

**YEAR 2019-2020
BACHELOR DEGREE IN TOURISM AND HOSPITALITY
MANAGEMENT**

Subject	<u>Degree Thesis</u>
Lecturer	<u>Jorge Peralta</u> Analysis of the degree to which the URL's Solidarity and International Cooperation trips correspond to the ISL methodology.
Title of assignment	<u>the ISL methodology.</u>
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Abstract

International Service-Learning (ISL) is being used by many institutions to create civilly engage students in international contexts, which originates in mutually beneficial cooperation and relationships between host communities and universities. Similarly, solidarity and international cooperative study trips are organized by the Ramon Llull University (URL) to Colombia, Senegal and Morocco as the destinations. The purpose of these trips is so that the students, once they return to their home country, have acquired new learning skills as well as having had experienced both personal and professional growth. Through interviews conducted to each of the students and the organizers who attended the trips, and through the comparison of the ISL and URL objectives and outcomes, this qualitative research examines to which degree the URL trips relate to and make use of the ISL pedagogy. The results of this research indicate that despite the similarities between the ISL pedagogy and the URL exposure trips, there are other disparities that need to be addressed in order for the trips to be considered ISL appropriate. Additionally, it provides an opportunity for the URL to improve its methodology and enhance the knowledge of beneficial service and learning experiences in international contexts.

Keywords: service-learning, international service-learning, critical reflection, community service, cross-cultural awareness, civic engagement.

Acknowledgements

First of all, we would like to thank our supervisor and tutor Mr. Jorge Peralta for the incredible support and dedication throughout the process of elaboration of this degree thesis. We would like to especially remark his extensive knowledge, guidance and reliability, for which without them, this research would not have been possible. Thank you for your patience, constant encouragement and comprehension.

Secondly, we would like to thank the lecturer of the Degree Thesis Workshop, Mrs. Gilda Hernández for the helpful expertise, tools and support that she has provided throughout this semester's duration and research process. Furthermore, a special thanks to Mrs. Kate Hard and her lectures on Academic English. Thanks to her mastery on the realms of proper academic English writing, we were able to subtract an incredible number of useful tips and tricks for the writing of our thesis.

Lastly, we want to thank all of the participant interviewees who, despite the difficult circumstances that were taken place due to the coronavirus outbreak and pandemic, took time out of their daily lives and obligations to conduct the emailed interview questions.

To all of you, once more, thank you.

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CHAPTER 1 INTRODUCTION

1.1 Context of the research

Service-learning (SL) was first defined by its early theorists as the experience for which students, faculty, teachers and community members alike, cooperate towards social and civic change (Furco, 1996; Seifer, 1998, as cited in McGowan, 2017). The popularization of civic education (Ehrlich, 2000, as cited in Crabtree, 2008) and its incorporation into higher education (Crabtree, 2008), has produced significant structural improvements for campuses and communities (Buch & Harden, 2011; Eyster et al., 2001; Willis, 2002; McGoldrick & Ziegert, 2002, as cited in McGowan, 2017) through the introduction of new SL programs (Ehrlich, 2000, as cited in Crabtree, 2008). Consequently, the benefits of SL institutionalization towards university students has been proven through several studies (Myers-Lipton, 1996, as cited in Crabtree, 2008). For example, a study conducted by Wang and Rodgers (2006) cited in Mitchell (2008) indicates that focusing on social issues leads and justice leads to enhanced complex thinking and reasoning skills, which cannot be achieved by conventional courses. Fundamentally, effective and critical SL programs enable students to picture themselves as active executors of social change by making use of their service experiences to discuss and respond injustices in communities (Michell, 2008).

Simultaneously, the desire to internationalize this civic engagement popularized the International Service-Learning (ISL) pedagogy, which has been on the rise since its origins. Although there is a small amount of ISL literature in comparison to the SL, the existent mostly involves the description of particular and relevant university programs (Crabtree, 1997; Kraft, 2002; Simonelli et al., 2004; Smith-Paríolá & Gòkè-Paríolá, 2006, as cited in Crabtree, 2008), plus specific case studies targeting just one ISL experience (Crabtree, 1998; Liebowitz, 2000; Milofsky & Flack; 2005; Schensul & Berg, 2004; Williams, 2000, as cited in Crabtree, 2008). These several quantitative and qualitative studies prove the enforcement of the development of civic and research abilities on an international context (Schensul & Berg, 2004, as cited in Crabtree, 2008), as well as the impacts on diversity learning (Camacho, 2004, as cited in Crabtree, 2008). This is why many scholars and specialists urge the institutions in higher education, to re-evaluate their international focused programs by centering around the idea of enhancing global citizenship and on social justice issues (O'Donovan, 2002, as cited in Crabtree, 2008). Essentially, as Barker and Smith (1996) cited in Crabtree (2008) states, there is a need for the existence of citizens who comprehend the disparities generated by ethnicity, race and/or

religion, as well as the strengths of power and experience at work within nations and in foreign relations.

1.2 Identification of the research problem

Diverse genres like academic, responsible, and solidarity travel have become increasingly popular, often regarded as a service with a supporting role of educational institutions or as a trendy “year off” projects for high-school graduates (Simpson, 2004, as cited in Crabtree, 2008), with cooperation relations allying non-governmental NGOs and post-secondary institutions. The Ramon Llull University (URL) conduct similar activities to the ones stated before. The URL part of the “Càtedra Unesco”, which manages “Exposure Trips” under their normative of Solidarity and International Cooperation activities to three different countries (Morocco, Colombia and Senegal). These destinations are visited in a conjunct group formed by the Faculty of Tourism and Hotel Management Sant Ignasi, the Pere Tarrés Faculty of Education and Social Work, and the Blanquerna Faculty of Health Sciences, as they all have the same goal of achieving personal relationships and hospitality within the fields of health, social justice and tourism, as well as the global view of the world.

Additionally, amidst the simultaneous calls for colleges and universities in order to globalize and create extra polite engaged students, the rise of ISL programs is not unexpected (Crabtree, 2008). Thus, ISL programs now can be found across higher education institutions of all sizes and are especially common in U.S. higher education today (Crabtree, 2013). Here is where the problem arises. As mentioned above, the URL conducts several trips that are regarded as solidarity and international cooperation activities or Exposure Trips, therefore, presenting similitudes towards the ISL pedagogy. However, at no point these trips are officially regarded as ISL experiences, which rises this degree’s thesis research question to be answered of: **“to what degree do the URL Solidarity and International Cooperation trips relate to the ISL methodology?”**

1.3 Originality and contribution to knowledge

The SL pedagogy has already been established as part of the academic curriculum of many institutions, due to its effectiveness on promoting academic learning through the students’ participation in community service. This last statement is corroborated by the extent field of literature and the many studies conducted by experts that were analyzed in this degree thesis. Additionally, the willingness to

globalize this phenomenon made of the ISL pedagogy a new interest for different researchers on the already existent field of SL and beyond. However, there is no official study or institutionalized system that regards the definition and aspects that shape the URL normative of solidarity international cooperation activities and the exposure trips by the Càtedra UNESCO, as SL or ISL experiences. This degree thesis will be of great importance in order to improve and further define the service and learning aspects that are either present or absent in said URL official documents. Therefore, contributing to the training, development and transformation of higher education students, both personally and professionally.

1.4 Aim and objectives

The aim of this degree thesis is to research about International Service Learning (ISL) and find out aspects to improve regarding its implementation in the Universitat Ram3n Lull (URL) study tour experiences, by conducting a qualitative research using secondary data and an interview technique.

This degree thesis pursues the following objectives in order to achieve the purpose of the research.

- To explore if the URL-ISL are aligned with the ISL definition.
- To know how the ISL objectives are included in the URL-ISL.
- To know what the learning outcomes of the URL-ISL are.

1.5 Structure of the study

Chapter 1: This first chapter includes all the necessary information so as to achieve the ability to comprehend the context and the research problem of this study. Additionally, there is an expos3 on the originality of the study through the research of possible similar studies in existence, as well as a reasoning on the research topic contribution to knowledge. Finally, the aims and objectives for which the study sets out to obtain are presented.

Chapter 2: The second chapter gathers all the scientific articles data which have been examined wisely to understand and contextualize it in relation to the topic. Hence, the literature review is constituted by the historical context where the shift from SL to ISL is explained. Next, theoretical foundations that constitute the basis for the origin of SL and ISL literature are presented, followed by said literature, exposing the objectives and outcomes of the two pedagogies. Finally, the section is ended by the

mention of the solidarity and international cooperation activities by URL whose destinations are Morocco, Colombia and Senegal as well as a brief description of the partners.

Chapter 3: The methodology of the study is explained below highlighting the overall research design, the data collection techniques and research instruments as well as the context and participants ending up with the description of the data analysis obtained at the end of the procedure. These tools allow the reader to critically judge the validity and reliability of the degree thesis, taking into account the ethical considerations stating the study has been conducted ethically.

Chapter 4: The fourth chapter includes a discussion of the main results of the research. A comparative table with the objectives and outcomes of the URL is presented with its respective discussion as well as with the interview results, which are grouped by themes.

Chapter 5: The last chapter ends with a conclusion of the total presented project. Furthermore, it encompasses the recommendations and the limitations found during the elaboration of the study.

CHAPTER 2 LITERATURE REVIEW

2.1. Historical Context

During the recent decades, globalization has connected the world in many different ways, as well as making of civic education and service-learning (SL) a global desired phenomenon. Furthermore, the argument that college graduates must be set up to work as educated and engaged residents for the flourishing and maintenance of the democracy governance, has become a common occurrence made by governments, educational affiliations, and individuals alike (Barber, 1992, as cited in Crabtree, 2008). These same voices argue that, within a disciplined pedagogical framework, community service teaches citizenship and social responsibility (Sapp and Crabtree, 2002 as cited in Crabtree, 2008).

Since this rise of interest on civic engagement and community services, the educational system, endorsed by field literature, has increasingly begun to advocate for SL integration in higher education settings (Hatcher and Studer, 2015, as cited in McGowan, 2017). Even though only 15 years ago, SL literature was limited and primarily composed of a request to educate students with civic life and education, logistics, pedagogical dimensions and the SL practice, today, this evidence is vast, progressively conceptual and empirical, and correlated with practically all academic disciplines (Barber and Battistoni, 1993, as cited in Crabtree, 2008).

2.1.1. From traditional to critical Service-Learning

The traditional SL approach had no influence far beyond the good feelings of the students as it acknowledged service by actively engaging students in actions and initiatives addressing root issues, without paying close attention to structural inequalities and sustaining inequality (Mitchell, 2008). A large body of literature began to advocate for a critical approach to community SL through a specific goal of social justice, thus the concept of critical SL appeared (Rice and Pollack, 2000; Rosenberg, 2000, as cited in Mitchell, 2008). This new critical approach departs from traditional SL as it presents alignments towards social change, reallocation of power, and improvement of authentic relationships in both the classroom and the community (Mitchell, 2008).

Fundamentally, critical SL should aim to develop strong community-university relationships whereby community issues and challenges are as relevant as student learning outcomes and growth (Brown, 2001, as cited in Mitchell, 2008).

2.1.2. From Service-Learning to International Service-Learning

The request for the internationalization of higher education has historically accompanied the call for the renewal of the civic mission of education. This phenomenon has spread the popularization of International Service-Learning (ISL) programs, which is not exactly a surprise, as there are simultaneous calls for colleges and universities to produce more civically engaged students, while also generating internationally civic active citizens (Crabtree, 2008). Educational travel, eco-tourism and solidarity and cohesion trips have indeed increased in popularity, often as an auxiliary service to educational institutions (Crabtree, 2008).

Initially, international educational experiences had been designed with the greater goals of promoting international understanding and world peace (Crabtree, 2008). Since the early 1990s, the value in 'non-traditional locations' and developing countries has increased significantly (Stephenson, 1999, as cited in Crabtree, 2008). International educational experiences became advised by several authors to aim at meaningful interactions in host countries on social issues (Crabtree, 2008). Involvement of students in community-based programs and experiential learning activities was also proposed to strengthen international understanding and global citizenship while also serving local communities (Barker & Smith, 1996, as cited in Crabtree, 2008).

2.2. Theoretical Foundations

The ISL practice emerges from a wide range of methodologies, theories and pedagogies that have evolved over the decades and helped design and implement SL programs in higher education across many academic disciplines.

2.2.1. Experiential Learning Theory

The most prolific of said methodologies was the practice of experiential learning and education which eventually evolved into becoming the SL practice (McGowan, 2017). David Kolb was the first to popularize the term and eventually created the experiential learning theory, which provides a

different take on the traditional methods of learning, by focusing on direct experiences, reflection and implementation on the academic work (Kolb, 1984). Experiential learning enhances theoretical knowledge while also increasing student's ability to apply complex ideas, provides greater opportunities for general learning (Crabtree, 2008), and active involvement in concrete and real experiences (McGowan, 2017). Furthermore, the research evidence on outcomes correlated with this theory implies that interactions in the field of profession of undergraduate students, are helpful to grow as professionals (Denton, 1986, as cited in Miller and Gonzalez, 2010).

However, experts and scholars alike have found a similar lacking necessity that the theory does not satisfy. Williams and McKenna (2002) cited in Crabtree (2008) claimed that the theory focuses primarily on individual student transformation rather than on social change and can strengthen biases by retaining naive faith in Western concepts of civility and democratic process.

2.2.2. Transformational Learning Theory

The transformational learning theory of Mezirow (2000) cited in Crabtree (2008) offers another useful context for understanding how the ISL can create effective learning experience. The conceptual model of transformational learning involves the analysis of one's perceptions in relation to new knowledge, leading to the reconstruction of concepts through reflection and discussion, which then serve as the basis for practice requiring a shift in the way we perceive the meaning and application of information (Crabtree, 2008).

On the other hand, Kiely's (2004) cited in Crabtree (2008) implementation of Mezirow's model, shows how the ISL experience has had an effect on student transformation. Furthermore, through this implementation, it was found evidence of linkage between students' "emerging global consciousness" and six different styles of transformation perspective: political, moral, intellectual, cultural, personal, and spiritual. These expressed themselves in three distinct stages of perspective transformation: vision of alternatives to existing lifestyles and relationships with the disadvantaged and oppressed, shifts in the multiple dimensions of worldview and attempts to modify behavior or take consistent action (Crabtree, 2008).

However, after the ISL experience, students are more affected by the last stage as they have trouble functioning accordingly to their modified perspectives once they are assimilated back into their community and routines, thus the importance of re-entry programs arises (Crabtree, 2008).

2.2.3. The importance of critical reflection

These different explored pedagogical and learning ideas provide a significant emphasis on critical reflection (Crabtree, 2008). For [Mezirow \(1994\) cited in Crabtree \(2008\)](#), critical reflection is the cause of transformational learning, implying that it is through reflection that we reassess presuppositions, understanding our values and habits of mind, uncover contradictions in our perceptions, and come to effective action. Furthermore, [Maher \(2001\) cited in Crabtree \(2008\)](#), examined the effect of a series of reflection practices on the creation of a model for reflection in SL. This small-scale study demonstrates that formal reflection activities help students to deepen their understanding of service experience as well as their own beliefs, which include recognizing and exploring changes in their beliefs as a result of experience (Crabtree, 2008).

Fundamentally, faculty members are struggling to use critical reflection in academic learning; however, effective SL pedagogy requires it, as well as requiring for teachers to become engaged by not only being facilitators, but also by becoming co-learners and analytic subjects (Crabtree, 2008).

2.3. Fundamentals Service-Learning

2.3.1. Service Program Typology

The term "service-learning" has been used to describe a broad variety of experiential education initiatives, from volunteering and community service projects to field studies and internship programs (Furco,1996). The definitions of SL are very varied; thus, the confusing use of the term may be one reason why research on the effects of this pedagogy has been difficult to carry out (Furco,1996).

To represent distinctions between different types of service programs, Furco (1996), provided a pictorial that presents an experiential education continuum on which various service programs may be based.

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS

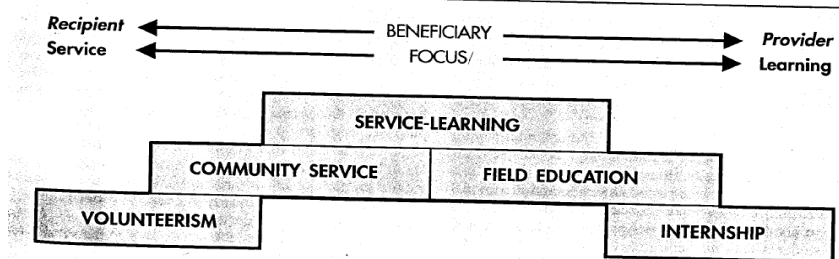


Figure 2.1.: Distinctions among service programs

Source: Furco's (1996) Distinction Among Service Program Pictorial

The pictorial represents a scope of each service system, which is decided by its primary intended recipient and the balance between service and learning (Furco,1996). The following concepts are given by Furco (1996) to distinguish the five considered service programs using the pictorial as a base.

The "volunteerism programs" involve the participation of students in acts of altruism and charity, with the main emphasis on the delivery of the service and the primary intended beneficiary, solely being the recipient of the service (Furco,1996). Similarly, "community service programs" involve the student's commitment to activities that focus primarily on providing services as well as on the analysis of the benefits for the recipients. However, students receive benefits as well, by learning more about what needs to be done to ensure that the problem is dealt with appropriately and how their contribution makes a difference in people's lives (Furco,1996).

The programs of internships and field education are situated on the far right of the pictorial as their primarily focus is on the provider of the service and it's learning outcomes. On the one hand, "internship programs" involve students conducting service activities mainly with the goal of providing them with hands-on experience that improves their learning or understanding of issues related to a specific field of study (Furco,1996). On the other hand, "field education programs" offer students with opportunities to conduct co-curricular services that are connected, but not completely incorporated, with their formal academic studies. This program is mainly designed to improve students' understanding of the field of study, while at the same time providing a focus on the service provided (Furco,1996).

Finally, the "SL programs" differentiate itself from other approaches through their aim to benefit equally both the provider and the recipient of the service, as well as to provide an equal emphasis on

both the service offered and the learning that takes place. The service is integrated into the course and ensures a reciprocal relation where the service improves learning and learning improves service (Furco,1996).

Furco (1996) argues that none of the experiential education approaches are static; thus, every program moves along the continuum, to some degree, throughout its lifetime. For instance, an institution may apply a community service program positioned farther away from the core, having a greater emphasis on the service and its value to the recipient. However, at another particular moment in time, the same program may seem to have an equal focus on service and learning and eventually becoming more like a SL program, as the benefits are equal for both the recipients and providers.

2.3.2. Defining Service-Learning

SL is a pedagogical approach in which students take part in community service that will improve their understanding of course principles and enable them to make contributions to the community (Rhodes and Davis, 2001, as cited in Warren, 2012). This approach has become a popular teaching method all over the world, from middle school to college, and is described as a teaching and learning approach that seeks to combine community service with education and academic curricula (Celio, Durlack and Dymnicki, 2011).

SL programs typically have a positive effect on the community that receives the services, on the educational institution delivering the program, and on the student participants who might benefit individually, socially or academically (e.g., Billig 2009; Conway, Amel, and Gerwien, 2009; White, 2001, as cited in Celio, Durlack and Dymnicki, 2011). Furthermore, includes the addressing of genuine community needs, involving students in organizing and executing service practices, reflecting on and learning from service experiences, and celebrating or praising achievements (Billig, 2002).

The extent of SL incorporation within the curriculum varies greatly, as well as the types of student reflection exercises, the degree of obligation and power of choice that students are given, the duration, and the ways that teachers enable students to consider the broader world context in the view of their experiences (Billig, 2002).

On the one hand, in some cases, SL can be curricula-driven; meaning that is closely linked to standards and evaluated using conventional academic achievement measures with the reflection activities being highly academic, and the presence of more student accountability for relating their learning to essential curricular objectives (Billig, 2002). On the other hand, in other cases, SL can be slightly linked to the curriculum; meaning that is used as an enhancement or enrichment activity, reinforcing service more than learning, and with reflection activities that may only highlight how students felt about their experiences and what they learned about interpersonal relationships and themselves (Billig, 2002).

Fundamentally, SL is not a model and does not have clear steps, material, length, frequency or goals, thus, is not easily defined and is often misunderstood. However, with its versatility, its easily adapted to the classroom or school, fulfilling several objectives and achieving multiple outcomes (Billig, 2002).

2.3.3. Service-Learning Objectives

SL includes a wide range of objectives from dynamic, collaborative, applicable and experiential learning service experiences, to the development of cross-cultural, global and diversity knowledge and skills; critical reflection; enhanced cooperation between universities and communities on social issues; and training of educated and active citizens (Berry & Chisholm, 1999; Boyer & Hechinger, 1981; Commission on National Community Service, 1993; Ehrlich, 2000; Gabelink, 1997; Gamson, 1997, as cited in Crabtree 2008).

In addition, Elyer and Giles (1999) cited in Warren (2012) indicates that SL needs to meet four successful criteria. Starting from personal and interpersonal development, to the understanding and application of knowledge learned in the classroom, the challenge of transforming perspective, and the development of citizenship. In theory, SL is intended to support, not only the students, but also the societies and their leaders; while at the same time, benefiting students from a more civic rather than individualistic approach, with enhanced civic participation, social responsibility and commitment to community service (Kenny & Gallagher, 2002; Parker & Dautoff, 2007, as cited in Crabtree, 2008).

2.3.4. Service-Learning Outcomes

The perspective on the study of SL outcomes is extremely varied, with many different specialists and authors conducting studies focusing on diverse populations, institutions and individuals. Several field literatures have suggested a shortage of outcome evaluation research for different populations

(Greenwood, 2015, as cited in McGowan, 2017) and types of community services (Martin, Warner, and Das, 2016, as cited in McGowan, 2017). Additionally, the literature is progressively noting the lack of appraisal on the part of the community recipient (McGowan, 2017).

Similarly, to its objectives, many research findings indicate that student involvement in SL has successful effects in five areas: attitudes towards self, attitudes towards school and learning, civic engagement, social skills, and academic achievement (e.g., Billig, 2009; Conway, Amel, and Gerwien, 2009; White, 2001, as cited in Celio, Durlack and Dymnicki, 2011).

The first and most commonly indicated outcome of SL is the increase of “civic responsibility” by engaging community service activities and academic learning, which has been key motives for its referral as 'citizenship education' (Mendel-Reyes, 1998, as cited in Deeley, 2010).

Another important outcome of this teaching method is the assertion that it improves the “intellectual skills” of students (Batchelder and Root, 1994; Bringle and Hatcher, 1996; Mendel-Reyes, 1998; Tonkin, 2004, as cited in Deeley, 2010). In fact, a primary aspect of improved intellectual competence is the creation of critical thought and reflection (Batchelder and Root, 1994; Giles and Eyler, 1998, as cited in Deeley, 2010). Critical reflection is important because it offers a bridge between academic studies and student experience in the field of placement (Deeley, 2010). Furthermore, beneficial effects on “problem solving and analysis” (Eyler, 2000; Kearney, 2004, as cited in Deeley, 2010) and “improvement in writing and oral skills” (Astin et al., 2000; Lisman, 1998; Howard, 2003; Mendel-Reyes, 1998, as cited in Deeley, 2010) are many of the intellectual skills acquired by students through SL.

SL can also lead to “transformation” and “personal development” of student’s (Astin et al., 2000; Billig, 2000; Driscoll et al., 1996; Eyler, 2000; Kearney, 2004; Mendel-Reyes, 1998, as cited in Deeley, 2010). This personal development can increase student’s “self-esteem” and “confidence”, while helping to develop, at the same time, interpersonal, teamwork and leaderships skills (Lisman, 1998, as cited in Deeley, 2010). The increase on confidence engages students in perceiving and challenging oppression, as well as increasing their willingness to take action in order to address a social issue or injustice (Deeley, 2010).

Finally, [Birge \(2005\) cited in Crabtree \(2008\)](#) states that SL is an opportunity to create new, more equal, collaborative and mutually beneficial student-teacher relationships. Although this was initially described as an unintended outcome of SL ([MacNichol, 1992, as cited in Crabtree, 2008](#)), it has become a matter of deliberate policy to build new relationships between teachers and learners, as well as new kinds of relationships within and with disadvantaged and poor communities.

2.3.5. Indicators of Quality Service-Learning

SL specialists have remarked for decades the importance of quality in order to achieve its mission to help young people develop in academia, civic participation, accountability, and personal and social skills (Billig, 2008). In addition, as previously mentioned, there is no existence of a clear model with concise steps to define SL, and both objectives and outcomes vary depending on the author and study. However, Billig (2008) presented the “K-12 Standards and Indicators for Quality Service-Learning Practice” which were publicized in the annual report from the National Youth Leadership Council called “Growing to Greatness 2008”. This model aims to ensure a series of standards and indicators in order to achieve high-quality in SL practices.

The first standard to take into account is “Duration and Intensity”, which implies that the SL experience must be of sufficient duration and intensity to meet the needs of the community and the required outcomes. This standard requires procedures for the evaluation of community needs, planning for service, intervention, reflection, presentation of learning outcomes, impacts, and celebration (Billig, 2008). Next is the “Link to Curriculum” standard, which uses SL as an intentional and instructional strategy to reach learning goals and/or content requirements; meaning that by clearly articulating them, it allows students to understand how to transfer information and skills from one environment to another (Billig, 2008).

The standard of “Partnerships” suggests that the SL partnerships must be cooperative, mutually advantageous and address the needs of the community. Furthermore, regular and consistent communication is of significant importance to maintain all partners knowledgeable about the activities and progress, as well as their collaborative efforts to develop and implement said activities (Billig, 2008). “Meaningful service” is the standard that focuses on the participants regular involvement and engagement in practical and personal related service tasks. Experiences must be relevant to the ages and cognitive abilities of the participants, helping them to consider their service

experience in the light of the broader social problems being discussed, while reflecting on topics that are of personal interest (Billig, 2008).

“Youth voice” is the standard stating that SL gives young people a strong voice in planning, implementing and analyzing SL experiences with guidance and supervision. Essentially, involves students in the decision-making process, in the creation of an environment that promotes trust and open expression of ideas, and in analyzing the performance and reliability of SL experience (Billig, 2008). The standard of “Diversity” aims to promote the knowledge of diversity and reciprocal respect among students. Helps students to identify, analyze and accept different points of view to gain understanding of multiple perspectives and diverse backgrounds; meaning the development of interpersonal skills to be used in conflict resolution and group decision-making situations, plus in recognizing and overcoming stereotypes (Billig, 2008).

The standard of “Reflection” focuses on the incorporation of a number of challenging and critical reflection activities that are continuous throughout the SL experience and that lead to serious introspection and analysis of oneself and one's relationship to society (Billig, 2008). Finally, the “Progress monitoring” standard involves the participant in an ongoing process to evaluate the efficiency of the implementation and progress towards the achievement of stated goals and to make use of outcomes for change and sustainability. Additionally, student's collect evidence of the procedures towards the achievement of specific service objectives and learning outcomes, in order to evaluate the quality of the SL implementation and to improve the experience (Billig, 2008).

Specialists state that SL has the potential to be a powerful force for change and that research has increasingly verified that high-quality SL experiences strengthen individuals, institutions and communities (Billig, 2004 as cited in Billig, 2008). These standards and indicators are provided with the aim of being substantial means for achieving the broader objectives of SL: educational improvement, community development and social change (Billig, 2008).

2.3.6. Service-Learning in higher education

Around the globe there is a desire to train and transform young people into civic agents (McBride, et al., 2004, as cited in Pritzer and McBride, 2009), to the point that it has become institutionalized, as well as being used by democracies to implement civic services while at the same time improving the

personal, job and civil skills of young people (McBride, Olate, and Johnson, 2008, as cited in Pritzer and McBride, 2009).

SL is widely recognized in higher education as a transformative learning tool that increases student participation in learning environments, fosters civic engagement, and introduces students to field settings and future professional networks (McGowan, 2017). Furthermore, colleges investment in the support of SL in both the classroom and in co-curricular form, has been recognized and admired for its capacity to reinforce college mission statements and promote the student's development goals (Keen and Hall, 2011).

Ernest (1996) cited in Bringle and Hatcher (2009) had a vision for the campuses of the new American colleges that was associated with higher education reconsideration on how community engagement can shift the essence of faculty work, enhance the teaching and learning of students, better serve the campus mission, and improve the conditions of life in communities. While there are many other forms of civic and community participation, SL classes with curricular engagement are key components of campuses shift from conventional teaching and engagement models, implying a wider and deeper effect across campuses and within communities (Bringle and Hatcher, 2009).

Bringle et al., (2001) argued that when SL becomes institutionalized, it leads to community engagement by integrating to the academic culture of the institution and co-relating with its mission; meaning that it becomes part of the students experience on campus while gaining great support, appreciation and participation from said students, faculties, administrations and communities alike.

When implemented in colleges and in both forms of curricular and/or co-curricular applications, SL programs lead to contribute in the enhancement of diversity efforts made by the campuses (Keen, 2006; Vogelgesang, 2004, as cited in Keen and Hall, 2011). However, this needs to be supported by persistent "dialogue across boundaries" between several counterparts, including the people students have to serve, their peers, their supervisors, and the staff of the college (Keen and Hall, 2011). These dialogues should challenge the perceived discrepancies that take place during the service and in the reflection along the way, as well as building new discussions and understandings of what is compassionate and/or just, and what is needed of the students from now and in their futures (Keen and Hall, 2011).

The implementation of this pedagogy and the gathering of knowledge and documentation by institutions on the prevalence of SL courses, benefits and leads to achieving several aims. Those include knowledge on budget allocations and resources, publicity plus good reputable image of the institution integrating community engagement to external audiences and stakeholders, and most importantly, the capacity enhancement of institutionally assessing the student learning outcomes and the impact of the pedagogy in communities (Bringle and Hatcher, 2009).

2.4. International Service-Learning

2.4.1. Defining International Service-Learning

Fundamentally, ISL blends academic teaching and instruction with community-based service programs in an international context. The pedagogy incorporates civic engagement, cross-cultural interaction, relationship, and community development work, collaborative problem-solving, and engaging learning opportunities rooted in critical reflection (Crabtree, 2008). However, regardless of which conceived idea of ISL is implemented, like teaching, development work, or a movement for social justice, the development of relationships is the heart and soul purpose of this pedagogy (Crabtree, 2008).

2.4.2. International Service-Learning Objectives

Some of the clearer and more concise ISL goals include the development of human values, intercultural understanding, and communication, plus the enhancing of global knowledge, civic-mindedness, and leadership skills among participants (Berry and Chisholm, 1999; Hartman & Roberts, 2000, as cited in Crabtree, 2008). Successful ISL experiences should aim to include a follow-up research, obtain public support for programs, finding alternative options for study-abroad programs and post-graduation service placements, developing campus and community reflection opportunities about the ISL experience and its context, and helping students address dynamic theoretical and ethical matters that are bound to arise from the experience (Kiely, 2004).

Ultimately, the aim of the ISL projects is not only regarded as the act of providing financial assistance for partners of the developing countries and societies, but rather as the action of building common awareness and mutual understanding, and the sharing of ambitions and skills to achieve advancement towards social justice (Crabtree, 2008). Within both domestic and international settings, SL's course-

based and co-curricular activities are highly related to “community development”, plus the ISL services also include community-based construction, wellness and healthcare, and education interventions (Crabtree, 2008).

Provided the recognition that successful community engagement is crucial to enhance sustainable development, wide-reaching international and state-sponsored development programs, they have the tendency of concentrating on national economic growth and tackle inequality focusing on income, gender, race, and ethnicity, which are primarily promoted through market evolution and consumerism (McMichael, 2004, as cited in Crabtree, 2008). Crabtree (2008) argues that especially small NGOs can be key partners of ISL projects, as they assist in meaningfully connecting them to the communities of developing countries, as well as enabling the building of cross-cultural relationships and project involvement, while also providing the necessary perspectives on the policy of said countries. However, even though the NGOs’ many merits, they seldomly fulfill the values they profess (Streeten, 1997, as cited in Crabtree, 2008), as their involvement is commonly aimed as a means of enhancing the efficacy of externally defined initiatives, rather than as a mean to question the root causes of underdevelopment (Lane, 1995, as cited in Crabtree, 2008). These are several core problems that affect directly to ISL projects and it is worsened the fact that the ISL literature has its main focus of discussion on the maximization of student learning, with a lack of regard and research towards community-level issues (Crabtree, 2008).

Nonetheless, ISL courses and co-curricular interactions are part of development’s history, whether its influential factors are regarded with humanity’s unrealistic expectations for ventures, collaborative efforts with NGO’s about which there is a lack of their veracity and involvement with governments that end up building unilateral relationships failing to competently address the necessities of the most marginalized and oppressed communities (Streeten, 1997, as cited in Crabtree, 2008).

The importance of participatory development has been proven by numerous studies including Crabtree (1998) cited in Crabtree (2008), in which a comparison between two ISL projects conducted by the author, in El Salvador and Nicaragua, demonstrated that the learning outcomes for students turn out to be stronger if the participation of the community is regarded as meaningful and encouraged. Additionally, the author also observed in the case of the Greenbelt Movement in Kenya, that those well-developed communities in regards to their self-sustaining organization and problem-solving capabilities have the ability to enhance the learning outcomes for the students, plus the

production of reciprocal benefits for the community members and organizers (Crabtree & Karangathi, n.d.; Crabtree and Sapp, 2005, as cited in Crabtree, 2008). Basically, the community and students need to be equally empowered as proper citizens through a relationship built from collaboration and mutual benefits, in order to achieve a well-produced and designed cross-cultural participatory development and ISL project (Crabtree, 2008).

Efficient cross-cultural contact and the establishment of positive relationships in the host country are established as the key factors to effective and fulfilling foreign interactions in the international learning contexts and other intercultural immersions (Brislin, 1981; Hammer, Gudykunst, and Wiseman, 1978; Rohrich, 1987, as cited in Crabtree, 2008).

Furthermore, the first encounter for travelers with less-developed countries, frequently takes place in short duration ISL experiences which enhances the probability for the students and the faculty to experience rapid successions of culture shocks through their collision with personal confrontations (Adler, 1975, as cited in Crabtree, 2008) and the cruel realities of the existent global injustice (Crabtree, 1998, as cited in Crabtree, 2008). Jones, Gilbride-Brown and Gasiorski (2005) cited in Deeley (2010), claim that the inability of students to link their service experiences with learning, results in frustration and misunderstanding, which is attributed to the students' developmental unreadiness. Under these conditions, priority ought to be rewarded to preparing the students and educators for ISL inclusion (Martin, 1984; Berry, 1990, as cited in Crabtree, 2008), for the struggle of confronting poverty, widespread inequality, and the severe disparity that often typifies the ISL setting (Kiely, 2004; Quiroga, 2004, as cited in Crabtree, 2008). In the case of pre-departure orientation, a big importance is given in the reading of content related to the disciplines that the specific university participants should convey, readings and exercises about the exploration of group dynamics, models of collaboration and decision making, the exploration of cross-cultural adjustment, participatory development, community-based learning (Crabtree, 2013), as well as reading and discussing several articles related to the ISL pedagogy (Illich, 1990, as cited in Crabtree, 2013). Contacting with both experts and organizations, promoting the discussion of goals and unintended consequences, conducting team-building activities, case studies and many other experiential researches, are other important preparation aspects that are practiced in pre-departure orientation (Crabtree, 2013). Overall, the purpose of pre-departure orientation should be both comprehensive with the terms of specific learning fields and with concerns involving personal health and safety, while at the same time, it should take into account various aspects of the host community as well as cooperation between

different partners (Crabtree, 2013). The impact of cross-cultural interaction in the host communities is equally important and their preparation for receiving visitors should also be greatly considered and practiced. Fiske (1993) cited in Crabtree (2008), remarks that the cross-cultural interaction is triggered and guided by the more dominant of the two cultures due to the imbalance in cultural differences, and usually takes the risk of limiting the fragile counterpart towards a situation in which the powerful depicts itself and its influence.

Significant consideration needs to be given to the re-entry program (Martin, 1989, as cited in Crabtree, 2008). Quiroga (2004) cited in Crabtree (2008), found that students consider re-entry programs as the most challenging aspect of ISL, thus proposes, further chances for self-evaluation and reflection throughout the whole ISL experience. In fact, faculty international study programs, global study-abroad offices plus counselling centers, might as well provide training or supporting professionals to distribute (Crabtree, 2008).

2.4.3. Student Learning Outcomes

The success of ISL projects is directly related to the ability in documenting the students' learning outcomes and in the captivating and engrossing approaches used during the assessment with the aim to convince and attract a wide range of stakeholders (Rubin and Matthews, 2013). Program leaders are often worried with the reliability of their learning experience for their graduates as well as the advantages that they can bestow to the host community. Even though there is an existence of a wide range of studies of ISL programs assessing students' personal, societal and citizenship outcomes, few documents measure educational or cognitive learning outcomes (Conway, Amel, & Gerwien, 2009, as cited in Rubin and Matthews, 2013). In fact, when documenting learning outcomes in ISL experiences, often many international educators' resort to the comfort of academic's assessments, which are largely customer service surveys. Dismissing the evaluation of ISL utilizing convenient and easy survey systems, results in mostly inaccurate data sources, which is regarded as a pedagogical and instructional mistake (Engle and Engle, 2003, as cited in Rubin and Matthews, 2013).

Cross-cultural interaction and immersion are encompassed within every educational experience. The influence on student academic performance, cultural understanding, and personal development have been the primary subject of ongoing work on these interactions (Crabtree, 2008). International immersion experiences entail significant psychological, ideological and emotional disruptions

(Crabtree, 2008). Typically described as sort of a barrier to be tackled (Lysgaard, 1955; Oberg, 1960, as cited in Crabtree, 2008), Adler (1975) cited in Crabtree (2008) counter stated that cross-cultural shock is important for individual development and change. There are several factors, found in empirical research, that impact the outcomes of the intercultural experiences lived by individuals, like the group status (Amir & Garti, 1977, as cited in Crabtree, 2008), their gender (Baty and Dold, 1977, as cited in Crabtree, 2008), the characteristics of the host country (Jones and Popper, 1972; Kim, 1995, as cited in Crabtree, 2008), plus the ones from the country of origin of the individuals who are traveling (Becker, 1968, as cited in Crabtree, 2008), as well as their predispositions and attitudes (Kim, 1995, as cited in Crabtree, 2008).

Through these factors, intercultural immersion can produce outcomes like language learning (Wilkinson, 1998, as cited in Crabtree, 2008), cross-cultural awareness (Bochner et al., 1979, as cited in Crabtree, 2008), the acquisition of intercultural communication skills (Gudykunst, 1979; Hammer, Gudykunst, and Wiseman, 1978, as cited in Crabtree, 2008), the creation of a global world view (Bachner, Zeuschel, and Shannon, 1993; Sharma and Jung, 1986, as cited in Crabtree, 2008), and personal transformation and growth (Adler, 1975, 1985; Coelho, 1962; Kim, 1995; Steinkalk and Taft, 1979, as cited in Crabtree, 2008). Additionally, several authors have claimed that ISL also contributes to the development of reciprocal relationships with the host communities (Main, Garrett-Wright and Kerby, 2013, as cited in Dixon 2015), increased understanding of the importance of socially responsible community outreach and engagement approaches (Dharamsi et al., 2010, as cited in Dixon, 2015), and increased future service as ISL creates a commitment on students that feel the need to plan for future community and/or service work, either at home or abroad (Curtin et al., 2013; Amerson, 2012; Bracci, Bella Owona and Nash, 2013; Robinette and Noblet, 2009, as cited in Dixon, 2015).

2.4.4. Community Outcomes

ISL outcomes can often result to be mixed, fulfilling short-term goals, and have a counterproductive result to what it was expected. Additionally, there is also a possible strengthening of perceptions and attitudes that ISL seeks to refute equally in both the students and community leaders; including the assumption that advanced countries are penurious whereas Americans and westerners are wealthier, or a pervasive standardization of condescending bonding's rooted in paternalistic and/or colonial ways (Crabtree, 2013).

However, outcomes can be aligned with the participants intentions, and even exceed their assumptions by generating further and much broader transformative outcomes than expected. Regarding once more to the El Salvador ISL project and case study of [Crabtree \(1998\)](#), however this time [cited in Crabtree \(2013\)](#), both sides of an armed protected conflict shared their personal testimonies during an evening of reflection with the students of the ISL project. The outcomes of this event had reciprocal effects; as for one part, the community members found closure and healing by the act of sharing their story to educate participants, and at the same time, many students were inspired to the point that a couple of them shaped their career paths and eventually started working in the organization that co-sponsored the original project. Essentially, there is a great power on these types of experiences that produce earnest impact for both sides in the global divide ([Crabtree, 2013](#)), despite the cultural and societal differences.

Regardless, it is therefore needed to remember that the effect of these projects is not always optimistic, notwithstanding its purposes like disruption of community ties, possible confrontation, frustration or disaffection with the home. Outcomes beyond the main goals of the project might be linked to long-term and unmanageable community and historical dynamics which consequently affect the ISL outcomes of ISL projects in unexpected manners ([Crabtree, 2013](#)).

2.5. Ramon Llull University

2.5.1. Solidarity and international cooperation activities by URL

The Ramon Llull University (URL) based in Barcelona describes itself on their webpage as a “private non-profit, humanist and Christian-inspired university that promotes a public service. Its main objective is to provide quality, person-centered training that responds to the needs of society” ([Ramon Llull University, 2019](#)). The URL, as a federal organization, consists of 11 higher education and research institutions of great tradition and reputation known as the most innovative universities in Catalonia and Spain that promote and encourage intellectual training and personal growth. Their mission is carried out through teaching, research and the transfer of knowledge, with the recognition of academic freedom and Catalan as its own language.

The URL presents the document “Normativa de reconeixement d’activitats universitàries culturals, esportives, de representació estudiantil, solidàries i de cooperació de la Universitat Ramon Llull” or “Regulations for the recognition of university cultural, sports, student representation, solidarity, and

cooperation activities at Ramon Llull University" which was approved by the Governing Board of the URL at the meeting of 19/12/2013 and updated in the meeting of 22/5/2014 and presents information for the valid recognition of ECTS credits for carrying out these activities. The complete version of this document can be found in **Appendix 1** of this research.

The document remarks that the formation of an individual becomes more complete when relationships start to formalize between cognitive aspects (knowledge) and emotional aspects (experiences). The outcome practicing these two areas leads to the growth of skills, values, and abilities in the training of individuals, allowing them to gain further professional and relationship skills to better contribute to society and learn how to work, live and share. Additionally, it highlights the importance of training agents to allow the plural, rich and diverse environments in the university community to ensure a developmental opportunity to respond to the various needs of individuals and society alike.

Regarding the Solidarity activities, the document defines them as the participatory attendance to solidarity practices organized by Ramon Llull University involving actions and tasks of solidarity towards the most in need of society, with a minimum of 25 sessions of 2 hours per week during 1 academic year. On the other hand, regarding the International Cooperation activities, the document defines them as the participatory assistance to an international cooperation project of the University that has a minimum duration of one month, as long as the action involves 2.5 hours a day. In both cases, participation is considered to be valid when activities are conducted throughout the student's undergraduate training and complemented by writing a detailed report of the activities carried out. These activities have the aim to achieve several specific and transversal objectives and competencies as detailed below. There are distinct types of objectives, the "General Objectives" and the "Operative Objectives". These are represented in the following table:

General Objectives	Operative Objectives
Allow URL students to know and experience theoretical and practical content on institutional representation and other areas of knowledge related to participation in university governing bodies.	Design an offer of management, representation, social and leisure activities to cover the interests of university students.

Promote a sense of personal and collective responsibility towards the neediest in our society.	Design rigorous attendance control tools, participation, and real involvement of representatives and cooperators.
Improve the management, direction, and leadership skills of the students involved in the URL representation bodies.	Design strategies for evaluating the appropriate activities for each type of activity offered.
Encourage interrelationships between members of the university community through the practice of the democratic functions of the university community	

Table 2.1.: URL General and Operative Objectives

Source: Own elaboration

When it comes to the competencies, the URL refers to them as “Professional or Personal Transversal Competencies”. These are represented in the following table:

Professional Transversal Competences	Personal Transversal Competences
TP1: Ability to analyze and synthesize the key elements that allow the development of the actions to be performed.	TP1: Ability to communicate effectively both orally and in writing.
TP2: Ability to properly manage practical information.	TP2: Ability to relate efficiently and effectively in different social and cultural contexts.
TP3: Ability to solve problems through the evaluation of situations critically.	TP3: Ability to work in a committed multidisciplinary environment individually or as a member of a team.
TP4: Ability to develop habits of excellence and quality in professional exercise.	TP4: Ability to value and respect cultural diversity in the sustainable development of society and the importance of working in a professionally and ethically responsible environment.
TP5: Ability to respect social, organizational and ethical norms in the proposed activities.	TP5: Ability to incorporate contemporary aspects related to the exercise of their profession as well as the need for ongoing training.
	TP7: Ability to take responsibility for their own learning and develop their skills independently and autonomously.

Table 2.2.: URL Professional and Personal Transversal Competences

Source: Own elaboration

2.5.2. Càtedra UNESCO

The “Càtedra UNESCO” or the UNESCO Chair in Education, Development and Technology at Ramon Llull University was established in 2001 with the aim to contribute to human development through the establishment of a network of inter-university cooperation in which there is participation throughout all the centers within the URL, even those in different countries (Ramon Llull University, 2019). Their mission is to act and work from a model of university cooperation based on the integral formation of the person, research and knowledge transfer. Fundamentally, the UNESCO Chair has the purpose of promoting a system of integrated actions involving education, science and technology, all with an essential goal to have an impact on human development.

The UNESCO Chair gives the opportunity to conduct three solidarity and international cooperation activities for the course of 2019-2020 which are three different activities of Experiential Tourism with a multidisciplinary treatment by the Faculty of Tourism and Hotel Management Sant Ignasi, the Faculty of Education and Social Work Pere Tarrés, and the Faculty of Health Sciences Blanquerna; all of them are part of the University of Ramón Llull (URL). These are the trips that the research analyzes: The Study Trip Càtedra Unesco to Morocco, the Study Trip Càtedra Unesco to Senegal, and the Study Trip Càtedra Unesco to Colombia.

2.5.3. Study Trips of Morocco, Colombia, and Senegal

The UNESCO Chair offers three documents, one for each trip, which are named:

- “Viatge d’Exposició a Colòmbia (Cartagena d’Índies): 1 al 10 de febrer 2020” or “Exposure trip to Colombia (Cartagena de Índias): 1 to 10 February 2020”, which as the title implies, has a duration of 10 days.
- “Viatge d’Exposició al Marroc (Tetuan - Tànger): 31 gener al 5 de febrer 2020” or “Exposure trip to Morocco (Tetouan - Tangier): 31 January to 5 February 2020”, which as the title implies, has a duration of 14 days.
- “Viatge d’Exposició al Senegal: 7 al 14 de març 2020” or “Exposure trip to Senegal: 7 to 14 March 2020”, which as the title implies, has a duration of 7 days.

The complete version of these documents can be found in **Appendix 2** of this research and indicates that participation will be recognized with ECTS credits if the student takes part in all activities of the

program of the trip and committing to the pre-meeting preparation and the subsequent meeting of evaluation. Furthermore, a report on the carried-out activity must be submitted consisting of a description of the motivations for the participation in the activity and an assessment of the learning outcomes and reflection of the personal contributions related to the Degree to which the student is enrolled in the URL. The number of ECTS credits that are given per each study trip have accordance to the regulations of the URL and of each Faculty in particular. Furthermore, the documents also present the objectives of the solidarity study trips, which are very similar, although there are also some exceptions.

The first goal to be listed is the same for all the options and consists of approaching Muslim Africa and contemplating Moroccan society, for the choice of Morocco; approaching Latin America and contemplating Colombian society, for the choice of Colombia; approaching sub-Saharan Africa and contemplate Senegalese society, for the choice of Senegal. All of these from the point of view of tourism development, health development, and social action. The second one is the same for the option of Colombia and Senegal, consisting of discovering some of the present social and health welfare needs and the means by which they are tried to be met, either from outside help or through local action. When it comes to Morocco is the same thing, however, the desire to discover the situation of the migratory phenomenon towards Europe is added.

The third objective comprises discovering the possibilities of tourist development of certain areas of the three different destinations, focusing on the responsible and sustainable tourism initiatives that are proposed or could be developed. The area of focus for the Morocco trip is the north coast, for the Colombia trip is the Caribbean coast, and for the Senegal trip the focus is on the north area of the country. The fourth objective highlights the act of living an experience to be able to "get to see the world itself with other eyes ". However, for the option of Morocco the experiences are cultural and religious with a focus on the Muslim religion that occupies the entire social and political space while respecting the foreign presence of the Christian religion. For the option of Colombia, the experiences are regarded as cultural, religious with a focus on the traditions that are still closely linked to Catholicism, and spiritual with the center of the inner growth of the Jesuits. Lastly, for Senegal, the experiences are intercultural and interreligious as the Christian presence in Senegal is secular, despite being a Muslim-majority country.

The fifth and last objective is the same for the three destinations and involves the act of getting out of the comfort zone in which students usually live and experience living conditions far removed from their daily lives, whether in terms of food, transport conditions, accommodation conditions, etc. Students put themselves on display and are exposed to being impacted by what they are experiencing.

2.5.4. Morocco, Colombia, and Senegal Partners

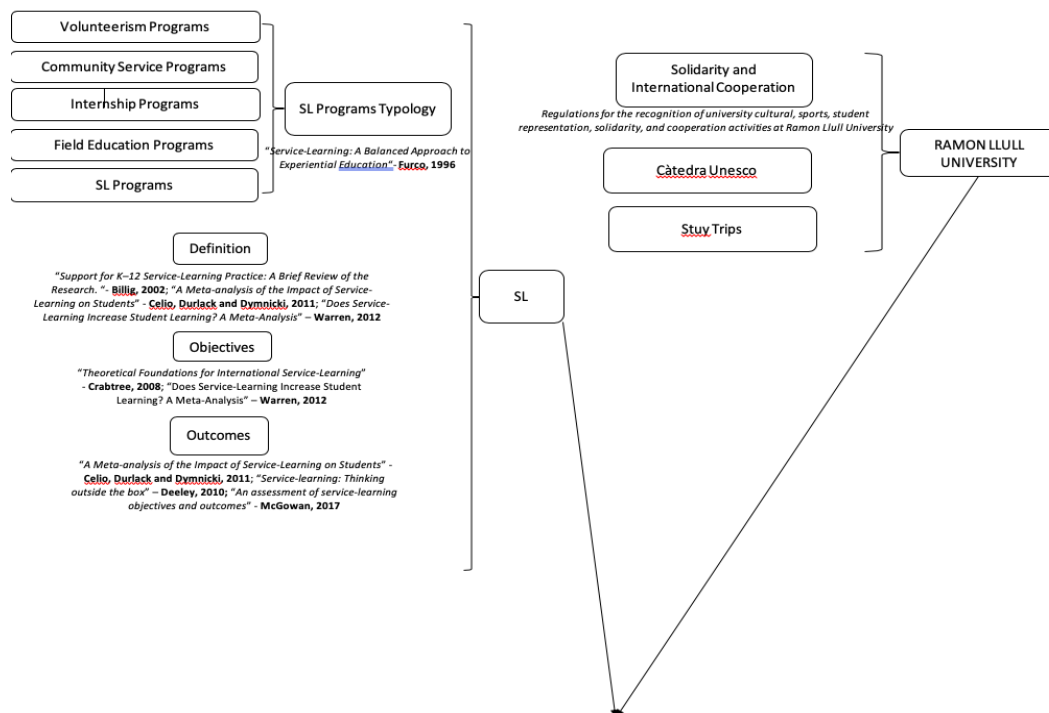
There are five partners collaborating with the Morocco study trip of Tanger, all of which are missions by various religious orders of the Catholic Church. First the “Center of the Missionaries of Charity” (by Teresa of Calcutta) that carry out a series of volunteering services around the world through their network of collaborators. The second partner is “Give Tika” which is a family home for girls of the Missionaries of Jesus-Mary. The third is the school for children of the Franciscan Missionary Sisters of the Immaculate Conception. The fourth is the “Effetah”, which is a school for deaf children and a project of “Cáritas Diocesana de Tánger” with the support of “Cáritas Diocesana de Córdoba, Spain”. The fifth and last one is the “Nazaret Cruz Blanca House”, which is an institution for people with intellectual and/or physical disabilities, run by the Franciscan Brothers of Cruz Blanca.

The partner used for the Colombia study trip of Cartagena de Indias was the Catholic mission acting under the veil of the Santuario de San Pedro Claver. The organization has been working since 2013 by setting up advisory processes and accompaniment of the boards of directors of the Community Councils in legal processes for the demand for collective rights. Additionally, the organization carries comprehensive training processes for young people and accompaniment to craft and environmental associative processes, based on the willingness for cultural reaffirmation, memory, and identity, seeking the permanence of communities in the territories with proper living conditions. The three missions are Casa Misión San Pedro Claver (Punta Canoa), Afrocaribe Center of Loma Fresca and Parish of Santa Rita, and the Cooperativa de Mujeres Artesanas de Pontezuela., which all depend on the sanctuary.

There are four partners for the Senegal Study Trip. The first is “Ha ha tay Son risas de Gandiol” which is a non-profit association that works in development cooperation between Senegal and Spain to give its participants the opportunity to get closer to the harsh daily reality and living conditions of many African towns by cooperation and volunteering. The second is the NGO “Maison Rose” or “Les Amis de la Maison Rose” which mission is to provide humanitarian aid to children and women in vulnerable

situations or victims of violence in the countries of West Africa. The third is the mission of Sam Sam focused in a neighborhood of the same name situated in the more populated locality of Senegal, Pikine. This one has a catholic focus as it involves the coexistence of a school of Piarist Brothers and a Training Center for the Damas Negras, which are the religious Missionaries Daughters of the Child Jesus. The mission focuses on providing a course to join the labor market, scholarship systems, and a mill with which they make enriched flours for the elderly and malnourished babies. The last one is the NGO of “La Pouponnière”, which is the work of the Franciscan Missionaries of Mary in Dakar. The NGO performs the act of temporarily removing a child from their families if the environment is of danger to them, and they also receive children who have been abandoned, eventually either returning them to their families in case of recognition or allowing a family to adopt them.

2.6. Literature review map



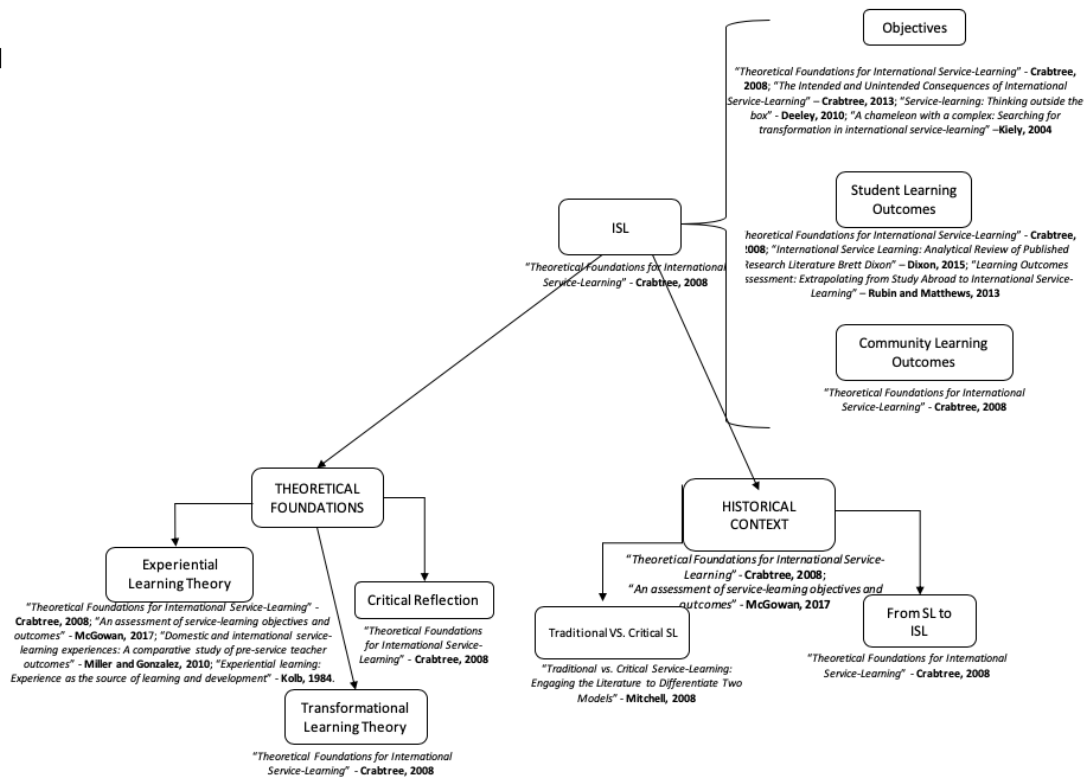


Figure 2.2.: Literature review map
 Source: Own elaboration

2.7. Conceptual framework

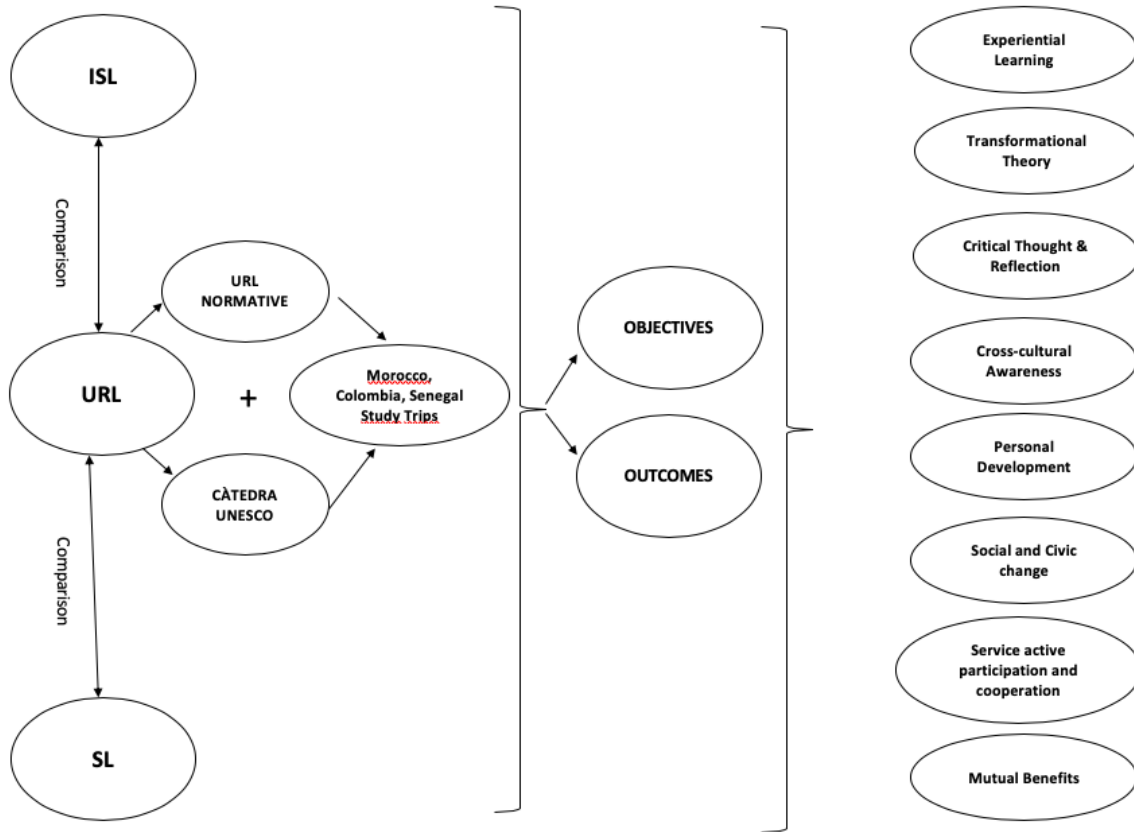


Figure 2.3.: Conceptual framework
 Source: Own elaboration

CHAPTER 3 METHODOLOGY

3.1 Overall research design

This degree thesis uses an applied research methodology based on secondary data, since the information is gathered through research of public and existing data collected by other individuals, as well as information from official documents, scientific papers and articles, research studies and metanalysis regarding ISL and SL. [Stewart I. Donaldson \(2008\) cited in Altinay, Jang and Paraskevas \(2016\)](#) defines the purpose of applied research as the understanding of how to prevent and/or solve problems that have an effect on people, communities, and societies from around the world. The applied research can be “descriptive” as it helps to enhance the understanding of practical problems and their possible solutions. However, others can be “evaluative” by improving and determining the degree of effectiveness of actions, programs, and policies, in order to prevent and solve empirical problems ([Stewart I. Donaldson, 2008, as cited in Altinay, Jang and Paraskevas, 2016](#)). Ultimately, the applied research of this degree thesis is of a descriptive sort, as it will provide knowledge to the professional network by conducting a new applied investigation that may give information to affirm or disprove past suspicions on the subject under examination.

In order to better analyze the individuals involvement with the ISL pedagogy, the researchers have decided to adopt the qualitative research, as the data is normally present in the form of text, offering a richer and top to the bottom portrayal of individuals’ encounters, perspectives, and convictions ([Altinay, Jang and Paraskevas, 2016](#)). Given the previously stated facts, the recollection of data is going to be conducted using a qualitative manner by means of an interview.

On the other hand, the literature of the topic analyzed in this degree thesis involves the study and comparison of different relevant theories, methodologies, characteristics, objectives and outcomes, which are already existent, concise and refuted, aspects. Thus, the deductive research approach has been chosen to conduct this study, which implies that there is a clear theoretical position prior to the assortment of information ([Altinay, Jang and Paraskevas, 2016](#)). Regarding the research philosophy, the researchers have decided to adopt the phenomenology research philosophy (or interpretivism). This is due to the fact that qualitative researches are often connected to the phenomenological reasoning ([Altinay, Jang and Paraskevas, 2016](#)), as it is concerned with strategies that analyze individuals and their social conduct ([Gill and Johnson, 1997, as cited in Altinay, Jang and Paraskevas, 2016](#)), it has foundations in sociologies ([Veal, 2006, as cited in Altinay, Jang and Paraskevas, 2016](#)),

and is relevant to the aim of qualitative research of elaborating a comprehension of the setting in which occurrences, practices, and behaviors happen (Altinay, Jang and Paraskevas, 2016).

3.2 Data collection techniques and research instruments

The data collection technique that has been chosen is interviewing. This method is a systematic way of collecting data through a series of questions that have to be carefully listened to, and its responses, either recorded or noted (Altinay, Jang and Paraskevas, 2016). Through interviews, a series of experiences, circumstances, and data can be obtained. This offers the chance to investigate issues that relate to this thesis purpose as it helps to comprehend a wide range of different contexts offered by various groups, organizations, and communities (Altinay, Jang and Paraskevas, 2016). The research aims at discovering relations between different variables, objectives, outcomes and even consequences of actions regarding the SL and ISL literature. Thus, the type of interview used for this research is a semi-structured interview, which involves having a balance between a large inquiry using unstructured interviews and a more organized and concise approach, with the goal of discovering explanations of patterns and relationship between variables, as well as, new traits and insights (Altinay, Jang and Paraskevas, 2016).

Despite the fact that interviews can offer many benefits, they also have various drawbacks. Firstly, the interview may be difficult to secure as the interviewee's schedule, their reluctance of participating, politics, and sensitivities related to confidentiality can be difficult to overcome (Altinay, Jang and Paraskevas, 2016). Furthermore, sorting out, getting ready for, and leading an interview can frequently be very tedious. Conducting an interview encompasses evaluating the significant literature of the thesis so as to devise the questions, organize them, and eventually experiencing a complex period of access negotiation (Altinay, Jang and Paraskevas, 2016). However, during the making of this thesis, the coronavirus struck Spain in early March, and eventually, the 11th of March 2020, the quarantine and confinement of the entire country was announced and enforced. Due to this unforeseen event, various types of interviews and methods had to be thought of, evaluated, and planned. Eventually, the chosen type was conducting an online interview, as the quarantine, confinement and social distancing impeded the opportunity to conduct the interviews face-to-face. However, the contact was still satisfactory and fulfilling, as the email exchange with the interviewees took place during the course of several days without any interference or misunderstanding.

Online interviews are an internet-mediated data collection method (Altinay, Jang and Paraskevas, 2016). Salmons (2010) cited in Altinay, Jang and Paraskevas (2016) developed four types of communication methods for online interviews, those being: text-based, videoconference or video call, multichannel meetings, and immersive 3D environment. For this degree thesis, the text-based communication option was selected as the other methods would involve the coordination of a numerous group of people in a very limited and uncertain time due to the coronavirus situation. Through the text-based method, the interviewees have the liberty of answering the interview questions at their own pace, without the sensation of the interview being an obstacle during the stressful ordeal. Fundamentally, there are two different types of text-based online interviews. The “synchronous, involving chat technology, or the “asynchronous”, via emails (Altinay, Jang and Paraskevas, 2016). Both of these options offer the added advantage that the data of the interview will be transcribed while it is taking place, as the interviewees will deliver their answers in text form (Altinay, Jang and Paraskevas, 2016).

Once more, due to the previously mentioned reasoning regarding the coronavirus, and the country's and interviewee's situation, the text-based via email method was selected. Even though the use of text-based online interviews is appropriate for the research method, there are various drawbacks that need to be appreciated. There is a challenge when conducting an online interview, to build up great compatibility and trust with the source, particularly if there is no previous acquaintance (Altinay, Jang and Paraskevas, 2016). Consequently, the creation of a proper consent form was made which can be found in section “3.5 Ethical considerations”. Finally, in an online interview there is the possibility of a contradiction between the technical skills of the researcher and the interviewee (Altinay, Jang and Paraskevas, 2016). Assuming that the informant possesses the technical knowledge that the interview requires is a mistake to be avoided (Altinay, Jang, and Paraskevas, 2016). As a result of the previous statement, the online interview was decided to be conducted through email, as it is a very basic communication system that crosses the boundaries of age and technical competences. Additionally, the target profiles for the online interview are the university students who are used to coursing their degree on a private university with online internet portal and an interactive way of communication with other students and professors alike using the gmail platform. The same case is depicted on the other target profile, which are the organizers.

3.3 Research context and participants

The sampling process takes place when researchers choose a representative subset or segment of the total population to be studied since it has a relation to the researched topic in order to extract conclusions of the said total population (Altinay, Jang, and Paraskevas, 2016). The sample has to be of quality to achieve considerably and specific conclusions and generalizations (Altinay, Jang, and Paraskevas, 2016).

This research aims to study the International Service Learning (ISL) in order to discover aspects of improvement when implementing said theory in the Universitat Ram3n Llull (URL) exposure trips. Consequently, the research population used had to be divided into two groups; on the one hand, the students that attended the trips this year 2019-2020, and on the other hand, the faculty professors that accompanied and guided the group of students. This research population was chosen since the participation in the solidarity and cooperation trips, from both the students attending and participating in the activities, and the teachers who accompany, organize and/or guide in all learning and service activities, is direct and raw. Furthermore, there is the opportunity to compare different perspectives regarding the ISL pedagogy implemented by the URL. On the one hand, students may give a rather sincere and realistic opinion of their experience, expectations and results. On the other hand, the organizers may give a more professional and not so personal opinion focused on the academic objectives and outcomes of the experience.

Firstly, we considered all of the students who went to the solidarity and cooperative trips organized by the URL were distributed as follows: 19 students went to Morocco, 11 students to Colombia and 12 students to Senegal. In fact, from Morocco, 7 were HTSI students; 8 Pere Tarr3s students and 4 were from Blanquerna Salud. From Colombia, 3 were HTSI students; 6 Pere Tarr3s students and 2 from Blanquerna Salud. Finally, from Senegal, 3 were HTSI students; 3 Pere Tarr3s students and 6 students from Blanquerna Salud. Although the student sampling was extensive, with more than 40 students considered to be interviewed, an inquiry was first send requesting their approval and willingness to participate with the degree thesis research. Only 8 of those 40 students responded with motivation to answer our questions by becoming interviewees. For a more specific indication, the following two tables will depict the two samplings and their respective sub-segments:

STUDENTS SAMPLE					
Destination	Participants	HTSI	Pere Tarr3s	Blanquerna Salud	Total

Morocco	19	0	0	0	0
Colombia	10	0	1	3	4
Senegal	12	0	3	1	4

Table 3.1.: Students Sample

Source: Own elaboration

As seen on the table above, nobody from the Morocco trip responded to the interview. However, there were 4 respondents from the Blanquerna Salut Faculty that responded and other 4 from the Pere Tarrés Faculty, indicating their participation in both the Colombia and Senegal study trip. Lastly, there were no respondents from the faculty of HTSI.

For the sample of organizers, we considered all the possible lecturers and professors that accompanied the students. Therefore, two individuals from the URL faculties, 1 person in charge and 1 companion, were considered. Exactly, from Morocco, 1 person in charge from Pere Tarrés and 1 companion from HTSI. From Colombia, 1 person in charge from HTSI and 1 companion from Pere Tarrés. Finally, from Senegal, 1 person in charge was from Blanquerna Salut and 1 companion from HTSI. It should be pointed out that this year the travel coordinator could not travel to any of these destinations. However, the same occurrence happened regarding the size of the organizer's sampling, while it was first considered to be of 6 individuals, only 3 approved of the interview to be sent to them in order to be responded. Only one organizer from the faculty of HTSI responded the interview, having visited two of the destinations, Colombia and Senegal. Similarly, only one organizer from the faculty of Blanquerna Salut responded the interview, having visited two of the destinations, Morocco and Senegal. Lastly, only one organizer from the faculty of Pere Tarrés responded the interview, having only visited the destination of Colombia.

This study has a qualitative research approach. Therefore, a qualitative sampling technique is best suited. The qualitative research does not aim to generalize but rather pursues to gain a thorough comprehension of the topic under investigation and at deducting findings (Alasuutari, 1995, as cited in Altinay, Jang and Paraskevas, 2016). Fundamentally, the sampling method of a qualitative research must be selected according to the quality and quantity of the information that it can provide (Altinay, Jang, and Paraskevas, 2016). Therefore, the maximum variation sampling technique was selected. This approach has the purpose to reach a representative sample of the total of a population, by considering

varied polar opposites to be as close as possible to the whole population's vale of thought (Altinay, Jang, and Paraskevas, 2016).

3.4 Data analysis

When it comes to qualitative studies, their aim is to develop the understanding of a pattern of relationships, as well as of interactions (Miles and Huberman, 1994 as cited in Altinay, Jang, and Paraskevas, 2016). However, this may involve the result of an astonishing amount of data to analyze. Therefore, the chosen data analysis strategy must avoid the last statement, as well as ensuring that there is sufficient data available to avoid the generalization of the estimated conclusions regarding the results (Miles and Huberman, 1994; Nisbett and Ross, 1980, as cited in Altinay, Jang, and Paraskevas, 2016).

The chosen data analysis was the enfolding literature approach depicted in Altinay, Jang, and Paraskevas (2016). This approach indicates that the data analysis of a qualitative research can be grouped in either themes or concepts, while providing prove of possible comparative relationships with the research literature (Creswell, 2012, as cited in Altinay, Jang, and Paraskevas, 2016). As consequently, the different questions of the interview were grouped under different themes demonstrating a relationship regarding its possible results. In the case of the organizers interview the classification was the following:

Organizers Interview Questions	Result Objective
Why have these countries been chosen?	The destinations' value
How do students participate in preparing the trip?	Student's' Participation
How does collaboration and cooperation between students materialize?	
How do students reflect on the experience?	
How is the "service" component of the trips decided?	Academic implications
How are the learning concepts from these trips applicable to the competences of the different studies that the participants are undergoing?	
How are the contents of each of the degrees cursed by the students, ascribed to the trip?	SL implementation
Can the trip be qualified as "service learning"?	

Table 3.2.: Result objectives of the organizers interview questions

Source: Own elaboration

In the case of the students interview the classification was the following:

Students Interview Questions	Result Objective
What have been your goals when choosing this trip? To what degree have your goals been achieved?	Students' motivations
What has contact with a different country brought you? What has been difficult for you to assimilate from their culture?	Cross-cultural aspects and immersion
What has the trip personally brought you? What has the trip professionally brought you?	Personal and Professional Outcomes
What would you have wanted to know before traveling? What would you change from the trip?	Personal Perspectives

Table 3.3.: Result objectives of the students interview questions

Source: Own elaboration

This enfolding literature approach, facilitated indeed, the conceptualization and integration of the data (Altinay, Jang, and Paraskevas, 2016) and also the contrasting of the research results with the already elaborated literature data of this degree thesis. Additionally, it allowed us to recognize, both the disparities and resemblances involving the definition of crucial data and validity (Altinay, Jang, and Paraskevas, 2016).

Finally, the body of literature is encompassed by a very extensive listing of several objectives and outcomes from both the SL and ISL pedagogies, as well as the objectives and outcomes of the URL Solidarity and International Cooperation trips. In order to greatly analyze the differences and similarities of these varied aspects, the creation of two tables took place. These tables are present in "Chapter 4: Findings and discussion", with its respective results and comparisons.

3.5 Ethical considerations

The study of this thesis topic and the used data collection techniques, were all conducted in a responsible and ethical manner. The protection of the interviewees was assured through the use of proper moral standards. Furthermore, especially in qualitative studies, ethical principles and considerations are extremely important due to the rigorous nature of the research process (Arifin, 2018, as cited in Altinay, Jang and Paraskevas, 2016). Accordingly, the interviewees privacy and commodity were considered throughout the elaboration process of the interview questions, as well as the desire to ensure the clear comprehension of the subjects in question. The consent of the participants should be granted freely, intentionally and voluntarily to the researchers and they should comprehend what is being demanded of them (Arifin, 2018, as cited in Altinay, Jang and Paraskevas, 2016). To obtain the ability to participate in a research study, the participants should be satisfactorily

informed about the topic of study and have the freedom to decide whether to participate, decline or withdraw from the investigation before its publication (Arifin, 2018, as cited in Altinay, Jang and Paraskevas, 2016). The research of this degree thesis required consent to conduct the interviews and publish the results, as well as a constant danger of compromising the confidentiality and anonymity of the participants. These risks have to be taken into account when conducting the study in order to create consciousness and avoid them, as they may cause the research to become unethical. To ensure the ethical process of the investigation and the avoidance of the previously mentioned risks, several actions had to be pursued.

On the one hand, the researchers had to meet with the supervisor to refine how the encountered problems and constraints were going to be managed before conducting the interviews. Fundamentally, the supervisor had to approve of the field work by signing a copy of the “Ethics Form” included in this Degree Thesis (**see Appendix 3**). On the other hand, the library of the Ramon Lull University provides documents that allows the interviewees to approve of the research. The document called “Guide for the elaboration of the information sheet and informed consent” created by the CER URL, the Research Ethics Committee of the Ramon Lull University (**see Appendix 4**), includes all the aspects that need to be reflected in the information and consent sheet of those researches that include the exchange of personal data and in which people are the object of study.

Therefore, an information and consent questionnaire were included at the start of the interview (**see Appendix 4**). Firstly, a presentation of the researcher’s identity and information about the purpose and aim of the research was indicated. Secondly, a consent questionnaire was provided for which the interviewees would approve of their understanding about the previously explained information, the usage of the given responses and the anonymity of their identity and personal details. Finally, the information and consent questionnaire presented the contact details of the researchers and the supervisor of the Degree Thesis.

The final sampling of 8 students and 3 professors is relatively small. However, there is an obvious advantage when it comes to smaller samplings, as the fewer number of interviews implies fewer components, which makes the study and research more reasonable, time-productive, less difficult, and possibly more accurate (Altinay, Jang, and Paraskevas, 2016). Thanks to the fact that email interviews had to be conducted, interviewees had much more liberty in terms of having sufficient time to respond to all the questions, without any pressure. Furthermore, the interviews are conducted

solely with the purpose of formulating genuine results through the investigation of the research topic motivated by the researcher's curiosity. The interviews are prepared without biased opinions or predispositions. Therefore, generating open, clear and concise questions that ensure the totality of the interviewee's understanding of what is being asked of them, as well as the assurance of receiving accurate results. Lastly, the interviews are also designed to be inclusive of people from all races, backgrounds and genders, as well as taking into account the possible language barriers that may arise when interviewing people from different nationalities.

CHAPTER 4 FINDINGS AND DISCUSSIONS

4.1. Introduction to Findings

In this chapter, the findings obtained from the comparison of the ISL and URL objectives and outcomes, plus the conducted interviews, to both students and organizers, are found. For the comparison of ISL and URL objectives and outcomes, the tables previously mentioned in “Chapter 3”, subpoint “3.4 Data analysis” are depicted with a discussion of its similarities and disparities. For the interviews, a series of tables depicting every question that was asked to the interviewees and the respective answers is portrayed. The tables consist of four rows for organizers and nine rows for students. In the first row, the statement of the question is shown, and, in the others, the interviewees and their responses are listed. These tables also consist of two columns that show two of the previously mentioned aspects, the first column for the listed interviewees and the second column for their relevant responses. The interview tables are sorted according to the classification mentioned in “Chapter 3”, subpoint “3.4 Data analysis”, and consequently, the respective findings are discussed.

4.2. Comparison of the ISL and URL objectives and outcomes

OBJECTIVES COMPARISON		
	ISL	URL Exposure Trips
Faculty Objectives	FO-ISL_1: To help students address dynamic theoretical and ethical matters arising from the experiences.	FO-URL_1: To get closer to the country and its region and look at its society from the perspective of tourism development, health development and social action.
	FO-ISL_2: To further understand the course principles and apply the knowledge learned in the classroom.	FO-URL_2: To discover some of the present social and health welfare needs and the means by which we try to meet these needs, either from outside help or through local action. Discover the situation of the migratory phenomenon towards Europe.
		FO-URL_3: To discover the possibilities of tourism development in the area by focusing on responsible and sustainable tourism initiatives that are proposed or could be developed.
	FO-ISL_3: To create cooperation between universities and communities on social issues.	FO-URL_4: To live a cultural, religious (from the local reality) and spiritual experience to be able to "get to see one's own world with other eyes".
Partners Objectives	PO-ISL_1: To connect students with communities of developing countries.	PO-URL_1: To expose oneself, get out of the comfort zone in which we usually live and experience living conditions far removed from our daily lives, whether in terms of food, transport conditions, accommodation conditions, etc. Put yourself on display and expose yourself to being impacted by what you are experiencing.
	PO-ISL_2: To build cross-cultural relationships and project involvement.	
	PO-ISL_3: To provide useful information and perspectives on the policies of the countries.	

Table 4.1.: Objectives comparison

Source: Own elaboration

At first glance, several aspects can be analyzed. First, the gathered ISL objectives are very clear, concise and direct to the point, whereas the URL exposure trip objectives are not very synthesized and respectively englobe lots of varied aspects. Secondly, the ISL objectives in regard to the “Faculty

Objectives”, remark the academic and personal competences that are aimed for the students to achieve, as well as the importance of cooperation between communities and hosts within its involvement on societal issues. Although, the URL objectives do correlate on the persistence of relating the experience to the respective degrees coursed by the students, there is no mention of the importance implicated in the ability of students to apply content that they already know about their studies, when conducting the experiences. Additionally, there is no mention of the cooperation between universities and students. Finally, in regards to the “Partners’ Objectives”, the ISL focuses on depicting the important role of the partners in order for the experience to be beneficial, as well as to connect students and communities alike, in building cross-cultural relationships, all with the aim of project involvement. However, the URL bases its “Partner’s Objectives” on individualistic terms, by implying that partners are mostly useful to expose one-self to a different environment in order to gain personal competences.

OUTCOMES COMPARISON		
	ISL	URL Exposure Trips
Intellectual Competences	IC-ISL_1: Language Learning	IC-URL_1: Ability to analyze and synthesize the key elements that allow the development of the actions to be performed.
	IC-ISL_2: Problem Solving Analysis	IC-URL_2: Ability to properly manage practical information.
	IC-ISL_3: Critical Thought & Reflection	IC-URL_3: Ability to solve problems through the evaluation of situations critically.
	IC-ISL_4: Writing & Oral Skills	IC-URL_4: Ability to communicate effectively both orally and in writing.
	IC-ISL_5: Building equal, collaborative and mutually beneficial teacher-student relationships	
Cross-Cultural Competences	CC-ISL_1: Creation of a global world view	
	CC-ISL_2: Cross-cultural Awareness	CC-URL_1: Ability to value and respect cultural diversity in the sustainable development of society and the importance of working in a professionally and ethically responsible environment.
	CC-ISL_3: Intercultural Immersion	
	CC-ISL_4: Intercultural Communication skills	
	CC-ISL_5: Cultural Understanding	CC-URL_2: Ability to relate efficiently and effectively in different social and cultural contexts.
Personal Development and Transformational Competences	PDTC-ISL_1: Increase of self-esteem	PDTC-URL_1: Ability to incorporate contemporary aspects related to the exercise of their profession as well as the need for ongoing training.
	PDTC-ISL_2: Increase of confidence	PDTC-URL_2: Ability to develop habits of excellence and quality in professional exercise.
	PDTC-ISL_3: Personal transformation and growth	PDTC-URL_3: Ability to respect social, organizational and ethical norms in the proposed activities.
	PDTC-ISL_4: Social, interpersonal, teamwork and leadership skills	PDTC-URL_4: Ability to work in a committed multidisciplinary environment individually or as a member of a team.
	PDTC-ISL_5: Perception and willingness to take action and challenge social issues, injustices and oppression	PDTC-URL_5: Ability to take responsibility for their own learning and develop their skills independently and autonomously.
Community Development Competences	CDC-ISL_1: Civic Responsibility	
	CDC-ISL_2: Civic Engagement	
	CDC-ISL_3: Reciprocal relationships with host communities	
	CDC-ISL_4: Build relationships within and with disadvantaged and poor communities	
	CDC-ISL_5: Understanding of the importance of socially responsible community outreach and engagement approaches	CDC-URL_1: Ability to relate efficiently and effectively in different social and cultural contexts.
	CDC-ISL_6: Commitment on students on planning for future community service works	

Table 4.2.: Outcomes comparison

Source: Own elaboration

Similarly, to the previous table, in this one, the same disparity can be observed at first glance. The outcomes dictated by the ISL literature are much more to the point, whilst the ones dictated by the

URL are broader in terms of relevance and the core meaning can become lost when reading them. When it comes to the outcomes related as “Intellectual Competences” there are several similarities when it comes to problem solving, critical reflection and thought, as well as with oral and written skills. However, in the URL outcomes there is no mention of language skills. The URL “Cross-cultural Competences” were very scarce and focused on valuing and respecting other cultures, plus the ability of effectively immersing one-self in another culture. Surprisingly, all of these coincide with the ISL outcomes which aim to the creation of a global worldview, as well as increasing the cross-cultural awareness, immersion, understanding and communication skills. The “Personal Development and Transformational Competences” of ISL are much more focused on truly personal and transformational aspects regarding the students’ confidence and transformation towards being able to perceive and act upon injustices. On the other hand, the URL competences in this field are much more related to aspects regarding the professional implications that can arise from the experience, as well as the importance of working in a positive environment. However, they do coincide when giving importance to both, individual and teamwork skills, plus leadership skills as well. Finally, in regard to the “Community Development Competences” of URL, the ability of effectively immersing in another culture is considered as an outcome of URL once more. The ISL outcomes of this field are completely different and much more curated. These said outcomes are portrayed to be the willingness to become a collaborative agent on the host community, by fostering meaningful relationships based on commitment and understanding.

4.3. Interview to organizers

4.3.1. The destinations’ value

Why have these countries been chosen?	
O1	Trips to the Philippines were discarded due to the transport difficulties within the country. Morocco, Colombia, and Senegal are the options that allow the students and professors to get a closer look into the true culture and situation. Furthermore, Senegal and Colombia are interesting options linked by their historical roots of slavery.
O2	Because the goals can be worked on without difficulty and the journey can safely unfurl without inconveniences.

O3	Due to the continent's differences and uniqueness, the association and accessibility of the Jesuits hosts, and the enthusiasm of their social projects for the accomplice universities.
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Table 4.3.: Country choice motivation

Source: Own elaboration

The three interviewees presented common responses towards the aspects that are considered when choosing a destination. All of them coincide with the importance of logistics and accessibility, as well as the important cultural and historic value of the destinations. Organizer 2 adds that the goals have to be effectively conducted. Organizer 3 also adds the importance of interaction with the partners and their compromise to facilitate the experience on the foreign country.

4.3.2. Students' Participation

How does collaboration and cooperation between students materialize?	
O1	The interviewee acknowledges the difficulty of creating a group of different faculties. Some coexistence activities such as sharing a room, leisure moments, eating and dynamics of presentations that permit sharing, agreements and the unification of the group, are very important. Additionally, a conjunctive reflection of the experience.
O2	Not answered
O3	It is materialized in a variety of ways, from setting up the table, to how to sit on the bus, sharing water and sunscreen if a colleague needs it, to the participation of the activities, both the community service activities and the leisure activities.

Table 4.4.: Collaboration and cooperation between students

Source: Own elaboration

How do students reflect on the experience?	
O1	The students come together to reflect on the experience at the end of the trip with the instructions of the responsible for the trip. However, they are not done with an established scrip and may vary according to the different trips and their respective teacher in charge of the trip.
O2	The students can reflect several times during the trip. Nevertheless, at the end of the trip, they need to conduct a presentation about their experiences, and they can reflect on them.
O3	During the Colombia trip, there is a visit on the outskirts of Cartagena de Indias, in which the students have to reflect on what they have seen in order to share their experience collectively and identify which were their expectations compared to what they found. The evolution that the students make from the first day to the last is very interesting to observe.

Table 4.5.: Students Reflection
Source: Own elaboration

How do students participate in preparing the trip?	
O1	The students do not participate in the preparation of the trip. Nevertheless, the students could apply by means of a motivation letter expressing their interests for the trip and they attend an informational meeting in which they pose inquiries. At times, during the trip, the students make proposals as well as remarks about possible changes that could be done in the activities they conduct.
O2	The interviewee remarks that the students are not involved in the preparation of the trips.
O3	The interviewee remarks that the students participate in the trip and its activities, but they are not involved in their preparation.

Table 4.6.: Students Participation in the trips
Source: Own elaboration

These three questions centered around the idea of finding out about different aspects of the student's involvement in the exposure study trips. These three aspects were regarding the situations of coexistence lived throughout the experience while being in close contact with other students, as well as their self-sufficient capabilities of reflection, and their possible take on the preparation of the trip. Regarding the first aspect, Organizer 1 and 3 agree with the fact that all the students participate in coexistence activities that englobe the whole durability of the experience. These activities are the mundane actions of everyday live, as well as their cooperation on the services, group reflections and visits. However, Organizer 1 remarks the difficulty of being responsible of a large group from different faculties. For the second aspect, it is found that through the experience, at some point or even several times, they encourage the gathering of the students to reflect. Organizer 3, remarks that change is not only seen through these reflections, but also throughout the students' progress from the arrival date until the end of the experience. Additionally, in regard to the end of the journey, Organizer 1 and 2 remark the importance of a presentation which reflects the student's experiences. However, these presentations may vary depending on the different trips and supervisors. Finally, for the last aspect, the responses of the three organizers were very similar. All of them agree that students do not take part in the preparation process of the trip. However, Organizer 1 adds the remark that students attend the preparation and informational meeting for assessing the possible doubts about the trip, as well as indicating that during the experience, students propose aspects to change about the activities they conduct.

4.3.3. Academic implications

How is the trip ascribed to the contents of each of the degrees cursed by the students?	
O1	The program of the trip includes activities and visits that can be related to tourism, health, and social services.
O2	The is a willingness to attempt on having a “health” perspective in general, but the program of the trip is actually not directly ascribed to any of the studies or objects of the degrees.
O3	When it comes to the Faculty of Pere Tarrés, the student has to write a journal as a form of personal reflection about the trip. This is helpful as through the trip, the accompanying professors can make reflections about the contents and on how they are related to the degree, serving as a learning opportunity for the students that can see the learning content for the different degrees and how are applied in practice. The interviewee shows an example of this year’s trip, in which it was interesting to observe how their social education students thought of exercises to do with kids and show the other students’ ways on how to act with the kids involved in these exercises.

Table 4.7.: Trips’ ascription to the degree contents

Source: Own elaboration

How are the learning concepts from these trips applicable to the competences of the different studies that the participants are undergoing?	
O1	The learning concepts are done through observation and even sometimes, through practice. The students have the opportunity to ask the local responsible about the professional practice and reality of the country and compare it to their own country. Basically, they develop transversal skills of analysis and critical thinking, adaptability to the surroundings and working in multicultural teams towards diversity.
O2	The trips are used to serve to develop the transversal university competences.
O3	The learning concepts are applicable in many different ways from being used as formal content, so concepts that reflect in the practice, to learning transversal competencies like participation, emotional control, etc. The matters of prejudices and values are also targeted.

Table 4.8.: Learning outcomes applicability to the contents of the studies

Source: Own elaboration

These two questions are aimed to discuss how the trip is related to the degrees coursed by the participant students. Through the first question, it is demonstrated whether the trip is ascribed to the degrees’ content or not. Even though, all the organizers agree that the activities and visits conducted in the trips can be related to some extent to the degrees cursed by the students, they also affirm that they are not officially ascribed in any of the three degrees of the participant faculties. Organizer 3 emphasizes the importance of reflections made by professors during the trip, about the correlation of

the lived experiences with the degree contents, in order to demonstrate how these ones, apply to real life situations. Furthermore, through the Organizer 3 experience, the social education students of the Pere Tarrès faculty, exchanged knowledge with the rest of the participants and helped them during the conducted exercises with kids. Through the second question, the relation between the learning concepts of the trips and the competencies of the different degrees is discussed. The organizers agree the transversal competences of the university exposure trips, are developed through the interaction with the local partners who give the opportunity to hear about and observe their services. Additionally, Organizer 1 indicated the fact that not all the time the involvement and participation of the student in the tasks and services takes place and that normally the more developed competencies involve the “transversal skills of analysis and critical thinking, adaptability to the surroundings and working in multicultural teams towards diversity”.

4.4.4. SL Implementation

How is the “service” component of the trips decided?	
O1	Every trip includes visits to welfare centers that rely on Catholic religious orders, NGOs or social organizations of the country. Some of these centers allow to conduct some services in the community but others they only allow observations and accept some donation.
O2	The services component has been enforced since its creation about 7-8 years ago.
O3	The interviewee does not take part in those decisions. However, the interviewee is aware that the trip offers the opportunity to interact and provide services to different communities that have different needs and that are of interest for the three faculties.

Table 4.9.: Decision of the “service” component

Source: Own elaboration

Can the trip be qualified as “service-learning”?	
O1	The interviewee states that the trip informally includes service-learning competences, however, they can be reviewed and formalized to strengthen them.
O2	It depends on the SL definition that is compared to. According to the more orthodox definitions of the concept, the interviewee thinks it does not relate completely, as in the trip there is not much service compared to the learning opportunities. Nevertheless, the trip coincides as a case of service-learning if it is compared to a broader perspective combined with the effects of medium and long term.

O3	The interviewee does not see why it could not be considered as a service-learning activity. The teacher guide does not directly imply that this is the approach that is followed, although indirectly it can be qualified as such.
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Table 4.10.: Qualification as service-learning

Source: Own elaboration

These two questions discuss the implementation of the SL pedagogy in the Solidarity and International Cooperation Trips. The first question is geared towards knowing how the “service” aspects are decided. Three organizers agree that the service component is decided beforehand. Organizer 1 and 3 agree that the students have the chance to conduct visits to Catholic religious orders, NGOs or social organizations that provide services related to the degrees that students are coursing in the faculties. However, Organizer 1 remarks once more, that others only allow observation and donations. The second question aims to discover if the trips are regarded as a true SL experience. All of them agree that the trips need to reinforce several aspects in order to be qualified formally as an SL experience, as they consider that they only relate to SL in informal and broader aspects, rather than specifically. Additionally, Organizer 2 remarks that there are more learning opportunities being achieved, rather than service-related ones, implying that there is a lack of service activities being conducted.

4.4. Interview to students

4.4.1. Students’ motivations

What have been your goals when choosing this trip?	
S1	It was intended to get to know the social destination reality in order to make a comparison with the home country. Besides, disconnect from the routine and discover new things in Colombia.
S2	Approaching a new culture which is very different from that of Spain. It highlights the importance of knowing how they manage all social, educational and health services. Taking an insight of what the services of each country are like allows us to make a very broad comparative table from which conclusions can be drawn.
S3	The interviewee found intriguing to know about the genuine condition and wellbeing health in the nation and better comprehend its needs. The sharing of information and knowledge to become empowered were also relevant objectives of choice.
S4	The ability to travel, however not as a tourist. The interviewee states that traveling as a tourist will give you a wrong image of these types of countries as the cruel and raw reality of the people’s life can be hidden like poverty and inequality. In summary, the trip is an opportunity to meet local people and check whether things are true as they are taught.

S5	To gain knowledge about the culture and their way of living. Furthermore, to withdraw from the comfort of the interviewee's home country.
S6	To learn about the new culture and comprehend the fluctuation of values. The interviewee was interested in knowing how citizens from each town were using their social resources. Another point of interest the student was attentive towards the way Senegalese people were taught in order to make a comparison. Besides, she wanted to achieve an environment of coexistence among students Also, the student was interested in studying French and to get 1 credit.
S7	Integration is important and above all discover another reality. The concept of sustainable tourism was really liked and embraced. The opportunity to visit Senegal observing natives and attend NGOs, projects, towns, and cities helped her open her mind and be critical.
S8	The capability of knowing a whole different culture as well as getting to meet a new social reality where Senegalese citizens use social resources, which are what build the country.

Table 4.11.: Students' goals to when choosing the trip

Source: Own elaboration

To what degree have your goals been achieved?		
S1	The grade is positive. The student has considered that all her objectives have been fulfilled as planned.	10/10
S2	Objectives have been positively achieved. (10 de 10)	10/10
S3	80%	8/10
S4	They have been fully fulfilled.	10/10
S5	A 10 being a lot.	10/10
S6	All the objectives have been achieved even the ones not planned.	10/10
S7	9	9/10
S8	8,5 or 9	8.5/10 or 9/10

Table 4.12.: Degree of goals achieved

Source: Own elaboration

These two questions are aimed to discover the main motivations for the student's enrollment in the trips, as well as to what degree those were satisfied. Regarding the first question, the student's goals were mainly focused on exploring a new and different culture with close attention given on the way citizens live with their limited resources. This is closely followed by the desire of comparing the precarious conditions of the host countries with their home country of Spain. All students aimed to further understand the depth of the values' oscillation and the living conditions of the local

communities by visiting the country not fully as tourists, but as an immersive and respectful visitor. In regard to the second question, students were asked about the degree in which they thought their goals were met after the experience. Most of students' objectives were met in a positive degree and not lowering from the 8 out of 10 score.

4.4.2. Cross-cultural aspects and immersion

What has contact with a different country brought you?	
S1	Lots of questions presented to her related to real issues as well as doubts about herself. That is, question in each individual how lucky they are to be who they are.
S2	The interviewee found out after having had contact, there are other ways to face problems and that there also exists different ways of achieving goals.
S3	She has been able to discover a brand-new culture that is completely different with the Spanish. The interviewee highlights their culture has plenty of deficits although she could imagine Spaniards could have lived with their way of living two or three generations ago. The experience she had lived was exactly as she was told by relatives. This fact has made her become aware and be more critical about the aspects, both positive and negative, to reflect on.
S4	Get to know another life perspective is a very important thing. Both countries present different lifestyles. Traveling has provided to the interviewee value things that people usually do not take into account as well as not being grateful. But this makes people think and reflect on how to take other aspects of life. Travel is highly necessary.
S5	The interviewee considers all of us must value what we have because other countries do not. Seeing the reality of the country has warned her people are used to want more and more. Nothing is ever enough for people nowadays. Visiting different places that has low economic level and more deficiencies people tend to give more importance to things at first glance people would not give.
S6	To make a comparison between both countries. Especially the way how citizens were overcome with some daily tasks, making the interviewee realize in some respects related to understanding reality.
S7	The adaptation process was highly increased, which is an aspect the interviewee was not expecting beforehand.
S8	Questioning about some life concerns.

Table 4.13.: Students' country contact outcomes

Source: Own elaboration

What has been difficult for you to assimilate from their culture?

S1	The way the locals lived, which is very different compared to Spain. It is a completely different way of life.
S2	The interviewee considered difficult to assimilate injustices at the social, educative and sanitary level.
S3	The lack of care and hygiene of food products. In fact, the interviewee thinks this is not due to the culture, but rather of health deficits due to the circumstances in which they live.
S4	The big differences in the lifestyles of the different population's levels. Despite being a clear inequality in the world, it is difficult to imagine and to realize the fact it is true. The society has insufficient politicians who really cover the real issues because they do not want to deal with them.
S5	Some narrow-minded people discriminate people such as women. They are excluded and there are people who believe women must stay home with their children to look after them. Whereas, men go out and do leisure.
S6	Not difficult at the time of understanding their culture whereas it was hard to comprehend some aspects of their culture despite the fact the interviewee points out they have just seen a little part of the picture.
S7	The interviewee declares staying all the time very comfortable with no signs of fear despite being in a totally different country. The two Senegalese with whom they have stayed they were hospitable.
S8	Their way of living has been the most difficult aspect to comprehend. Secondly, making a comparison with Spain was quite shocking.

Table 4.14.: Cultural aspects of difficult assimilation

Source: Own elaboration

These questions aim to discuss the student's perspective. First of all, some respondents were highly surprised that despite their living conditions, the locals managed their way without problems. In fact, this aspect made respondents think that they are very advanced in coping with these kinds of situations, unlike the people from more advanced countries. Secondly, Students 1, 4 and 5 remark that the social injustices, oppression and precarious way of living of the host community have made them question themselves and their reality, as well as providing them with a greater realization of the privileges they have as people living in already developed countries. Further, Student 2 noticed that there exist alternatives to achieving goals as well as other ways of dealing with problems. Finally, Student 7 announces the experienced adaptation process was unexpectedly fast. The next question presented a harder challenge for students, as they had to specifically address those cross-cultural matters that were hard to assimilate. All the students agree that the host communities living conditions were shocking and hard to absorb when compare with the one's experienced in their home

country, leading to deep thinking about social, educative and sanitary injustices. Again, students tend to compare the host countries situation with the situation of their home country of Spain. Even some students are capable to analyze and coherently explain some of the more specific injustices they encountered. Student 4 comments that there are plenty of inequalities on the different population's levels and believes they are the cause of incompetent politicians who do not want to cope with these problems. Additionally, another inequity is presented by Student 5, who remarks the injustice that is granted to women, who are regarded as stay at home mums while men can do leisure.

4.4.3. Personal and Professional Outcomes

What has the trip personally brought you?	
S1	New learning skills. Also, the capability of knowing new people.
S2	Personal growth and self-knowledge have been seen during the trip by the student. Cooperating with fellows led to new ways of learning.
S3	The trip led to the emergence of new sensations and feelings.
S4	To appreciate more things which people usually consider to be basic, that is, those things students always have such as eating, the chance to have an education, etc. On the other hand, the interviewee mentions the importance of happiness of each individual; to enjoy the chances of doing what makes us fortunate.
S5	Enabling personal growth and self-knowledge after the trip. The student now is able to do new things which in the past were not capable of achieving. An increase in values has been witnessed. Lastly, do not worry too much about problems that are not of the first degree, since in Colombia there are worse.
S6	To appreciate to close members. End up being more critical observing aspects. Also, every time an obstacle interposed; the interviewee would be able to know how to come across a solution.
S7	Realize that things can be done in many ways and that we don't always do the right thing. It has made me think about how lucky I am for some things like the opportunities I have to study what I want, in career opportunities in my country, in healthcare ... but at the same time it has helped me to reaffirm how little I know. you need to be happy. I have also reflected on the weather, since in Senegal the day to day is calmer, without much worry or stress.
S8	The question many things in relation to their conditions and life habits, among others.

Table 4.15.: Personal outcomes

Source: Own elaboration

What has the trip professionally brought you?

S1	In the health field, the interviewee can only mention they visited a health center.
S2	Different knowledge within the student's field of work.
S3	The interviewee states that professionally, there was no involvement as the interviewee would have liked, since the type of trip was more of social tourism and development than of volunteering as such. Likewise, it allowed to share experiences with professionals and non-professionals with whom they have shared some moments of the trip and, above all, it helped to value much more the means and resources that we are fortunate to have in our society. As a professional, it has also awakened in the interviewee, the concern to continue with the first steps to take on this journey, committing to contribute a grain of sand, helping both with material resources sent from here, and with on-site volunteer work as soon as the opportunity arises to return a few days.
S4	Take into account the Spanish diet in comparison with Colombia. It encouraged the respondent to see brand new culinary techniques.
S5	It is not required to use material either resources to help people. What is really needed is to have ingenuity and creativity in order to be helpful.
S6	It is suitable to go on the trip in case the applicant is studying Social Education. The trip provides a clear vision and comparison among the resources between Senegal and Spain. The home country is better than Senegal in any aspect after having seen their reality. Besides, the interviewee mentions the importance of knowing the Senegalese social resources because in case someone is about to attend a Senegalese, they will be more aware of their current situation.
S7	The interviewee thinks that perhaps this would be something to improve on the trip, since they could not see or experience much in the field of health or nutrition. Even so, everything that the trip has given personally serves professionally.
S8	A very clear social difference.

Table 4.16.: Professional Outcomes

Source: Own elaboration

The two questions were designed to specifically extract the personal and professional aspects that could arise from the student's experience, as well as possible proof of transformational causes. Regarding the first question on the personal outcomes of the experience, the students were capable of witnessing learning, personal and sociable development leading to an emergence of new sensations and feelings. Once more the idea of appreciating privileges that the students consider as granted, is stated by Student 4 and Student 7. For example, as Student 7 indicates, the privilege to study and have a career opportunity the desired field. Regarding the second question on the professional outcomes of the experience, the studies that the students are coursing, marks a great difference in their responses to this question. On the one hand, the students of the Faculty of Health Sciences Blanquerna, which are Student 1, 3, 4, and 7, claim that there are other aspects that can be correlated

to their studies. Student 3 claimed that the trip was centered on social tourism and development rather than on volunteering as such. However, the interaction and the sharing of experiences with professionals on the field, enhanced a motivation to push harder towards achieving a professional career. Additionally, Student 4, who studies “Human and Dietary Nutrition” got inspired by comparing the culinary aspects of the Colombian diet with the Spanish diet. However, they all agree that the trip was not directly linked to the content of their respective degrees, especially when it comes to their professional matters. Furthermore, although Student 7 indicated that the achieved personal outcomes could be used as professional ones, also remarks that one aspect to improve of the trip could be its direct implication towards the contents of the field of health and nutrition, since there was not too much to observe or experience related to it. On the other hand, the students of the Faculty of Education and Social Work Pere Tarrés, which are Student 2, 5, 6, and 8, were more capable of responding with concise and direct answers as the aspects of the trips are better correlated with their professional field.

4.4.4. Personal Perspectives

What would you have wanted to know before traveling?	
S1	The respondent got all the needed information.
S2	Nothing because the interviewee likes surprising trips.
S3	The interviewee really thought the trip was about doing some volunteering. The rest of the information was adequate and enough. It is pointed out too much information makes a loss of the interest of the trip because it seems to be all planned and it is not liked by the respondent.
S4	The information displayed was enough. Despite everything was explained in detail, the trip was great.
S5	Gastronomy is based on spicy food and it was not liked by the interviewee. As for the rest of the trip, the student does not like to be prejudiced so as not to have a bad stereotype of the country's customs.
S6	The information given by the university prior to the trip, was enough.
S7	The information given by the university prior to the trip, was enough.
S8	Nothing new because the interviewee informed herself.

Table 4.17.: Trips’ prior information

Source: Own elaboration

What would you change from the trip?

S1	The respondent aims to look for a mission house in Barranquilla or in another city near Cartagena. It is mentioned in Senegal people got to see the differences between cities.
S2	The student affirms to be comfortable during the stay, nevertheless, it was intended to visit more conflictive spaces.
S3	At least extend the trip one morning or afternoon to volunteer. The student really considers giving a hand to the country would have been a good upgrade.
S4	Nothing.
S5	There is no need to change anything about the trip because all the activities and excursions were considered appropriate for all students. Besides, each of them provided new learning skills.
S6	The food, since it has caused stomach illnesses, in addition, that nobody liked it. Generally, the trip was very well organized.
S7	The respondent would have liked to participate with the NGO. Also, the trip was well equipped, and nothing was needed to change.
S8	The interviewee would completely repeat the same trip. However, the unique thing to change would be dealing with the problems that made it difficult to return home due to coronavirus.

Table 4.18.: Trips' aspects to change

Source: Own elaboration

These questions are designed to focus on the more personal perspectives of each student when it comes to their opinions on the preparation process for the trip and their desires for future change on the way of conducting the trips. The answers to both of these questions are fairly different and differ depending on the personal opinions of the students. For instance, in regard to the first question, Student 2 indicated the desire of not knowing anything before the start of the experience. Student 3 coincides with the prior statement by indicating that too much information beforehand can lessen the interest towards the trip because of too much planification. However, Student 3 also claims that there was not that much of an accuracy on the information provided regarding to the focus of the trip, as it resulted in not really being related to volunteerism. Student 1, 4, 6 and 7 claimed that the information provided to them by the university prior to the experience was enough. Lastly, Student 5 presented the desire of having been told about the gastronomy of the country and Student 8 demonstrated self-sufficiency by indicating that he/she conducted a search about the destination beforehand. Fundamentally, it all comes down to personal taste. For this second question, the students presented their opinions regarding possible changes on the trips' activities and structure. Once more, the responses were extremely varied. Student 1 and 2 propose logistic changes regarding the visit to other cities and conflicted areas. Student 4 and 5 would not change a thing. Additionally, Student 3 and 7

agree on the fact that they would have liked for the experience to be more related on taking part in the services and activities provided by volunteering or the NGO partners.

CHAPTER 5 CONCLUSIONS

5.1 Conclusions

This research aimed to analyse how the URL Solidarity and International Cooperation trips implemented and correlated with the ISL pedagogy that is analyzed through the body of literature of this degree thesis. This has been accomplished and is going to be expressed in the form of conclusions in this chapter, and at the same time, correlating it with the three objectives of this research.

The URL Solidarity and International Cooperation trips partially includes the achievement of the ISL pedagogy objectives. The trips mostly focus on the visits to the several institutions, NGOs, and Catholic religious orders, which rarely involve the students' participation on the service aspects of the experience. Therefore, the ISL objective of creating awareness and analysis towards, both theoretical and ethical topics (Kiely, 2004), is achieved to some extent. Most of the visits include a presentation or speech conducted by the members pertaining to the partner organizations, by which the students can create a critical thought analysis and reflect on the several social injustices and/or oppression situations that are portrayed. However, not many of the activities that are implemented in these solidarity and international cooperation trips, do actually enable actively participating in the field of service. Consequently, demonstrating a lack of consideration towards one of the ISL main purposes of creating equally and mutually beneficial situations for both the students of the university and the host community (Crabtree, 2008).

The learning outcomes that are achieved through the participation of students on the URL Solidarity and International Cooperation trips, are closely related to the ISL pedagogy outcomes. Several of the learning outcomes that originated from the research, include the capability of conducting a deep analysis of the host communities' living situation, as well as the injustices and oppressions that are endured by its populations. Therefore, students achieve the ability to manage critical thought and reflection (Mezirow, 2000, as cited in Crabtree, 2008), as well as enhancing their cultural understanding (Crabtree, 2008). However, there are many other ISL outcomes which were not perceived by the responses of the interviews, representing the lack of them in the URL solidarity and international operation trips. This implies the much-needed dedication on targeting other possible outcomes to achieve through the URL offered experiences.

Additionally, there is an absence of correlation between the experiences that the URL offers and the general ISL definition. The aim of ISL is to provide service to the communities through the willingness of students to help those in more need, while at the same time, benefiting through the learning that is correlated to their studies and which helps them build both in curricular and personal terms. Even though the fact that through the previously mentioned statements, the objectives and outcomes of the ISL pedagogy correlated to some extent to those of the URL, when looked through broader lenses, they separate from the actual definition. On the one hand, it has already been concluded that the service aspect of the URL trips, is regarded as a mere plus for the experience, whilst the learning opportunities focused on personal or cross-cultural outcomes, are extremely promoted. On the other hand, these types of outcomes are not proven to be directly ascribed with the content of the different university studies, as they have no real or official academic considerations and refer to more personal development matters.

To conclude, we answer the research question of: **“to what degree do the URL Solidarity and International Cooperation trips relate to the ISL methodology?”**. Fundamentally we are unable to provide an exact percentage or degree for which officially specify the relation of URL Solidarity and International Cooperation trips with the ISL methodology. However, we have been able to conduct a research for which to understand the ISL pedagogy in itself, as well as figuring out important aspects of oscillation or similarities with the URL exposure trips and its official normative of solidarity and international cooperation activities. Nevertheless, we would like to give an especial emphasis on one of the main conclusions, which is the fact that the URL is lacking an essential strong service component. To demonstrate the importance of this statement, we would like to end the conclusions section with Bringle and Hatcher’s (2009) assertion regarding to what makes SL unique is not only the fact that students are “serving to learn”, but also the fact that through this pedagogy, students are “learning to serve”.

5.2 Recommendations

First and foremost, we recommend considering this degree thesis as an introduction towards the knowledge of achieving a better correlation of the URL Solidarity and International Cooperation trips with the ISL pedagogy. The research is also able to provide useful information to other higher education institutions that are looking forward to implementing the ISL pedagogy into their studies or already existent service-learning experiences and with the aim of internationalizing them.

The second recommendation would be to further develop the service component of the trips. Throughout the research and analysis of the body of SL and ISL literature it can be seen that this pedagogies originated for a desire to create socially conscious and active participants students that are able to learn curricular concepts through the creation of a beneficial service for communities. Fundamentally, the main idea of the pedagogy is to provide service in order to learn and it even says it in the name. However, as seen with the finding's discussions and the conclusions, the service component of the URL is disregarded as a bonus component of the experience and only happens in numerous times and when the partners are willing to let the service be conducted by the students. So consequently, the final recommendation would be of exclusively collaborating with partners that encourage the active participation of visitors, independently of their religious background. Furthermore, the collaboration with only one partner per exposure trip could also be considered.

The third and final recommendation would be for the Ramon LLull University to focus on creating a system for evaluating the learning outcomes of trips conducted by the URL, but which also take into account and extensively analyze the most academic learning outcomes. In this way, the trips can be ascribed to the academic curriculum of the students, creating much more lasting positive benefits, both personally and professionally. As indicated in the findings, the way in which the university analyses the learning outcomes of the experiences lived by their students, is mostly through personal reflection done in self-evaluation manners. This self-evaluation processes cannot provide fully authentic evidences as a fully developed evaluation that ensures the study of the student's learning outcomes, curriculum growth, evaluation, and community consequences (Bingle and Hatcher, 2009).

To conclude, these recommendations are, as the name implies, recommendations. That is to say that the content in this section has been elaborated to the best of our knowledge. At the end of the day, these recommendations are presented to serve as a starting point towards achieving a better experience for the learning and service of the URL students, and it is in the hands of the judgement of the university to apply them or modify them to fit within the standards and official documents.

5.3 Limitations and further research

During the process of research of this degree thesis, a worldwide pandemic referred as coronavirus or "Covid-19" took place. Eventually, the whole country of Spain became quarantined and citizens were

obliged to stay at home, only allowing people outside of their homes for emergency visits to the supermarkets. Obviously, these events took a toll on the process and development of the research, and mainly, of the findings. The data collection techniques and research instruments had to be re-evaluated and chosen in accordance to the new circumstances. Finally, the interviews were decided to be conducted via email due to the legislature of house confinement and with willingness to respect the social distancing established norms. In the end, because of this mishap, the time became limited and the responses from the interviewees were received within very distant days from each other, which slowed down the process of extracting findings. Furthermore, we did not have the opportunity to make the interview questions clearer by means of oral explanation and correlating the concepts for the bettering of the interviewees' comprehension. Consequently, the responses received were very general and sometimes even subjective, which resulted in the findings not being as accurate as expected.

Finally, the main intention behind the elaboration of the Data Analysis was to conduct a coding scheme by means of a deductive and inductive approach. Therefore, the tables depicted in "Chapter 4", subpoint "4.2. Comparison of the ISL and URL objectives and outcomes", were created with the purpose of functioning as a coding scheme to relate with and analyze the interviews, from both the students and organizers. However, as the process of analyzing and discussing findings advanced, doubts about the coding scheme were raised. It seemed as it was more of an inconvenience than a benefit, so the decision to add it in the research as comparative findings of ISL and URL objectives and outcomes, was approved. Although the extremely beneficial data that the building of these tables provided, there was a loss of time when trying to interpret them as a coding scheme and spending time to relate them with the other findings. This took out time of our research process that could have been very precious to farther extend and/or concise other aspects of the degree thesis.

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CHAPTER 7 APPENDICES

Appendix 1

[“Normativa de reconeixement d’activitats universitàries culturals, esportives, de representació estudiantil, solidàries i de cooperació de la Universitat Ramon Llull” or “Regulations for the recognition of university cultural, sports, student representati](#)

Appendix 2

[“Viatge d’Exposició al Marroc \(Tetuan - Tànger\): 31 gener al 5 de febrer 2020” or “Exposure trip to Morocco \(Tetouan - Tangier\): 31 January to 5 February 2020”.](#)

[“Viatge d’Exposició a Colòmbia \(Cartagena d’Índies\): 1 al 10 de febrer 2020” or “Exposure trip to Colombia \(Cartagena de Indias\): 1 to 10 February 2020”.](#)

[“Viatge d’Exposició al Senegal: 7 al 14 de març 2020” or “Exposure trip to Senegal: 7 to 14 March 2020”.](#)

Appendix 3: Ethics Form

Risk category 1	Yes	No
Use any information OTHER than that which is freely available in the public domain?	X	
Involve analysis of pre-existing data that contains sensitive or personal information?		X
Involve direct and/or indirect contact with human participants?	X	
Require consent to conduct?	X	
Require consent to publish?	X	
Have a risk of compromising confidentiality?	X	

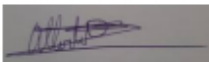
Have a risk of compromising anonymity?	X	
Involve risk to any party, including the researcher?		X
Contain elements that you OR your supervisor are NOT trained to conduct?		X
Risk category 2		
Require informed consent OTHER than that which is straightforward to obtain to conduct the research?		X
Require informed consent OTHER than that which is straightforward to obtain to publish the research?		X
Require information to be collected and/or provided OTHER than that which is straightforward to obtain?		X
Risk category 3		X
Involve participants who are particularly vulnerable?		X
Involve participants who are unable to give informed consent?		X
Involve data collection taking place BEFORE the consent form is given?		X
Involve any deliberate cover data collection?		X
Involve risk to the researcher or participants beyond that experienced in everyday life?		X
Cause (or could cause) physical or psychological negative consequences?		X
Use intrusive or invasive procedures?		X
Include a financial incentive to participate in the research?		X

IF APPLICABLE:

List agreed actions with your tutor to be taken to address issues raised in questions Risk Category 2:

.....

Student Declaration: I confirm that I will undertake the Degree Thesis as detailed above. I understand that I must abide by the terms of this approval and that I may not make any substantial amendments to the Degree Thesis without further approval.

Name student Alberto Larumbe **Signed:**  **Date:** 01/06/2020

Name student Laura Sierra **Signed:**  **Date:** 01/06/2020

Agreement from the supervisor of the student:

Name: Jorge Peralta **Signed:** **Date:** 01/06/2020

Risk Category 1: If you answered NO to all the questions, your study is classified as Risk Category 1. In this case:

- The supervisor can give immediate approval for undertaking the field work.
- A copy of this signed Form MUST be included in the Degree Thesis.

Risk Category 2: If you answered YES only to questions in Risk Category 1 and/or 2, your study is classified as Risk Category 2. In this case:

- You must meet with your supervisor and clarify how the issues encountered are going to be dealt with before taking off with the field work.
- Once clarified, the actions taken must be stated in the Form. Then the supervisor can guarantee approval for the field work for the Degree Thesis.
- A copy of this signed Form MUST be included in the Degree Thesis.

Risk Category 3: If you answered YES to questions included in Risk Category 3, your study is classified as Risk Category 3. In this case:

- You must discuss with your supervisor how to re-direct the research and data collection thesis to avoid risks mentioned in Category 3.
- You must complete the Ethical Form again until Risk Category 1 or 2 is obtained.
- A copy of this signed Form MUST be included in the Degree Thesis.

A copy of this signed form MUST be included in the Degree Thesis.

Appendix 4: Information sheet and consent for interviews plus the designed interviews

1. For Organizers:

VIAJES SOLIDARIOS URL ENTREVISTA TFG 2020

Apreciado/a,

Somos los estudiantes Laura Sierra Closas y Alberto Larumbe Molins, de 4º curso del Grado de Gestión Turística y Hotelera de la Facultad HTSI-URL. Este semestre estamos realizando nuestro Trabajo Final de Grado que tiene por título "Los Viajes Solidarios de la URL y su comparación con la metodología ISL (International Service Learning)".

Nuestra investigación busca analizar los objetivos, resultados de aprendizaje y formato de los viajes solidarios y de cooperación de la URL según la metodología de Aprendizaje-Servicio.

Como participante en dichos viajes, nos gustaría conocer tu opinión respecto a una serie de apartados relacionados con los mismos. Por ello adjuntamos un breve cuestionario que podrás encontrar al final de este email.

Cumpliendo con los requisitos éticos de la investigación, necesitamos que en primer lugar des tu consentimiento a través de las siguientes preguntas:

Marque para confirmar	SÍ / NO
Confirmando que he leído y comprendido la hoja de información fechada para el estudio anterior.	
He tenido la oportunidad de considerar la información, hacer preguntas y responderlas satisfactoriamente.	
Entiendo que mi participación es voluntaria y que soy libre de retirarme antes de la publicación en Mayo del trabajo de final de grado.	
Acepto participar en el estudio de investigación anterior.	
Doy permiso para que se registren mis respuestas.	
Certifico que mis datos personales no serán revelados para el estudio y serán anónimos.	
Certifico que la información compartida con los investigadores se puede revelar en el estudio.	

Para más información contactar con:

Email de los autores de la tesis :

alberto.larumbe@aluhtsi.url.edu laura.sierra@aluhtsi.url.edu

Email del supervisor: jorge.peralta@htsi.url.edu

Muchas gracias por tu colaboración. Una copia de esta tesis estará a tu disposición para consulta en la biblioteca de la facultad.

Mediante la respuesta a este email se entiende otorgado el consentimiento.

Las preguntas de la entrevista son las siguientes:

1. Nombres y apellidos
2. Facultad
3. Cargo
4. ¿A qué viajes has ido este año?
5. ¿Has ido a otros viajes de la URL anteriormente?
6. ¿Por qué se han elegido estos países?
7. ¿Cómo participan los alumnos en la preparación del viaje?
8. ¿Cómo se decide el componente de servicio que tienen los viajes?
9. ¿Cómo se adscriben al viaje a los contenidos de cada uno de los estudios?
10. ¿Cómo son aplicables los aprendizajes de estos viajes a las competencias de los diferentes estudios que están cursando los participantes?
11. ¿Se puede calificar el viaje como de aprendizaje servicio?
12. ¿Cómo se materializa la colaboración y cooperación entre los estudiantes?
13. ¿Cómo los estudiantes reflexionan sobre la experiencia?
14. ¿Qué cosas cambiaríais para la siguiente edición?

Una vez más, muchas gracias por su colaboración y paciencia.

Atentamente,

Laura Sierra y Alberto Larumbe

2. For Students

VIAJES SOLIDARIOS URL ENTREVISTA TFG 2020

Apreciado/a estudiante,

Somos los estudiantes Laura Sierra Closas y Alberto Larumbe Molins, de 4º curso del Grado de Gestión Turística y Hotelera de la Facultad HTSI-URL. Este semestre estamos realizando nuestro Trabajo Final de Grado que tiene por título "Los Viajes Solidarios de la URL y su comparación con la metodología ISL (International Service Learning)".

Nuestra investigación busca analizar los objetivos, resultados de aprendizaje y formato de los viajes solidarios y de cooperación de la URL según la metodología de Aprendizaje-Servicio.

Como participante en dichos viajes, nos gustaría conocer tu opinión respecto a una serie de apartados relacionados con los mismos. Por ello adjuntamos un breve cuestionario que podrás encontrar al final de este email.

Cumpliendo con los requisitos éticos de la investigación, necesitamos que en primer lugar des tu consentimiento a través de las siguientes preguntas:

Marque para confirmar	SÍ / NO
Confirmando que he leído y comprendido la hoja de información fechada para el estudio anterior.	
He tenido la oportunidad de considerar la información, hacer preguntas y responderlas satisfactoriamente.	
Entiendo que mi participación es voluntaria y que soy libre de retirarme antes de la publicación en Mayo del trabajo de final de grado.	
Acepto participar en el estudio de investigación anterior.	
Doy permiso para que se registren mis respuestas.	
Certifico que mis datos personales no serán revelados para el estudio y serán anónimos.	
Certifico que la información compartida con los investigadores se puede revelar en el estudio.	

Las preguntas de la entrevista son las siguientes:

1. Nombre y apellidos
2. Edad
3. Estudios en los que estás matriculado/a
4. ¿En qué viaje has participado este año?
5. ¿Has participado previamente en la organización del viaje?
6. ¿En qué otros viajes has participado anteriormente?
7. ¿Cuáles han sido tus objetivos al escoger este viaje?
8. ¿En qué grado se han cumplido tus objetivos?
9. ¿Qué te ha aportado el contacto con un país diferente?
10. ¿Qué te ha resultado difícil asimilar de su cultura?
11. ¿Qué te ha aportado personalmente el viaje?
12. ¿Qué te ha aportado profesionalmente el viaje?
13. ¿Qué hubieras querido saber antes de viajar?
14. ¿Qué cambiarías del viaje?

Una vez más, muchas gracias por su colaboración y paciencia.

Atentamente,

Laura Sierra y Alberto Larumbe

Appendix 5: Interviewees' Identification Tables

Identification Table	Faculty	Trip
Organizer 1	HTSI	Colombia and Senegal
Organizer 2	Blanquerna	Morocco and Senegal
Organizer 3	Pere Tarrés	Colombia

Identification Table	Studies	Faculty	Trip
Student 1	Nursing	Blanquerna	Colombia
Student 2	Education and Social Work	Pere Tarrés	Colombia

Student 3	Enfermería	Blanquerna	Colombia
Student 4	Human and Dietary Nutrition	Blanquerna	Colombia
Student 5	Education and Social Work	Pere Tarrés	Senegal
Student 6	Education and Social Work	Pere Tarrés	Senegal
Student 7	Human and Dietary Nutrition	Blanquerna	Senegal
Student 8	Education and Social Work	Pere Tarrés	Senegal

Appendix 6: Interviews' Transcript

[Transcript for Organizers](#)

[Transcript for Students](#)

Appendix 7: Interviewees' Filled Consent Form

[Filled Consent Form for Organizers](#)

[Filled Consent Form for Students](#)