Reciprocal Empowerment Through Remote Service Learning:
How to Create Learning Opportunities That Embrace Difference and Foster Social Justice

Birgit Phillips

University of Applied Sciences Burgenland, Austria

EXECUTIVE SUMMARY

This chapter presents a novel pedagogical approach of "remote service learning" (RSL), which was applied in an undergraduate health degree program at an Austrian university. Remote service learning is a form of active blended learning that combines academic learning with practical experience and social commitment, using a range of tools and methods from online didactics. Drawing on emancipatory pedagogies such as transformative learning, an RSL-focused course pursues the ambitious goal of promoting reciprocal empowerment, that is, the promotion of mutual educational processes. "Reciprocal" refers to all stakeholders involved in the course, directly or indirectly: university students, the local community, the Austrian NGO, and the educator. Survey and qualitative data results have shown that the fundamental triad of learning, acting, and reflecting in remote service learning not only leads to a deeper understanding of the course content and discipline but also increased self-awareness, empathy, and a heightened sense of the highly complex social realities in different parts of the world.

INTRODUCTION

Much has been written on the essential role that higher education plays in solving some of the world's most pressing issues. After all, education helps develop the skills and knowledge base of future leaders and policymakers who decide on the fates of millions and even billions of people. However, there is a

growing concern that mainstream higher education "leaves us ill-equipped to address complex global challenges" (Ryan & Murphy, 2018, p. 5) and has become more part of the problem than the solution (e.g., Brookfield, 2005; Freire, 1970; Mezirow, 2000; Phillips & Phillips, 2019; Sterling, 2010). Increasingly, the discussion around education has focused primarily on increasing economic outputs, efficiency and employability. This is problematic, as such learning can foster questionable values. In fact, it has been shown time and again that there is no correlation between high educational performance and socially responsible and environmentally sustainable behavior and decision-making (Orr, 2004; Sterling, 2010). This is clearly seen in the many mistakes made by decision-makers during the ongoing COVID-19 pandemic. The epistemic ignorance (i.e., inability to position oneself in the place of other people and to recognize vulnerabilities and privileges) and aporophobia (i.e., an aversion towards the poor) of these policymakers have resulted in widespread suffering and death, especially among minorities, migrants, women, persons with disabilities and the poor (Timmermann, 2020).

In these challenging times, the fundamental questions to ask are: What epistemic changes in our thinking are necessary to guarantee future life on this planet? How can education contribute to a socially just and ecologically sustainable future in a meaningful way? Which pedagogical approaches and learning theories can guide possible ways forward? To answer these questions, institutions and educators must first ask themselves what the purpose of education is. After all, as noted by John Dewey (1915), education is a social process that is void of meaning without a clear definition of the kind of society we would like to live in. In an effort to address these questions and take into account growing social injustice and global challenges, many universities around the world have embraced the *third mission* (i.e., addressing societal challenges/service to society) and have anchored this mission in their policies and development plans. The third mission goes beyond the two traditional core missions of education and research but is also an integral part of these other missions. For example, many universities are exploring ways to integrate the United Nations Sustainable Development Goals (SDGs) into teaching and research.

This chapter is premised on the assumption that rather than sustaining and strengthening dominant social norms, values and behaviors, university education should foster inclusivity and empathy by encouraging students to develop a profound understanding of global problems, to question their worldviews and thinking habits, and to develop an awareness of their own epistemic gaps. Therefore, university education should be disruptive and provide learning opportunities that encourage students to transform previously unquestioned beliefs and assumptions. Such education requires a didactical repertoire that differs greatly from the "banking" concept of education (Freire, 1970), which views students as passive, empty containers into which educators deposit knowledge, which is then memorized and regurgitated for assessment (Phillips & Phillips, 2020). Alternative pedagogical approaches, such as Active Blended Learning and critical-reflective pedagogies, are needed to overcome this narrow view of education, and this chapter presents one such alternative approach.

This chapter describes an evidence-based, transferrable framework for an Active Blended Learning course which I have called *Remote Service Learning* (RSL), featuring various student-centered pedagogies, including inverted classroom (i.e., pre-class engagement with core content followed by in-class discussion, analysis and consolidation), critical-reflective practice and transformative pedagogy. After a brief discussion on the theoretical underpinnings of RSL, the chapter presents a case study and draws on insights gained from the implementation of the course "Global issues in healthcare", which was held for the first time in the fall of 2019 at an Austrian university and which has since been adapted to other programs both within and beyond the University. The chapter also presents outcomes and draws on an in-depth evaluation of the course comprising an anonymous online survey, written reflections and quali-

tative interviews, which were used to assess the students' learning outcomes. Finally, the chapter ends with recommendations and thoughts on how to enact critical reflexive pedagogies in an RSL classroom.

THEORETICAL UNDERPINNINGS

The Remote Service Learning case presented in this chapter must be viewed through the lens of the constructivist frameworks of transformative learning and critical reflexive pedagogy. This case study is premised on the assumption that education must not be limited to utilitarian purposes but rather that a core goal of education is to build socially just and inclusive societies. This requires universities to recognize and promote all aspects of inclusion, equity, advocacy and diversity (age, gender, disability, sexual orientation, religious affiliations, worldviews and other markers of difference) and embed them in their governing principles. It recognizes that there is a dearth of awareness of the suffering of others and the interconnectedness of issues of social justice in the global North, which has resulted in epistemological colonization and promoted knowledge uniformity. As Ryan & Murphy (2018) put it, "educational endeavors that ignore or are unaware of these norms, structures and discourses create the ideal social and political conditions where Western scientific knowledge and market value are put forward not only as the best way to do things but as unassailable truths" (p. 71). The development of individual diversity competence among university staff and students is an essential part of establishing a diversity-oriented and inclusive university that aims to counteract discrimination and prejudice and enable cooperation. By embracing a critical or emancipatory education philosophy, it becomes possible to deconstruct situational power structures, and unequal and oppressive systems can be uncovered and counteracted. Transformative learning theory is one form of emancipatory learning that provides a lens through which learning and professional development in the context of social justice can be viewed.

Transformative Learning

Transformative learning (TL) theory, as presented in this chapter, is both an educational theory and a guide for educational practice. It refers to "the process of becoming critically aware of how and why our assumptions have come to constrain the way we perceive, understand, and feel about the world" and strives to change "these structures of habitual expectation to make possible a more inclusive, discriminating, integrative perspective" (Mezirow, 1991, p. 167). In other words, TL not only questions our assumed views of the world but also how we position ourselves within the world (Ryan & Murphy, 2018). The assumptions, beliefs and worldviews that we acquire consciously or subconsciously throughout our lives through socialization are complex meaning schemes or frames of reference that influence our judgments, decisions and actions. An individual's existing meaning schemes and frames of reference act as a filter through which new experiences are interpreted, meaning that learning that takes place in the present is influenced predicated on past learning (Anand et al., 2020).

An integral part of TL is a disruptive, disorienting dilemma, which may come in the form of a sudden crisis-laden event or a more subtle, conscious, or unconscious personal crisis that contradicts our previously held assumptions and presuppositions and may initiate a change in belief or perspective (Mezirow, 1991). A change in an individual's perspective may lead to a social transformation, as "personal transformation leads to alliances with others of like mind to work toward effecting necessary changes in relationships, organizations, and systems, each of which requires a different mode of praxis"

(Mezirow, 1992, p. 252). Taylor (2012) echoes this, arguing that TL is a reciprocal process located at the intersection between the personal and the social dimensions, which may result in an enhanced sense of responsibility and social accountability. Within this process, Taylor and Cranton (2013) point out the significance of emotions and empathy and assert that the ability to identify with the perspectives of others both reduces the probability of prejudgment and increases the likelihood of identifying shared understandings. This is in line with Brookfield (2000, 2005), who maintains that culturally framed ideologies not only affect beliefs about social, political and economic systems but also frame our moral considerations, our relationships and our ways of knowing, experiencing and evaluating. Furthermore, there is widespread consensus among proponents of TL that true TL must lead to action based on the newly-transformed frames of reference. Such action can be a change in one's individual behavior, which may entail collective, social action, or outright activism.

Conceptualized in the mid-1970s by Jack Mezirow, TL theory is considered a robust theory in adult education, which has evolved significantly over the past decades (Anand et al., 2020; Taylor, 2017; Taylor & Snyder, 2012). Research has shown that it is impossible to make overarching claims about which situations and experiences lead to a transformation, as this always depends on the individual and their unique experiences (MacKeracher, 2012; Phillips, 2019). An event or a situation may be disorienting and trigger further learning for one person, while for another, it may fit perfectly into an existing meaning scheme and therefore result in no new learning. Similarly, how an experience is processed and the degree of transformation are also impacted by one's level of maturity and cognitive capacity. Some have even argued that a certain level of cognitive development is required to engage in critical reflection and rational discourse (Merriam, 2004, p. 65). Significantly, Mezirow (1991) postulated that for TL to occur, a person must be willing and able to understand their underlying assumptions (meaning schemes) and critically examine them. Thus, not all disorienting dilemmas lead to transformation, as not everyone has the willingness or capacity to engage in the process. Since people have a natural tendency to minimize cognitive dissonance, some may simply reject threatening new ideas and seek to cling to their past assumptions. According to MacKeracher (2012), TL most likely will not take place if learners 1) remain unaware of or ignore the disconfirming experience; 2) do not reflect on such experiences or deny that they have occurred; 3) do not consciously make sense of the change or force-fit the change into an old perspective, or 4) do not complete the transformation by engaging in actions based on new premises.

Through pedagogical teaching approaches that promote critical reflection, problem-posing and dialogical methodology, it becomes possible to foster emancipatory TL (Brookfield, 2012; Taylor, 2017). RSL, a form of Active Blended Learning (ABL) that allows students to address real community needs, is one such approach that can be implemented in many different pedagogical formats. RSL has the potential to trigger TL experiences for students, who develop critical consciousness by gaining the ability to deconstruct systems of power and inequality, as well as the forces that reinforce and sustain them, and to understand their own role in such systems. The following section looks at how RSL pedagogy can be enacted to promote reciprocal empowerment.

Reciprocal Empowerment Through RSL

RSL, as conceptualized in this chapter, draws on the principles of ABL in that it promotes educational strategies that allow learners to take charge of their own education. By focusing on student engagement and active participation in face-to-face or online settings, ABL blends different modes of active learning that can be used to scaffold learning in a flexible and dynamic manner (Armellini, 2019; Nerantzi,

2020). The flexibility inherent in ABL approaches allows for the integration of numerous student-centered learning strategies, such as online or offline collaboration, inverted classroom or service learning.

Traditional service learning—that is, engaging students in intentionally planned, meaningful activities beyond university that help improve a community, institution, or individual—has flourished over the past two decades. This is particularly true for the English-speaking world, and to a lesser extent, the German-speaking one, where efforts to integrate service learning into university curricula are slowly gaining traction (Garrett et al., 2012). Service learning allows students to apply their theoretical knowledge in a real-life context while developing important transferrable skills relevant for their future careers. More importantly, since many of these skills cannot be measured by exam scores, service learning has been shown to promote the students' personal development and enhance their sense of civic responsibility (e.g., Bamber & Hankin, 2011; Wilson, 2011).

With the help of modern-day technologies, RSL has the potential to expand traditional service learning to a global context without having to leave one's home country. Although the benefit of genuine, in-depth personal interaction with local communities is beyond question, the practical implementation of overseas international travel often prevents such endeavors for many reasons, including lack of time and financial resources. Like traditional service learning, RSL is designed not only to benefit the students and bolster their academic portfolio but also to meet real community needs, thereby empowering several stakeholders. This approach creates a partnership for change between the target community and the University, fostering the reciprocal empowerment of all stakeholders involved in the service or project.

Reciprocal empowerment involves challenging systemic inequality deeply ingrained within the fabric of social norms, structures and behaviors. A precondition for attaining reciprocal empowerment through emancipatory pedagogies such as RSL is a common understanding that education is political and aims to uncover subtle capitalist value orientations and create initiatives, structures and systems that enable equal access to public goods, education and interests (Brookfield, 2012). To this end, educational endeavors must aim at attaining critical consciousness, or what Freire (1998), called *conscientization*, i.e., the process in which people "not as recipients, but as knowing subjects, achieve a deepening awareness both of the sociocultural reality that shapes their lives and of their capacity to transform their reality" (p. 519). For Freire (1970), the capacity to transform one's reality comes through a dialectic process of reflection and action (or praxis). To question and challenge worldviews and meaning schemes, one must engage in meaningful dialogues about epistemological beliefs with oneself or with others. The following case study outlines the implementation of an RSL course that promotes such dialogue.

CASE BACKGROUND

The case presented here is embedded in the context of the course "Global Issues in Healthcare", a compulsory course in the fifth semester of the Health Management and Health Promotion bachelor's program at the University of Applied Sciences Burgenland. It was taught for the first time in the fall semester of 2019/20 and was later adapted and implemented in the 6th semester course "Applied Pedagogy" in the Pedagogy bachelor's program at the University of Graz in the spring 2020 semester (also taught by me). Scheduling this course in the final semester of the respective programs was considered desirable, as the course requires students to apply their previously acquired basic knowledge in health science or pedagogy to a completely different context. The following case study refers to the original course held for the first time in the fall/winter semester of 2019/20.

At the heart of the course is the Bihar Health Advocacy Project. Located in the north-east of India, the state of Bihar is about the size of Austria but has an estimated population of over 127 million people. Almost 90% of the population lives in rural areas under the poorest conditions, without access to running water, toilets, adequate healthcare, or education. The situation is particularly precarious for the Dalits, the so-called "untouchables", who are at the bottom of the caste system and are subject to massive discrimination, including violence, persecution and slavery. The most disadvantaged of this group are women and girls, who are also stigmatized due to their gender and have limited access to education and medical care. The course focused on the female Dalit population, and students were commissioned to develop a hands-on health promotion concept for this vulnerable population group.

Focusing on girls and women within global health efforts is a well-established practice. The scientific and international non-profit community has recognized that women and girls play a key role in achieving the Sustainable Development Goals of ending poverty and hunger (SDG 1+2), healthy life for all people of all ages (SDG 3), inclusive, equal and high-quality education (SDG 4), and gender equality and empowering women and girls to self-determination (SDG 5). In fact, women and girls play a central role in all 17 SDGs (UNWOMEN, 2019), as they are also the most affected by global problems. Women's empowerment was therefore considered an appropriate guiding principle for the Bihar Health Advocacy Project.

In addition, it is important to mention that the Bihar Health Advocacy Project is embedded in the Right to Health project, which I initiated privately in collaboration with an Austrian non-governmental organization (NGO). To this end, I organized a small-scale fundraising campaign that has raised 15,000 EUR to date, and 100% of the money is used locally for health education initiatives in India. These include the construction of separate toilets for boys and girls in the schools, ensuring a continuous supply of electricity, the purchase of a video projector for each school, carrying out deworming campaigns, covering the costs of copying, and purchasing teaching and learning materials. Furthermore, costs incurred in the implementation of the student projects are financed from this fund.

Transdisciplinary RSL

The course "Global Issues in Healthcare" is conceptualized as an RSL course in a blended learning format that combines academic learning with social engagement and social awareness, using a range of tools and methods from e-didactics. It emphasizes critical, disruptive and transformative pedagogies, such as critical-reflective dialogue, project-based learning and overcoming the teacher-learner divide. Traditional service learning courses generally involve the local community or require students to travel abroad so they can engage with the local community. In this case, it was not possible for students to travel to India, and they were required to work remotely. Since the course also incorporates external stakeholders (e.g., NGO staff and other non-academic community members) as co-educators, students had to utilize different technologies to collaborate with these stakeholders, both in Austria and abroad.

Furthermore, the course follows a transdisciplinary approach. Here, transdisciplinarity means that the task requires participants to cross disciplinary boundaries, both thematically and methodologically, and to go beyond the discipline of health sciences without losing sight of their own disciplinary position. Students are required to examine local health issues from a variety of perspectives, factoring in insights from a range of different disciplines. For example, topics such as sex education or menstrual hygiene management are explored, not only from a biomedical point of view but also considering cultural, economic, social and religious aspects. In addition, students communicate with non-scientific actors (e.g.,

NGO staff, teachers in India and experts in the field of global development) to arrive at feasible recommendations for action. Due to the international topic of the course and the fact that most of the literature is in English, the working language of the course is also English, rather than the students' native German.

Goals and Motivation

Besides providing students with the opportunity to gain valuable hands-on experience, the course pursued three main objectives:

- To raise awareness of complex social realities which are shaped by socio-economic, political and cultural conditions.
- To explore specific global health issues from a transdisciplinary perspective, develop targeted approaches to solutions, and thus broaden the views of the participants' disciplines.
- To develop and enhance both professional and social skills (e.g., teamwork, collaboration, reflection, communication).

The main motivation for developing this course was to engage students in critical reflection. Critical thinking cannot be equated with scientific thinking alone. The complexity of the critical examination of a situation becomes clear when one considers the political, social and/or ethical dimensions and consequences that science, as a social system with its methods, findings and attitudes, has on a society, the environment, the economy, etc. (Fahr & Zacherl, 2019). Critical thinking also means thinking in an interdisciplinary way, opening one's eyes to the world and global connections, assuming social responsibility, and critically examining various social, political, and economic contexts. "Critical" in this sense is understood as the ability to adopt different points of view and look at issues from more than one perspective, to check their validity, to avoid typical errors of thought and incorrect conclusions, and to draw ethically grounded conclusions.

Furthermore, through civic engagement, I hoped that students would develop the identity of civic-minded professionals with both the desire and the ability to work towards the public good. The term "civic mindedness" refers to "a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community" (Steinberg et al., 2011, p. 20). It includes the domains of knowledge (e.g., discipline- and context-specific knowledge), skills (e.g., communication and listening skills, skills to build consensus), dispositions (e.g., an appreciation of and sensitivity to diversity) and behavioural intentions (e.g., community engagement) (Bringle & Wall, 2020; Steinberg et al., 2011). In fostering this essential quality, this course not only helps fulfill the universities' third mission of contributing to the public good but also contributes to integrating a set of SDGs into teaching.

A further motivation for developing the course was to enhance the internationalization@home strategy of the University's degree program. The health promotion curriculum is highly Austria-centric due to the significant educational requirements stipulated by various Austrian professional associations. This is reflected in a low number of international student mobilities (i.e., few incoming or outgoing students) and a lack of incentives for incoming students due to a limited number of English-language courses. The newly developed RSL course "Global Issues in Healthcare" intends to address these issues and enhance the international and intercultural components in the curriculum.

Case Description

The course was developed in close collaboration with a small, Vienna-based NGO, which runs two schools in a poverty-stricken Dalit community in Bihar. The organization was pleased when I approached them with a suggestion to advance their health projects, which had been stalled for some time due to a lack of funding and resources. What they needed most was a thoroughly researched, customized health promotion concept that met the specific needs of the Dalits in this area. Since my students were Health Promotion majors in the final year of their bachelor's program, it seemed a perfect fit. Collaborating with an experienced partner organization proved invaluable, as both the NGO and their contacts in India served as co-educators, helped us understand the community's specific health needs and provided crucial insights into their culture, customs and potential barriers to implementing the project.

The didactical approach is described in detail below. First, the inverted classroom principle and the e-learning phase are explained, and aspects of synchronous and asynchronous collaboration are clarified. The subsequent section describes the importance of research and collaboration with external stakeholders and outlines the project presentation and the role of (self-) reflection in this course.

In addition, student feedback is incorporated throughout the sections to show how they perceived various aspects of the course and how their beliefs and attitudes changed. Student feedback was gathered through an in-depth, anonymous, online course survey (n=48) and in-depth interviews (n=8). The course survey included both open and closed questions and gave students ample space to write freely about different aspects of the course, such as the main learnings, challenges, teamwork, collaboration with external stakeholders, the course materials and myself as the facilitator. The semi-structured interviews were held in the weeks following completion of the course, after grades were assigned, to make sure students could voice their opinions openly and honestly, without fearing consequences on their course grades.

Inverted Classroom and E-Learning Phase

Although our fifth-semester health promotion students had a broad basic knowledge in the areas of health, management and social affairs, they had had only marginal contact with the field of Global Health during their studies. Since a theoretical foundation in the subject area of Global Health was essential for the implementation of the Bihar Health Advocacy Project, the inverted classroom model was deemed appropriate to allow students to acquire factual knowledge of global health via self-study in advance and reserve the classroom time for "deeper learning" activities.

Following the inverted classroom principle, the course featured an extensive e-learning phase, where students acquired the necessary contextual knowledge through self-study and through a wide range of open educational resources and online learning materials. In addition to studying topic-specific literature, massive open online courses (MOOCs) and video lectures, students had to complete a series of short quizzes upon completion of individual topics in their own time. These progress checks provided me with an overview of whether students had completed the work assignments and helped me obtain insights into their comprehension difficulties, which I was then able to address in the classroom sessions. This approach freed up classroom time for teamwork, in-depth discussion and reflection. The course was designed as a blended learning course with one-third of the load reserved for e-learning activities. The e-learning part of the course started three weeks before our first classroom session, and students were required to complete it before our second classroom session. This allowed us to move relatively quickly to the Bihar Health Advocacy Project.

Student feedback on the online phase was overwhelmingly positive, although the amount of work involved was considered high. In the interview, one student summarized the e-learning phase as follows:

It was an unusual way to start the course. At first, I couldn't believe how much work we had to do before we even met our teacher. But it was extremely helpful because in our group, we were also able to incorporate some of the material that we got on Moodle into our projects. There was very good and extensive content there, which was very helpful.

Other students commented on the variety of articles and links to web sources provided on the Moodle learning management system (LMS), and the short quizzes: "Another big help was to complete the different quizzes because we were forced to really engage with the topics." (course survey).

Synchronous and Asynchronous Collaboration

Working in small teams of three to five people, students had time to choose a topic to focus on, devise a project goal and develop a project concept. In total, nine teams were formed in two parallel courses, specializing in topics such as menstrual hygiene management (MHM), sex education, maternal health and nutrition, and gender violence and health. A range of collaborative online tools was set up for the course, which allowed students to collaborate both in real-time and asynchronously. To develop the project concepts, I set up a GoogleDoc file for each group, which enabled me to monitor their progress and provide the students with timely feedback on their preliminary ideas while they continued to work on the concept between the classroom sessions. In the spring semester, when the Covid-19 pandemic hit Europe and online teaching became the norm, Microsoft Teams was used for all courses at the university, and we used the Teams "Class Notebook" function for student collaboration. Although these technologies were new for the students, they ultimately expressed their satisfaction with these tools.

A high degree of independence and initiative was expected from the individual project groups, as they were free to choose their own topics, and neither the approach nor the scope of the project was predetermined. Through the free choice of topic (based on the guiding principle of Female Empowerment), I hoped to encourage creative approaches and outcomes and to increase motivation, which was ultimately successful. In addition, students had to organize online meetings in their own time to work on the project between their classroom sessions. Feedback from course evaluations showed that the autonomy they were granted was first seen as a significant challenge, but overall, in retrospect, it was rated quite positively. As one student noted in the survey:

This course and the project gave us the opportunity to realize our very own ideas. Over the past two and a half years, I have learned a lot in theory in multiple courses, but now I feel able to implement my own project in the real world. This is completely different from what is demanded in other courses (e.g., writing a report, academic paper, or offering recommendations), and I absolutely loved it because we could be creative and there was not "prescribed" way of doing things.

For most students, finding a topic and developing a project concept proved to be one of the greatest challenges of the course: "For me, getting started with the project was one of the most difficult parts in this course. How to create projects that have a lasting benefit, how to convey information, identify your target groups and reach them, is not an easy task" (course survey). Especially at the beginning, many

students struggled to agree on a topic, to envision a project that could be implemented and widen their perspectives to include different worldviews.

In the beginning, it was difficult for our group to find only one specific topic because there were too many problems that we wanted to deal with. We had some ideas, and although these were good ideas, we noticed soon that they simply could not be implemented because of a lack of infrastructure, too little financial means, or simply because of the prevailing culture. This made the whole process a bit more difficult because you had to change your thinking and put yourself in the situation on the ground (course interview).

Student feedback on working on the project in teams yielded mixed results. Although students reported overall high motivation to work on the project, some complained about time management, communication issues and "free riders", i.e., peers who did not put in the expected amount of work. These issues are not uncommon with teamwork and give the students a taste of the world of work. As one student noted in the interview:

When working in a group, all the ideas that come together can add significantly to the quality of the outcome. But we found that it is also very time-consuming to discuss everything with everyone and that due to differing opinions, it can be hard to decide which ideas to execute and which ones to discard.

Other students commented on learning about themselves and others during group work. Sharing new ways of thinking and views of the world fostered different ways of thinking and ignited their transformative learning processes. "I was so often surprised not by how much subject-specific knowledge I had learned, but by how working with different people helps you to get to know yourself and learn about others in new ways" (course survey), while another commented on the importance of cognitive flexibility:

For me, the most significant learning happened during the time spent working together. I often have ideas in my head and want them to be realized in that exact way that I imagine. I find it very difficult to accept other ideas when I have mine already fixed in my head. Accepting other concepts and ideas showed me that I should work on that area. In the end, our project was only so good because of the input from every member of the group.

Besides communication skills, a challenging project such as the present one requires empathy, and this was echoed by another student in the survey:

I once again experienced the tremendous importance of clear and empathic communication. It sets the basis for what the working atmosphere is like and, therefore, everything else. Expressing expectations, dividing tasks and offering encouragement are just a few aspects of group work that demand a certain type of communication.

Research and Collaboration With External Stakeholders

In addition to the literature available on the Moodle site, students had to conduct extensive independent research on their chosen topics using scientific databases or on the websites of international organizations.

All sources were collected in a Moodle Wiki and were sorted by topic, making them available to other students. Alongside significant knowledge gains, this course enabled students to expand their research skills because they were often required to extend their previous "go-to options" and databases to other previously unknown research options, as evidenced by this quote from the survey: "I have significantly developed my skills in research and I have become faster at getting useful results". Although initially slightly overwhelmed with the amount of research and reading required for the course, students also realized the value of thorough research for a project such as this: "I questioned our work and the outcome, especially during the reading and writing. Later, I realized that this was the most significant aspect of a good project. Afterward, I truly believed we should have conducted even more reading and research".

Students also appreciated the amount and variety of sources they had available, as well as the research base that was created and which continued to grow over the course of the semester through a collaborative effort of all students. Several students wrote their Bachelor's thesis on a related topic and appreciated the vast amount of research that was compiled during the course.

Part of the task was to create static (e.g., handouts, flyers, posters) and/or dynamic (e.g., videos, blogs, websites) learning materials to implement the project in Bihar. The results were remarkable and included puzzles, posters, board games, a hand-made cloth uterus with a plastic baby enclosed by a zipper, a menstrual chain to keep track of fertile days, and original educational cartoons and books. Some groups also took the care to ensure adequate translation of the materials into Hindi.

In terms of collaborating with external stakeholders, the Vienna-based NGO and their partners in India proved to be a valuable project partner, as they provided us with vital information and (personalized) video material about the living conditions on-site, which the students found particularly helpful:

I have already seen several documentaries or reports about poorer countries, but a video directly addressed to us by an Austrian, made the living conditions even more real and moved me a lot (course survey).

The Austrian NGO representative in Bihar served as an intermediary between the students, the local teachers (who only spoke Hindi), and the pupils on site. Students could address any specific questions they had to her, and she would then discuss these and the student projects with the relevant stakeholders in India, thereby creating a feedback loop that resulted in the co-creation of knowledge. The feedback from the teachers in India was extremely positive, and the learning materials were rated as highly professional and practical.

Students were also encouraged to contact external stakeholders (e.g., other NGOs working in the field) to clarify specific questions that neither literature searches nor the Vienna-based NGO could answer. Several students reported having lengthy email conversations and video calls with NGOs around the world, inquiring about lessons learned and asking for advice and feedback on their own work. One student wrote in the survey:

The NGO we contacted helped us with our questions. They answered everything we wanted to know and sent countless slides of information. They helped us without even knowing the person who might be on the other side of the world. This shows what is possible when you ask politely. This experience will continue to help me in the future.

The Final Project Presentations

Finally, the students had to present their projects in a short video in simple English. They were asked to explain the health education project in more detail (including objectives, target group, setting, communication channels) and to present the learning materials to a lay audience. As none of the students had any experience in creating short videos, I created a "meta-video" as an aid, with explanations on how to create videos using e.g. PowerPoint, Powtoon, or MySimpleShow. Although students initially responded to this assignment with helpless glances, they later reported feelings of increased self-efficacy. The video presentations took place during the last classroom session in front of a large audience of over 100 people, including students and faculty, which proved to be a real highlight of the course for many. In the survey and interview, students reported feelings of happiness and pride:

The moment when we saw our video on the big screen in front of all those people was a pure goosebump moment. All the work and ideas from the last three months were wrapped up in a 6-minute video (course survey).

It was incredibly impressive to see what the other groups had done and how creative the videos were. It was very nice to see how much effort the groups put in and how much passion and work they put into the presentations and the whole project (course interview).

Several faculty members were invited to evaluate the videos based on factors such as clarity, content, scope and depth, creativity, media use and rhetoric. The winning team received a small prize from both the University and the NGO to show their appreciation for their efforts. The health promotion projects are now in the process of being implemented in India.

Learning Through (Self-) Reflection

Without critical reflection on the cultural self and its social construction and pervasiveness in experiential reality, the goals of cross-cultural (remote) service learning education cannot be met. One of the core components of this course is, therefore, reflection, which can magnify learning and the overall impact of the course. Through conscious reflection, students learn to link new insights and experiences with previous theoretical knowledge. To this end, each classroom session began with an open forum for exchange, which allowed students to express their concerns, fears, and frustrations but also share any personal highlights, epiphanies and insights experienced since the last time we met.

My role as an educator was to provide guidance and to allocate class time for structured and unstructured reflection. This time helped students learn to link new insights and experiences with previous theoretical knowledge. After this opening forum, students proceeded to work in their small groups, and I spent time coaching each individual group, where specific sticking points and hurdles were discussed. The feedback showed that students particularly benefited from this form of "teaching":

"Dr. Phillips supported us very well during the entire preparation phase and helped us again and again to understand the topic even better" (course survey).

By engaging with a completely different and previously unknown culture that had its own values, norms and modes of action, students were repeatedly enticed out of their comfort zone, which provoked them to question their own previously held beliefs. For many, this disorienting experience was accompanied by strong emotions, such as frustration, confusion and even anger. Whether online or offline, inside or outside the classroom, the students learned to confront their innermost feelings of crisis, to bring them to the fore and to be able to express a wide variety of emotions, attitudes and perspectives. In their written expressions, the students used words such as *shocked*, *unforgettable*, *emotional*, *saddening* and *disturbing*. They were particularly disturbed by the role of the Dalit women in Indian society, whose low social status exposes them to widespread oppression, exploitation and violence:

All the information I gathered during our project shocked me so much, and I was so sad after every hour I spent on it. I was disappointed in myself in some way because I hadn't thought about these things for all these years. I am 23 years old, and all this time, I had no idea of the issues so many women in this world have to struggle with. Things that I just take for granted, others can only dream of (course interview).

Even those students who claimed to have had some previous knowledge on the topic admitted to having had their eyes opened:

I already knew a lot about the problems that existed in these countries, but I had never been so aware of the extent of these problems and I had never been so strongly confronted by them. Often during the course, I had the feeling that I was about to start crying, and I had such a terrible lump in my throat. For me, a white woman with a good education in an affluent country, the conditions that so many Dalit children and women have to endure compared to the luxury we have here in Austria is simply unimaginable. But I have also felt anger because some cultures still have such a sexist and ignorant view of women (course survey).

During the project development stage, students were repeatedly challenged to put themselves into others' shoes to enable new perspectives to emerge. Many considered this attempt to change their perspectives one of the "greatest challenges" of the course.

We had some ideas for measures, where we noticed that although these were good ideas, they simply could not be implemented because of a lack of infrastructure, few financial resources, or simply because of the prevailing culture. This made the whole process so challenging because we had to constantly rethink and imagine ourselves in the local situation (course survey).

Despite or because of these cognitive challenges, the results were remarkable, and most groups produced viable projects.

Many measures were not possible due to the lack of resources available and the personal attitudes of the Indian population. However, the longer we studied the general conditions, the better we were able to put ourselves in their situation and develop feasible ideas (course survey).

IMPACT OF THE COURSE

The pedagogical concept of RSL presented in this chapter pursues the ambitious goal of promoting reciprocal empowerment, i.e., the promotion of mutual educational processes. "Reciprocal" in this case refers to all the stakeholders, directly and indirectly, involved in the project; the NGO and the community in India, the University, the teacher and the students.

1. Various external stakeholders associated with the NGO that we partnered with during this course benefitted from the cooperation. For one, the NGO received evidence-based findings from the student projects that were directly relevant to their on-site projects. In this way, awareness was increased among all the stakeholders about aspects that had not previously been treated as priorities, such as the health effects of low menstrual hygiene, teenage pregnancy, or the long-term consequences of widespread anemia in school children. This will help these external stakeholders with their decisions on how to allocate the available funds in the most effective way. Also, since the project's goal was to make a difference to the problems faced by the people in Bihar, the teachers in Bihar and, ultimately, their pupils are benefitting from this collaboration. Feedback from the school principal and the teachers in Bihar on the materials developed by the students was overwhelmingly positive, especially the hands-on "train the trainer" guides with step-by-step instructions on how to conduct the health workshops. Female teachers were particularly pleased that female and reproductive health was a core component of the project.
2. Alongside the added value at the institutional level (i.e., the aforementioned internationalization@ home strategy explained in the motivation section), the course first and foremost helps fulfill the university's social responsibility, as mandated by the third mission. Furthermore, the course contents and objectives are geared towards the social welfare of disadvantaged population groups and thus make a valuable contribution to the achievement of the 17 SDGs to which the university has committed itself. The course evaluations have shown that this course achieved those goals. In addition, the university received public visibility through media reports on the project, which ultimately raised awareness of the situation of the Dalits in India.
3. The course also empowered me as the course instructor and helped me develop professionally. By combining my professional activity with my personal interest and social commitment and aligning it with my philosophy on education, teaching and learning, my work has become significantly more fulfilling, meaningful and empowering. I became an 'agentic practitioner' (Ryan & Murphy, 2018) and expanded and developed skills for facilitating the students' reflection processes and identifying and fostering their capabilities, which in turn increased my confidence as an educator and fueled my passion for this profession. I learned to take a backseat in the learning process and grant more autonomy to the students. I also no longer measure the success of my students' learning using a final exam but rather on the results of the project and the written reflections that follow. The survey results have encouraged me to continue down this path, which showed that student learning was significant.
4. Finally, the success of the course was highly dependent on the commitment, interest, passion, talent, and leadership of the students. The in-depth anonymous survey and qualitative interviews with students yielded results that suggest that today's students want to be engaged in different ways. Although slightly overwhelmed at the outset of the course with the freedom and autonomy they were given, they welcomed it in the end and were highly appreciative of the trust that was

placed in them. In terms of student learning, the important learning outcomes of the course were increased intercultural competence, tolerance of diversity and an awareness of their own cultural socialization. Students reported having expanded their worldviews and were more cognizant of issues of social injustice outside of their own backyard. One student reported:

Looking back, I would say that during the project, I learned a lot about the global problems in health care. This makes me personally aware of being grateful for everything we have here in Austria and Europe. But it also makes me aware that good health provision should be available to everyone (course survey).

For some, this was a steep learning curve. At the outset of the course, students were sometimes critical of the submissive behavior of girls and women in rural India and were quick to pass judgment. Arguments such as "Life is what you make of it" and "Anyone can escape poverty if you put your heart into it" emerged in in-class discussions. However, by the end of the course, the students no longer viewed the women's hardships, exploitation, poverty and illiteracy as personal weakness, but had come a step closer to understanding the systemic forces that perpetuate and maintain the oppression of the Dalit women in India. In this context, direct communication and feedback loops with people from the NGOs both in Vienna and in India via video calls and email were a valuable resource for "insider" information about the specific needs and problems of the community.

Students also developed more sophisticated and refined critical thinking skills, although their critical reflective capacities and their awareness thereof varied according to their levels of cognitive maturity. The depth and breadth of their engagement and learning were evident in the written reflections and course evaluations submitted at the end of the course. The results show that creating a learning environment for students that allows them to be meaningfully involved in a project for the greater good not only contributed to their personal growth but also helped them grow professionally. They gained self-confidence as they became more aware of their own capabilities and shortcomings and came to understand that the skills they acquired during this project were transferrable for their future professional practice. Representative student quotes on this theme from the course survey include:

This course was the most meaningful of the entire degree program, and it changed my perspective by 180 degrees. I learned that you have to put yourself in other people's shoes and act very carefully to build trust and work together to achieve your goals. This sounds much easier than it really is, and we often failed. But I see this as a great competence for my future professional life. In this course, we were prepared to take on leadership positions to put some of the theory we learned into practice. This course was formative for my future life.

In conclusion, I can only say that this course has shown me a whole new world. I learned a lot about myself, how I react to certain things, and how thankful we should be for all that we have. Now I know that this comes with a responsibility that starts with not turning a blind eye to the hardships others have to endure on a daily basis.

The knowledge that I acquired this semester is important to me as a learner because my way of thinking about global health has changed. I now understand the links between global health and the social and economic development of a country. I can use this knowledge for other projects because identifying

and assessing specific health problems is a requirement for every project. I also improved my ability to understand the influence of culture on population health and disparities.

The project has shown me anew that it is important to direct one's attention to new things. We are often so caught up in our everyday lives that we do not appreciate the really important things. Through this course, I have learned that it is very important to leave one's own comfort zone to be able to grow beyond yourself. You have to find new ways to gain new experiences and take the opportunity to generate new knowledge. This results in many great things, just like the many interesting projects in our study program. This course was very interesting and will remain with me for a long time.

The transformations and epistemological changes that students underwent during this course were multidimensional and included cognitive, ideological emotional and behavioral changes. The survey and interviews showed that the course helped students develop practical skills, including time management, goal-setting, research and evaluation, budget planning, fundraising, and project management, as well as social skills such as team-working, conflict resolution, public speaking and networking. The students developed a heightened capacity for empathy, a gratitude for things that had previously been taken for granted (e.g., the Austrian healthcare system) and an expanded view and awareness of other cultures. They gained new insights into just how oppressed and disenfranchised the world's poorest people are and learned about potential strategies to alleviate this suffering. In fact, almost a year after completion of the course, the long-term effects are still being seen. Some students wrote their bachelor theses on their project topics, while others are actively involved in the Vienna-based NGO or similar NGOs closer to their hometowns. Some students have also started fundraising campaigns to finance the project or decided to sponsor school children in India. Beyond that, the effects have resonated among their immediate circles of friends and family. Some reported that their entire families donated to the project, while others engaged friends and family in discussions about the project and more general issues of social injustice.

ENACTING CRITICAL-REFLECTIVE PEDAGOGIES

For teachers, enacting RSL and critical-reflective and dialogical pedagogies may involve a fundamental reevaluation of values that underpin the teaching profession. This requires instructors to confront their own frames of reference, since "being conscious of our perspective allows us to explore different ways we acquired our knowledge and to recognize the often reverential position afforded to intellectual knowing at the expense of other ways of knowing" (Ryan & Murphy, 2018 p. 81). Educators must first identify and question their own underlying assumptions about the purpose of education and how they interact with students and then employ emancipatory educational approaches that expand the education agenda to encourage and enable learners to develop cognitive flexibility and more inclusive and open ways of knowing. This requires educators who are both willing and able to employ such pedagogies. Enacting critical-reflective pedagogies places significant demands on teachers, who must help learners develop the capacity to re-evaluate, dismiss or validate beliefs through critical reflection and dialogic interaction. This is a skill that not all teachers have learned or are automatically capable of doing. In my own case, countless further education workshops and training (e.g., systemic coaching, intercultural competence, facilitation) have helped me along this path. Educational institutions are therefore well advised to provide

professional development opportunities to assist teachers in creating learning environments that yield self-directed, autonomous and socially responsible graduates.

Allowing students freedom and autonomy over their own learning requires teachers to loosen the reins of control on what is being taught. The ability to educate oneself independently and to learn in a self-directed way is indispensable for lifelong learning. In line with the Socratic view of education, learning is more about asking questions than knowing one truth. In this context, it is important to consider the motivational component. According to Deci and Ryan (2002), a learning environment to support intrinsic motivation must address the experience of competence and autonomy. This can be achieved, for example, through motivational feedback, an appropriate level of difficulty and options. In the present case, students were free to focus on a topic that most closely matched their interests. For learners with more extrinsic motivation, the feeling of being socially integrated with the learning process is also particularly important. To initiate and sustain learning, extrinsically motivated learners are more likely to need the connection, structure and appreciation that comes with a social group. Student feedback on the course has shown that although slightly overwhelmed at the beginning, they valued the autonomy and freedom they were awarded.

Another essential aspect of facilitating transformative learning is that conditions of challenge must be created in a safe and supportive environment, in which the power relationship between students and teachers is not top-down, but where teachers and students learn from each other and are co-creators of knowledge (Phillips & Phillips, 2020). This flat student-learner power dynamic promoting dialogue between teachers and students was proposed by Freire's (1970) "problem-posing" model of education. For critical-reflective pedagogies in RSL to be successful, horizontal relationships between all stakeholders (e.g. teachers, students, the community) who recognize each other as both educators and learners and are open to mutual growth are essential. However, a flat student-teacher hierarchy does not imply a laissez-faire style of education. Instead, it is the instructor's responsibility to create a framework for learning, provide materials and establish a learning environment that stimulates critical dialogue among students.

RECOMMENDATIONS FOR IMPLEMENTING RSL

In terms of creating an RSL course, it is crucial to ensure that the course goals align with the design, implementation and assessment of RSL activities. This means that the pedagogy of RSL cannot be simply shoehorned into an existing curriculum. That being said, there are countless opportunities to integrate individual RSL activities into one's teaching. Teachers new to RSL may start out by integrating small-scale RSL elements into their course, even with an imaginary target group at first. They may also team up with colleagues to contribute to a larger RSL project. For example, a colleague of mine who teaches physiotherapy at the University had her students create videos for my project in India, in which the students provide instructions for pelvic floor training for new mothers. Similarly, a colleague from the Information Design bachelor's program suggested assigning her students the task of creating videos for my project. In short, there are many options for expanding the RSL initiative presented here through collaboration with colleagues and other interested parties.

As educators gain more experience, they may consider more comprehensive RSL initiatives involving partners from communities both within their home country and abroad. This can take the form of online learning partnerships with people or organizations who could not otherwise be reached or who do not have access to the services provided. Examples of RSL activities from various disciplines include:

- Accounting students develop a presentation on the financial aspects of starting and sustaining a small business in a target country.
- Biology students create an exciting, hands-on online lesson on the local flora and fauna for disadvantaged middle school children in a foreign country.
- Computer science students assist a non-profit organization in creating and maintaining a database.
- Psychology students develop an online awareness campaign (e.g., website, blog, video, social media event) on post-traumatic stress disorder in refugees.
- History students design an online event for a community on a particular historical event (e.g., the Holocaust, the Vietnam War, Rwandan genocide).
- Education students develop an online training module for elementary school teachers on appropriate after-school activities for disadvantaged elementary students.
- Public relations/graphic design students help create a public awareness campaign, design logos or write PR materials for a non-profit organization.
- Art/Sport students host online or pre-recorded art/music/dance/sport lessons for children or the elderly in retirement homes.
- Language students translate/proofread websites and PR materials or write newsletters for non-profit organizations.
- Sociology students provide research assistance (e.g., devising a questionnaire, survey, or conducting data-analysis) for non-profit organizations.
- Architecture students design a low-cost community center for an underprivileged municipality.

CONCLUSION

Due to the current state of the world, educators can no longer rely on traditional pedagogical approaches to help find solutions for the most urgent challenges. Instead, university education should provide student-centered learning environments that encourage students to develop a profound understanding of systemic injustice and the forces that maintain and perpetuate it and to question their own assumptions, thinking habits and knowledge requirements.

Redesigning curricula to include Active Blended Learning pedagogies such as RSL courses that link learning with real-world community engagement can be a powerful vehicle that leads to student development and the examination of values and identities. RSL enables students to apply their theoretical knowledge in a real-life, non-profit project and to contribute to the solution of socially-relevant problems, working together in teams, in cooperation with experts, a human services organization, or the local community. It empowers students to view themselves as agents of social change and to address injustice in communities at home and abroad. RSL has the potential to ignite reciprocal empowerment among many stakeholders; the University, the NGO, the local communities, the teacher and the students. When deployed successfully, the critical reflective pedagogies implemented in this RSL course are a powerful pedagogic practice that can help facilitate a shift in how students understand the world and motivate them to act on their transformed values.

REFERENCES

Anand, T., Anand, S., Welch, M., Marsick, V., & Langer, A. (2020). Overview of transformative learning I: Theory and its evolution. *Reflective Practice*, *21*(6), 732–743. doi:10.1080/14623943.2020.1821942

Armellini, A. (2019). Putting Learning at the Forefront of Everything: Active Blended Learning as Northampton's New Normal. Presentation to EUNIS 2019, Trondheim, Norway.

Bamber, P., & Hankin, L. (2011). Transformative learning through service learning: No passport required. *Education + Training*, *53*(2/3), 190–206. doi:10.1108/00400911111115726

Bringle, R. G., Wall, E., & Wall, E. (2020). Civic-Minded Graduate: Additional Evidence. *Michigan Journal of Community Service Learning*, *26*(1). Advance online publication. doi:10.3998/mjcs-loa.3239521.0026.101

Brookfield, S. (2005). Learning democratic reason: The adult education project of Jurgen Habermas. *Teachers College Record*, *107*(6), 1127–1168. doi:10.1111/j.1467-9620.2005.00508.x

Brookfield, S. (2012). *Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions*. Jossey-Bass.

Brookfield, S. D. (2000). Transformative Learning as Ideology Critique. In J. Mezirow (Ed.), *Learning as Transformation: Critical Perspectives on a Theory in Progress*. Jossey-Bass.

Deci, E., & Ryan, R. (2002). The Paradox of Achievement. The Harder You Push, the Worse it Gets. In J. Aronson (Ed.), *Improving Academic Achievement. Impact of Psychological Factors on Education* (pp. 61–87). Elsevier Science. doi:10.1016/B978-012064455-1/50007-5

Dewey, J. (1915). *The School and Society*. University of Chicago Press.

Fahr, U., & Zacherl, R. (2019). Hochschullehre und Reflexion – Ein multimodales Lehr-Lern-Konzept am Beispiel eines Hochschuldidaktik-Kurses. In D. Jahn, A. Kenner, D. Kergel, & B. Heidkamp-Kergel (Eds.), *Kritische Hochschullehre. Diversität und Bildung im digitalen Zeitalter*. Springer VS. doi:10.1007/978-3-658-25740-8_15

Freire, P. (1970). *Pedagogy of the oppressed*. Continuum Books.

Freire, P. (1998). Cultural Action and Conscientization. *Harvard Educational Review*, *68*(4), 499–521. doi:10.17763/haer.40.3.h76250x720j43175

Freire, P., & Macedo, D. P. (1995). A dialogue: Culture, language, race. *Harvard Educational Review*, *65*(3), 377–402. doi:10.17763/haer.65.3.12g1923330p1xhj8

Garrett, C. S., Sharpe, C., Walter, M., & Zywietz, M. (2012). Introducing service-learning to Europe and Germany: The case of American studies at the University of Leipzig. *Interdisciplinary Humanities*, *29*(3), 147–158.

MacKeracher, D. (2012). The Role of Experience in Transformative Learning. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice*. John Wiley & Sons.

Merriam, S. B. (2004). The role of cognitive development in Mezirow's transformative learning theory. *Adult Education Quarterly*, *55*(1), 60–68. doi:10.1177/0741713604268891

Mezirow, J. (1991). *Transformative dimensions of adult learning*. Jossey-Bass.

Mezirow, J. (1992). Transformation theory: Critique and confusion. *Adult Education Quarterly*, *42*(4), 250–252. doi:10.1177/074171369204200404

Mezirow, J. (2000). Learning to think like an adult. In J. Mezirow & ... (Eds.), *Learning as transformation: Critical perspectives on a theory in progress* (pp. 3–33). Jossey-Bass.

Nerantzi, C. (2020). The Use of Peer Instruction and Flipped Learning to Support Flexible Blended Learning During and After the COVID-19 Pandemic. *International Journal of Management and Applied Research*, *7*(2), 184–195. doi:10.18646/2056.72.20-013

Orr, D. (2004). *Earth in Mind – on education, environment and the human prospect*. Island Press., doi:10.1177/108602669600900421

Palmer, E., Lomer, S., & Bashliyska, I. (2017). *Overcoming Barriers to Student Engagement with Active Blended Learning*. University of Northampton, Institute for Learning & Teaching. https://www.northampton.ac.uk/wp-content/uploads/sites/2/2017/10/Student-Engagement-with-ABL-Interim-Report-v3-October-2017.pdf

Phillips, B. (2019). *Learning by Going. Transformative Learning through Long-term Independent Travel*. Springer. doi:10.1007/978-3-658-25773-6

Phillips, B., & Phillips, M. (2021). Critical reflective pedagogies for sustainable development and social transformation. In J. Kareem (Ed.), Research Paradigms for Sustainable Development Education (pp. 2–11). Academic Press.

Ryan, A., & Murphy, C. (2018). Reflexive Practice and Transformative Learning. In A. Ryan, & T. Walsh (Eds.), Reflexivity and Critical Pedagogy (pp. 67-86). doi:10.1163/9789004384507_005

Steinberg, K., Hatcher, J. A., & Bringle, R. G. (2011). A North Star: Civic-minded Graduate. *Michigan Journal of Community Service Learning*, *18*(1), 19–33.

Sterling, S. (2010). Transformative Learning and Sustainability: Sketching the conceptual ground. *Learning and Teaching in Higher Education*, *5*, 17–33.

Taylor, E. W. (2017). Transformative Learning Theory. In A. Laros, T. Fuhr, & E. W. Taylor (Eds.), *Transformative Learning Meets Bildung* (pp. 17–29). Springer. doi:10.1007/978-94-6300-797-9_2

Taylor, E. W., & Cranton, P. (2013). A theory in progress? Issues in transformative learning theory. *European Journal for Research on the Education and Learning of Adults*, *4*(1), 33–47. doi:10.3384/rela.2000-7426.rela5000

Taylor, E. W., & Snyder, M. J. (2012). A Critical Review of Research on Transformative Learning Theory, 2006-2010. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative Learning: Theory, research and practice* (pp. 37–55). Jossey-Bass.

Timmermann, C. (2020). Epistemic ignorance, poverty and the COVID-19 pandemic. *Asian Bioethics Review*, *12*(4), 519–527. Advance online publication. doi:10.100741649-020-00140-4 PMID:32837560

UNWOMEN. (2019). *Women and the Sustainable Development Goals (SDGs)*. https://www.unwomen.org/en/news/in-focus/women-and-the-sdgs

Wilson, J. C. (2011). Service learning and the development of empathy in US college students. *Education + Training*, *53*(2/3), 207–217. doi:10.1108/00400911111115735