the organisation. As a broad methodology the author approached the inquiry with the use of the case study method to allow for a focus on each and every case (student experience) and for the comparability among cases (Gerring, 2007).

The first 3 stages of AI were used in the design of the questionnaire where she used the AI elements of 'discovery' and 'dream' by using positively stated, explorative questions in relational style and by asking what more the students would have wished for. Five areas were explored: (1) the most positive aspect of the placement (discover); (2) what more they wanted from the placement experience (dream); (3) what skills or knowledge they felt they had coming into the placement, how important they think the knowledge is and how the placement increased this knowledge (design); (4) their experience of multi-disciplinary team members; and (5) their supervision experience.

The following information was obtained from the evaluation done by four students from two Australian Monash campuses at a residential centre in SA in the five areas mentioned above: when asked about (1) their most positive aspects the four international students being evaluated found the variety in exposure the most positive aspect of the placement, while they responded to the question of (2) what more they wanted from the placement that they needed clearer guidance on what to expect and what is expected of them, although they did indicate that the freedom to structure their work was positive. The supervisors at one of the organisations also completed an evaluation and found the placement positive as well. (3) The skills or knowledge the students indicated they did not know enough about was: legislation and policies relevant to the country; compiling a community profile; addressing major social issues such as HIV, teen pregnancy and poverty; doing a need analysis and research methodology. The supervisors indicated that the placement did improve students' skill in all areas (4) Naming of the multi-disciplinary team members did correspond with the setting and it was positive to see students acknowledge the role of paraprofessionals as well. (5) All students felt positive about their supervision and found it supportive and some would have appreciated more. The supervisors indicated an orientation session on expectations of the students before the arrival of the student will be useful. With international placements much of the coordination happens electronically and such sessions may come down on the coordinator in the same country which may not be possible in terms of time and resources. Interestingly enough no mention of cultural differences or challenges was made.

It is necessary to build in more specific criteria for inquiring about the CE benefits offered through SL into the AI interview and to abide by the suggested principles among which taking time for clarifying expectations is one. This can also contribute to the need for standardising the benchmarking or measuring of the impact of programmes discussed with the first inquiry discussed in this paper. The timing for placements is indicated more by the universities schedule than the organisation's and this deserves exploring as part of building partnerships.

The framework of concepts at the start of this paper proposed guidelines for the design of a SL curriculum in HE, while the outcome of two enquiries provided feedback from some of the initiatives and role players involved. Through this process the concept of a

multi-disciplinary and participatory approach with a focus on experiential learning was integrated with the concept of social responsibility and employability. It will however take much more interrogation of this complex multi-dimensionality integration within the concept of CE and social entrepreneurship.

4. Questions for further inquiry and implementation

The third and last part of this paper will provide recommendations through statements derived from the discussions in this paper, with questions to consider for application in the HE curriculum. To apply this to the HE curriculum the eight concepts and insights from the discussion of two inquiries were used to recommend further exploration of the statements in Table 2.

Table 2: Research questions for further inquiry

Concluding statement	Research question
Teaching methodology needs to prepare independent learners who take initiative in practice.	What is needed for a full-fledge shift to experiential and entrepreneurial teaching in academia?
Inter-disciplinary collaboration is key to meeting complex societal needs and to ensure integrated learning be an independent learner.	How can obstacles to collaboration within academia be overcome to increase cross-discipline collaboration?
The student and the community should both be served as prescribed by the service-learning model to ensure experiential learning that proves sustainability for all involved partners.	What initiatives can be introduced to overcome obstacles to authentic and sustainable university-community partnerships?
Twenty-first century teaching needs to embrace its technological advances and include online forms of learning	Are the online resources available to the student in the university and community settings?

The statements and questions are by no means exhaustive but it does imply much thinking and exploring around structural obstacles that needs to be addressed to reach the end result of an engaged and independent student with a focus on changing the human condition. Attending to both the contextual and teaching elements, there is an increase chance to develop an authentic, collaborative and mutually beneficial partnership between the university, the student and the community.

List of abbreviations:

CHE - Council for Higher Education

CE - Community Engagement

HE - Higher Education

HEIs - Higher Education Institutions

CBOs - Community-based organisations

NGOs - Non-governmental organisations

SL - Service-learning

SA - South Africa

HEQC - Higher Education Quality Committee

References

- Barnes, J.V., Altamare, E.L., Farrell, P.A., Brown, R.E., Burnett III, C.R., Gamble, L. and Davis, J. (2009). Creating and Sustaining Authentic Partnerships with Community in a Systemic Model. *Journal of Higher Education Outreach and Engagement*, 13 (4): 15-29
- Bender, C.J.G., Daniels, P., Lazarus, J., Naude, L. and Sattar, K. (2006). *Service-learning in the curriculum: A resource for Higher Education*. CHE (Council for Higher Education)
- Bleicher, R.E. and Correia, M.G. (2011). Using a “Small Moments” Writing Strategy to Help Undergraduate Students Reflect on Their Service-Learning Experiences. *Journal of Higher Education Outreach and Engagement*, 15 (4): 27-56
- Breier, M. (2001). *Curriculum Restructuring in higher education in post-apartheid South Africa*. Bellville: Education Policy Unit, University of the Western Cape.
- Bringle, R. G., Phillips, M. A. and Hudson, M. (2004). *The Measure of Service Learning: research scales to assess student experiences*. Washington: American Psychological Association
- Calvert, V. (2011). Service Learning to Social Entrepreneurship: A Continuum of Action Learning. *Journal of Higher Education Theory and Practice* 11(2): 118-129
- Carriere, A. (2006). *Community Engagement through Partnerships*. Paper presented at the CHE-HEQC/JET-CHESP Conference on CE in Higher Education 3 to 5 September 2006.
- Carnoy, M. (2005). *Globalization, educational trends and the open society*. Paper delivered at The Open Society Institute (OSI) Education Conference 2005: Education and Open Society: A Critical Look at New Perspectives and Demands. [online] at: http://www.soros.org/initiatives/esp/articles_publications/articles/globalization_20060217/carnoy_english.pdf, Accessed October, 2011
- Cherwitz, R. (2012). In the Trenches... Why Intellectual Entrepreneurship Can Increase Diversity. *The Hispanic Outlook in Higher Education* 22 (18): 19
- Cooperrider, D.L. and Whitney, D. (n.d) *A Positive Revolution in Change: Appreciative Inquiry* [online] at: <http://appreciativeinquiry.case.edu/uploads/whatisai.pdf> Accessed October, 2011
- CHE (Council on Higher Education). (2006). *Service Learning in the Curriculum: A Resource for Higher Education Institutions*. Pretoria: ComPress
- Evans, N. (2000). AP(E)L: Why? Where? How? Setting the International Scene in Evans, N. (Ed) 2000, *Experiential Learning around the world: employability and the global economy*, London: Jessica Kingsley Publishers, 15-29
- Gerring, J. (2007). *Case Study Research: Principles and Practices*, New York: Cambridge University Press
- Higgins, D.& Elliott, C. (2011). Learning to make sense: what works in entrepreneurial education? *Journal of European Industrial Training* 35 (4): 345-367
- HEQC (Higher Education Quality Committee) (2006). *A Good Practice Guide and Self-evaluation Instruments for Managing the Quality of Service-Learning*. Pretoria: The Council on Higher Education (CHE)
- Hlengwa, A. (2010). Infusing service-learning in curricula: A theoretical exploration of infusion possibilities. *Journal of Higher Education*, 48
- Hobart, C. and Frankel, J. (2002). *A practical guide to child-care and education placements*. United Kingdom: Nelson Thornes
- Jones, A.L., Warner, B. & Kiser, P.M. (2010). Social Entrepreneurship. The “New Kid” on the University Block: Been wondering what people mean when they say “social entrepreneurship”? Wonder no more. *Planning for Higher Education*, Society for College and University Planning (SCUP), [online] at www.scup.org/phe.html, Accessed December, 2013
- Katerynak, I., Ekman, S. and Ekman, A., Sheremet, M. & Loboda, V. (2009). eLearning: from social presence to co-creation in virtual education community. *Interactive Technology and Smart Education*, 6 (4): 215-222
- Killick, D. (2012). Seeing-Ourselves-in-the-World: Developing Global Citizenship Through International Mobility and Campus Community. *Journal of Studies in International Education* 16(4): 372–389
- Lazarus, J., Erasmus, M., Hendricks, D., Nduna, J., & Slamati, J. (2008). Embedding CE in South African Higher Education. *Education, Citizenship and Social Justice*. 3:57. [online] at <http://eus.sagepub.com/cgi/content/abstract/3/1/57> Accessed December, 2010
- Nduna, N. J. (2007). "The community voice on service-learning: A good practice guide for higher education". *Education as Change*, 11 (3): 69-78.

- Odora-Hoppers, C. A. (2011). *Re-assessing Community Engagement in Higher Education in Africa*. An address at UNISA to the Board of the South African Higher Education Community Engagement Forum. Pretoria, 13 March 2011.
- Pandor, N. (2008). *Community Higher Education Service Partnership*. [online] at www.info.gov.za/speeches/2008/08090911151002.htm. Accessed December, 2010
- Patel, L. (2007). A cross-national study on civic service and volunteering in Southern Africa. *Special Issue on Civic Service in the Southern African Development Community* A joint issue of The Social Work Practitioner-Researcher and the Journal of Social Development in Africa, 52-67
- Patterson, L.M., Carrillo, P.B. & Salinas, R.S. (2012). Lessons From a Global Learning Virtual Classroom. *Journal of Studies in International Education*, 16(2): 182-197
- Perold, H., Patel, L., Carapinha, R. & Mohamed, S. E. (2007). Civic service policy in South Africa. *Special Issue on Civic Service in the Southern African Development Community* A joint issue of The Social Work Practitioner-Researcher and the Journal of Social Development in Africa, 7-23
- Reason, P. & Bradbury, H. (2011). Introduction in Reason, P. and Bradbury, H. (Eds) 2011, *The SAGE Handbook of Action Research: Participative Inquiry and Practice*. Los Angeles: SAGE Publications Inc., 1-10
- Russell, N., Igras, S., Johri, N., Kuoh, H., Pavin, M. & Jane Wickstrom (2008). *The Active Community Engagement Continuum*. The ACQUIRE Project Working Paper, [online] at http://www.acquireproject.org/fileadmin/user_upload/ACQUIRE/Publications/ACE-Working-Paper-final.pdf, Accessed: October, 2011
- University of New Haven (UNH), n.d, *Internship Definition*, Connecticut, [online] at: <http://www.newhaven.edu/cdc/17337/> Accessed November, 2011
- UniSA (2010). *Student Placement System* [online] at <http://www.unisa.edu.au/sps/> accessed, November, 2011
- Whitney, D.K. & Trsoten-Bloom, A. (2010). *The Power of Appreciative Inquiry: a practical guide to positive change* (second edition). San Francisco: Berrett-Koehler Publishers Inc.
- Wilson, V. & Pirrie, A. (2002) *Multidisciplinary Teamworking: Beyond the Barriers? A Review of the Issues*. The Scottish Council for Research in Education, SCRE Research Report No 96, [online] at <https://dspace.gla.ac.uk/bitstream/1905/227/1/096.pdf> Accessed: September 2011