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An Holistic Approach to Global Service-Learning: Guiding Students through a Real-Time Formal, Non-Formal, and Informal Educational Process

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“Change...is usually described as occurring in three primary areas: *cognitive* (information and knowledge), *skills* ... (the ability to do something with one’s knowledge) and *affective* (attitudes and character qualities)” (Burkholder, 2003, p. 83).

In order to effect change in these three areas, three modes of learning lend to an integrated and holistic training model:

Formal Education

- hierarchical or graduated, and it benefits the society by reinforcing cultural values and traditions. (Brynjolfson, 2006)
- usually defined as learning that is intentional, staffed, funded, and measured... (Brynjolfson, 2006)
- often happens in a “school” environment (Lewis, 1998)

Non-Formal Education

- has a high capacity for rapid change and is especially suited for change and transformation with respect to tasks and performance skills (Burkholder, 2003)
- tends to be less dependent on structures, and advancement is frequently determined by competence as opposed to tested knowledge.” (Brynjolfson, 2006)
- often happens in a “workplace” environment (Lewis, 1998)

Informal Education

- consists of day to day living (Burkholder, 2003)
- has great potential to address character and attitude issues (Brynjolfson, 2006)
- is related to socialization (enculturation and/or acculturation)
- is not easily planned or measured

Grace University, Omaha, Nebraska, is regionally accredited by the North Central Association and is accredited by ABHE (The Association for Biblical Higher Education).

Grace offers a four-year undergraduate degree in Bible and Intercultural Studies, as part of which students are required to participate in a six-month Global Service-Learning program. The Grace University Intercultural Studies Program uses the three channels or domains of *Formal*, *Nonformal*, and *Informal* in meeting our three main student learning outcomes:

Intrapersonal Development

Spiritual life

Vocational direction

Personal values development

Self-awareness, self-acceptance

Identity

Interpersonal

Co-national relationships

Conflict resolution

Personality

Peer feedback

Intercultural

Intercultural competence and sensitivity development (IDI)

Cultural identity

Develop a base of Intercultural theory

Navigating cultural transitions

Intercultural communication and conflict resolution

Contextualization of faith

| | Intrapersonal (Identity, Spirituality) | Interpersonal (Co-nationals, Team) | Intercultural (Intercultural Relationships, Power, Privilege, etc) |
|---|--|--|---|
| Formal Education (classroom) | | | |
| Non-Formal Education (Hands On) | | | |
| Informal Education (Life) | | | |

Selected Resources

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- Kolb, David A. 1984. *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice-Hall.
- Lewis, J. (1991). In search of a curriculum in context. *Training for Cross-Cultural Ministries* 91 (2): 3-6.
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- Ward, Ted. 1995. Nonformal education--What is it? Unpublished class handout. Models of nonformal education. Trinity International University. March, 1994.