Migration and Integration in Germany – A Multi- and Transcultural, Critical Experiential Learning Approach Toward 21st Century Global Civic Skills

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ABSTRACT

This two-year quantitative study analyzes students' experiences during migration experiential learning study-abroad programs in 2017 and 2018 in Munich, Germany. U.S. students worked with German refugee organizations to gain a more comprehensive understanding about the political, social, and cultural complexity of Europe's current migration debate. Grounded-theory-based, this study's inferences expand on Dan Butin's innovative 2015 practice-to-theory critical service-learning approach toward multi- and transcultural adaptability, balanced reciprocity, and social justice.

Keywords: refugees, service learning, Europe, culture, social justice

INTRODUCTION

Beginning in 2015, Germany saw an unprecedented number of refugees and asylum seekers arriving from war torn countries such as Syria, Iraq, and Afghanistan. Tens of thousands of people were stranded in Hungary, facing a humanitarian disaster when Chancellor Angela Merkel decided to open German borders to allow entry into the country. This humanitarian gesture meant to alleviate imminent suffering quickly turned into further refugee flows and the country became host to more than one million displaced people. Though initially welcomed by the German people at large, it quickly became apparent that immediate support for new arrivals was a mere first step to finding a longer-term solution, especially for refugees who intended to remain in Germany. What ensued over the next several years is a highly politicized public and elite debate about Germany as a country of refugee destination not least because of Germany's own troubled history dealing with minorities.

Operating in this volatile political environment, municipalities charged with caring for refugees and assisting them with basic adjustments to life in Germany were especially challenged. Among these, Munich stands out. Hundreds of thousands of displaced people had traveled through the Balkans, often on foot, before finally boarding trains that brought them to Munich as their first destination. The resulting demands on public services were immense and non-governmental organizations became critically involved in handling the crisis. From caring for housing, cultural accommodation, social services, and mental health, these NGOs play a vital role in all aspects of integrating refugees into German social life.

Against this background, two service learning study abroad programs were developed. The first one in 2017, serving as a pilot program, involved New Mexico State University (NMSU), Las Cruces, New

Mexico, and Old Dominion University (ODU), Norfolk, Virginia; the second one in 2018 was conducted by NMSU alone. On both occasions, our goal was to expose students to the refugee work done by NGOs and, by placing them with NGOs, to foster improved understanding and appreciation of the very real problems facing displaced people and the organizations dedicated to helping them. The expected service learning outcome was to educate students in global civic skills to become culturally more aware, better understand integration difficulties, and become empathetic to the people who seek help and to those who provide it. This daily exposure to real world refugee challenges offered students significant opportunities to develop their own reflexivity and the complexity of cultural, political, and social integration. "I want to thank all my friends who made this experience of service learning an experience of profound internal reflection," wrote one of the students after returning from Germany (July 2018 Field Notes/Interviews Munich Folder III, 2018).

Decades of scholarship confirm the many benefits of experiential learning pedagogy (Robinson & Harkins, 2018, p. 43), but to a lesser degree empirically test and critically interrogate how programs could prepare students for the social justice demands of today's multi-and transcultural, interconnected world and global civil society (Butin, 2015; National Task Force on Civic Learning and Democratic Engagement, 2012; Sax, 2004). Current literature shows a growing, critical engagement with ethical contestations and moral dilemmas. This, for example, includes how service learning "reenacts and reinforces existing power differentials" (Bennett, 2018, p. 5), fails to precipitate balanced reciprocity, does not offer "a quality of an equitable relationship" (Bennett, 2018, p. 3), falls short in improving the "deep and persistent real-world inequities" (Butin, 2015, p. 5), and hence, often does not live up to its "potential of promoting justice" (Robinson & Harkins, 2018, p. 44). This article argues for more clearly defined learning objectives toward what it calls 21st century global civic skills, focusing on multi- and transcultural adaptability, balanced reciprocity, and social justice through Dan Butin's 2015 grounded-theory-based, inductively working from practice-to-theory critical service-learning approach (p.8). Such re-conceptualization could counter and mitigate these dilemmas.

The 2018 course built on its inaugural 2017 service-learning program. Students were placed with a diverse range of refugee settlement and asylum nonprofit organizations. A 2018 course redesign expanded on the 2017 achievements. Both programs, however, were clear in their ambitions toward multi- and transcultural adaptability, balanced reciprocity, and social justice. As such, the program tried to convey the learning experience to its students in its totality, especially how the study abroad's everydayness, its "pedestrian realities" (Butin, 2015, p. 9), related to the global intersectionalities of privilege, class, race, gender, religion, politics, society, and culture.

This article's two-year study's main data sources in 2017 and 2018 consist of formal pre- and post-program surveys of a total of 32 students. The analysis of the surveys found an increased statistical significance in students' academic knowledge and global, multi- and transcultural awareness in 2018 compared to 2017. However, similar to 2017, the post-program outcomes relating to intra-group collaboration, cohesion, and reflectivity, for example, lagged again behind students' pre-program expectations (Appendix). This article argues that this persistent lag is indicative of the lack of clearly defined learning objectives. Clearly articulated outcomes, such as learning objectives toward 21st century civic skills, would clarify students' expected roles and tasks. The expected development of 21st century civic skills specifically would foreground and draw attention to multi- and transcultural adaptability and balanced reciprocity, for example, achievable through a dual "inside-out" externalities learning ap-

proach. Balanced reciprocity here is defined as an even exchange of goods, services, and values (Sahlins, 1972), framed by social norms that "shape the value of that which is exchanged" (Bennett, 2018, p. 4). Building on Dan Butin's innovative 2015 practice-to-theory conceptualization (Butin, 2015), such inductively grounded approach would underscore how the intra-group and outside -group everydayness of experiences—the constantly interactive, reciprocal, every day, pedestrian interactions between participating students, NGO partners, refugees, and the intra-group interactions such as the everyday practices of consensus building, communication, cooperation and negotiations, collaboration and reflections—are all equal components of the experiential study abroad learning.

The daily interaction within the group acts just as much of a multi- and transcultural practice and requires just as much of an ever-shifting multi- and transcultural adaptability on the part of the students, for example, as their daily, exogenous interaction with their German NGOs and the refugees. The conscious, deliberate folding of such everydayness, the mundane and the pedestrian, into specific learning objectives would then highlight not only the importance of these interlinkages, but could also mitigate negative reciprocity. Negative reciprocity is defined as a competitive, solely self-interest driven, zero-sum transaction, where the giving party would offer less than the receiving one (Bennett, 2018, p. 4). A 21st century civic skill set would then resemble a progressive awareness toward diversity, social justice, global interaction, and global human relationships, and translate into more authentic, mutually-benefitting, inclusive exchanges with abroad partners and organizations.

This article proceeds as follows: First, it will situate global experiential learning within current literature, focusing on context, theory, and definitional distinctions. Second, this article will analyze the 2018 pre- and post-trip surveys, briefly compare the results to the 2017 outcomes (Appendix), and elaborate on the implementation of the 2017 recommendations. Third, it will discuss implications and next steps toward the development of 21st century civic skills.

EXPERIENTIAL LEARNING: CONTEXT

Higher education has for decades progressed toward curricula internationalization that incorporate various practices of multi-, trans-, and cross-cultural awareness and interaction for students and educators alike. It is an almost given by now that experiential learning regardless of its geographical domestic or international locales are "a potentially powerful mode of engaging students, supporting communities, and bridging the theory-practice divide" (Butin, 2015, p. 5). Nevertheless, the experiential learning field finds itself progressively tasked with not only providing international in-the-field, empirical experiences, but broader skill sets focusing on 21st century citizenry and civic proficiency, including multi-, trans-, and cross-cultural problem solving and leadership skills (Kingston, 2016, p. 22), for example. This article refers to "civic skills" as developing moral and reasoned leadership skills through an emphasis of group consensus building and effective communication (Levesque-Bristol & Cornelius-White, 2012). The "21st century, global" connotation qualifies these skills further through the international demands of an increasingly interconnected and interdependent world. The gradual recognition toward cultural and international skill sets has also reached many professional fields beyond higher education, including speech-language pathology (Krishnan, Richards, & Simpson, 2016), occupational therapy (Ossola, 2011), therapeutic recreation (Fisher, Sharp, & Bradley, 2017), nursing, mental health, and psychology (Smith, Jennings, & Lakhan, 2014).

The higher education offerings of international immersion programs and abroad field experiences have over time exponentially increased, yet often delivered

mixed, if not subpar outcomes. Experiential learning efforts continue to struggle with a) connecting the actual "learning-by-doing" efforts with the theoretical aspects of the course and vice-versa; b) benefiting the targeting communities; and/or c) maintaining a dialogue with the community partners (Hansen, 2012, p. 30). The 2017 and 2018 Munich experiential learning migration project equally grappled with these shortfalls, including with unbalanced reciprocity, a false social justice "dreaming" (Butin, 2015, p. 6) and with "the actual impact that we make in and through the academy on the larger public sphere" (p. 7).

EXPERIENTIAL LEARNING: THEORY

This article's argument builds in part on the Levesque-Bristol and Cornelius-White civic learning definition (Levesque-Bristol & Cornelius-White, 2012) and Dan Butin's concept of working through the experienced, the mundane, and pedestrian to connect practice to theory (Butin, 2015)—to achieve more authentic social justice goals. "Educating students for democracy and citizenship" (Chambers & Gopaul, 2008, p. 82) through civic engagement or the development of civic skills are principally deemed as one of the key pillars of higher education (Dewey, 1916). Definition and content of what civic skills and civic learning exactly are or entail, however, vary. According to Tulane University's Civic Attitudes and Skills Questionnaire (Moeley, Mercer, Ilustre, & McFarland, 2002), civic skills are divided into six subcategories: social justice, civic action, political awareness, diversity, problem solving, and leadership. Levesque-Bristol and Cornelius-White identified in 2012 public affairs engagement and civic learning through three interrelated dimensions: community engagement, cultural competence, and ethical leadership. This article's 21st century civic skill interpretation specifically draws attention to the "ethical leadership" skill set as a key marker of successful learning. Levesque-Bristol and Cornelius-White found how communication, collaboration, and consensus building "are important tools of ethical leaders" (Levesque-Bristol & Cornelius-White, 2012, p. 697). Ethical leadership qualities are also informed by "continually developing ethical and moral reasoning while contributing to the common good" (Levesque-Bristol & Cornelius-White, 2012, p. 698). In a global 21st century setting, civic skills grounded and embedded in these cooperative leadership qualities are centric in an increasingly interdependent and inter-connected global world, which presupposes, if not demands, a constant moving between cultures, hence, the constant exercising and shaping of a cooperative transcultural adaptability.

Furthermore, Butin in 2015 asserted how the everydayness of experience learning, how the "the pedestrian—of cell phones, schedules, calendars, assessments" (Butin, 2015, p. 9) are part of creating a series of practices, which then inductively inform, create, and shape theory (grounded theory) instead of theory deductively informing practice. This study's inferences—to reframe learning objectives—build on this grounded-theory-based reconceptualization.

EXPERIENTIAL LEARNING: DEFINITIONS

The very tangible benefits through international education by students working within and through cross-social and cross-cultural frameworks are long recognized in the United States as instrumental to building generations of globally versed and adaptive citizenry (U.S. Commission Abraham Lincoln Study Abroad Fellowship Program, 2005, p. 34). The fusion of a study abroad and experiential learning in higher education, including the interaction with diverse civil society non-state actors such as NGOs, volunteer, church groups, and universities has additionally compounded the growth of the internationalism in higher education (McMullen, 2011, p. 424), specifi-

cally of "undergraduate and professional programs" (Kolb, 1984/2015, p. 3).

The terms experiential and service learning are often used interchangeably with both generally defining forms of active learning that situates students in structural, geographical, social, and cultural environments that are different from their own. Experiential learning is the general, overarching term currently used by many institutions as "learning that occurs as a result of personal experience during which students apply knowledge and conceptual understanding to a real or simulated situation associated with an academic program and guided by a faculty member" (NMSU University Faculty, 2017). Service learning is then one form of experiential learning, with the term originating as early as in the 1930s (Dewey, 1938). Generally, it is more recently defined as a "teaching method to provide opportunities for students to learn by doing, servicing, and then reflecting on their experiences" (Ward, Henschel Pellett, & Perez, 2017, p. 71) or "an educational strategy that combines community service with academic learning objectives" (Sedlak, Doheny, Panthofer, & Anaya, 2003, p. 99).

However, what is significant is how international experiential learning pivoted, for one, from the purely "learning-by-doing" notion toward a growing critical cultural and social self-awareness. Such reframing includes a more critical attention toward students' positionalities, biases, privileges to develop cultural empathy (Arthur & Achenbach, 2002), multi-, inter-, cross-, and transcultural competency, and 21st century citizen (Kingston, 2016, p. 22) and civic skills. Migration curricula-specific, definitional distinctions such as between multiculturalism and transculturalism, for example, have also informed more complex understandings of global, cultural interactions. Multiculturalism, for example, is often defined in migration literature as the maintenance of one's culture within other, multiple cultural environments, the "multiplicity of social roles or 'subject positions' which they occupy selectively, depending on the interactional context in which they find themselves at the time" (Kramsch, 1998, p. 82). The term transculturalism, on the other hand, for example, is defined as an evolving cultural adaptability, a reiterated in-and-out moving between cultures, which encourages a continuous learning from each other (Ates, 2007, p. 20)—and living with each other.

Educators' professional development also increasingly seeks out ways for teachers to gain similar skill sets "and understandings to work across cultures" (Smolcic & Katunich, 2017). Professional development programs increasingly use service learning to equip pre-service teachers, for example, with diverse, adaptive skill sets for the 21st century classroom (Ward, Henschel Pellett, & Perez, 2017, p. 78). Pre-service teachers—educators in the beginning of their careers, for example—have often been found to be culturally homogenous and mainly of white, middle-class upbringings and Anglo-linguistic backgrounds (Zumwalt & Craig, 2005). Scholars have increasingly called for more "direct and scaffolded experiences of diversity" for educators across disciplines and levels of education (Palpacuer-Lee, 2017, p. 164).

REDESIGN OF THE MIGRATION AND INTEGRATION SERVICE-LEARNING PROGRAM

The migration course was redesigned in 2018 to build on its 2017 inaugural program (Hirschauer, Karp, Kekeh, & Akpinar-Elci, forthcoming). The experiential learning part of the course allowed participants to engage actively with the daily complexities of the political, social, and cultural context of global migration in the field. "In the field" here refers to students shadowing and assisting local nonprofit groups in working environments such as temporary camps, container villages, decentralized housing or other formal or informal settings of interactions, including language

and integration courses, legal counseling sessions, and school and work placements.

Participants' Demographics and Prior International Experience

In 2018, the course was reduced from 21 to 13 participants. In 2018, the group was also divided into three teams. Each team consisted of an assigned student team leader and each team was placed with three different NGOs. Different from 2017, more than half of the 2018 students (almost 70 percent) were graduate students. In 2018, half of the students identified themselves as female, two-thirds as non-White, two-thirds were full-time and 25 percent part-time students. All 2018 participants except one were not first-generation college students, but of first-generation immigration background with wide-ranging, intercultural experiences. More than half (55 percent) reported that they had studied or traveled abroad very often (more than five times), in particular between the Mexican and U.S. borders to visits their immediate families.

In 2017, the demographical data differed slightly. From the 20 survey participants (one student was absent during the survey), 80 percent were female students and the entire student body was of a slightly less racially diverse background. Sixty percent of the 2017 students identified themselves as non-White and 40 percent as White. Two-thirds of the 2017 students had for the most part prior study abroad and/or community service experiences. In 2017 and 2018, one person reported to have never traveled outside of the United States.

Project Site Descriptions

Due to the reduced number of students in 2018, the 13 participants were placed within only three NGOs in and around Munich compared to seven organizations in 2017. The 2018 organizations were all affiliated with Caritas, one of Germany's largest human services organization. These three organizations were selected because of their commitment to the NMSU project and excellent collaborative performance in 2017. Two of the three organizations solely managed either container villages, or single-family homes and apartments. The third location, however, was operationally very different. It was one of Bavaria's largest transitional camps located on the premises of a former WWII and later Cold War air force base. Due to its earlier militarized infrastructure, this camp visually reflected a deeply securitized, contained setting, including with security checkpoints, barbwire, and distinct parameters. Operationally, it served predominately newly arriving refugees or asylum seekers, whose applications were often denied or on appeal, or migrants who were already in active deportation proceedings.

Since most refugee camps and container villages in Germany are located outside of city centers, all three NGOs were placed far from the immediate geographical periphery of Munich. The constant navigating of Munich's complex transportation system, therefore, for example, provided students with additional daily inter- and transcultural opportunities of everyday observations and exchanges.

2018 SURVEY FINDINGS

The pre- and post-trip 2018 surveys were administrated during the first day of arrival in Munich on June 26, and during the last full day of the program on July 6. The questions of the survey were designed to capture the benefits and challenges of international experiential learning. In order to improve the accuracy of the survey, some of the questions were redesigned. For example, a more generalized question in 2017 about "one's understanding of diverse backgrounds" (pre-test question 10 and post-test 9a) was divided into two questions in 2018 (pre- and post-test questions 10 a and b): "How has your level of knowledge, skills, and personal development improved in a) Understanding people of diverse backgrounds?" and b) "Understanding how cul-

tural background socio-economic status, gender, and language barriers, for example, can influence access to state resources and affect socio-economic outcomes?"

The content of the questions built in part on research into how international experiential learning increases critical thinking, reflection, and self-awareness (Hansen, 2012, p. 31), to encourage "greater civic responsibility […], global citizenship" (McMullen, 2011, p. 426), "empathy, self-understanding, responsibility and cultural awareness [….] a deepened understanding of globalization [….] and greater problem-solving skills" (McMullen, 2011, p. 427).

Data Collection

Data were collected throughout the pre-planning phase of the program, during the program, and afterward during post-reflective meetings and conversations in the United States. The primary quantitative data source, however, solely consisted of the pre -and post-trip surveys.

Methodology, Data Analysis, and Results

Due to the small sample size, the correlation of the samples of the surveys and its repeated measures (pre- and post-), the Wilcoxon Signed-Ranks Test as a non-parametric test was found an appropriate tool of data analysis. The study's null-hypothesis asserted that the means of the two samples (pre- and post-samples) were identical. The analysis found in some instances the rejecting of the null hypothesis as statistically significant. Inferences from these findings then broadly informed the reframing of the learning objectives for future global student immersions: the development of 21st century global civic skills through inter- and transcultural adaptability and everydayness.

Rejection of Null Hypothesis

The 2018 survey found the rejection of the null hypothesis in reference to two questions of the survey. The analysis identified two questions performing at or below 0.005 p-values. The rejection of the null hypothesis for questions 9a through 9c was expected. It was not surprising that most students' knowledge generally about migration, and then specifically about the current migration and integration challenges in Germany, increased. Different from 2017, however, in 2018 the survey found an increased statistical significance. Answering the question about how the experiential learning has improved one's "understanding of current problems related to the integration of migrants in Germany," all of the 12 students except one (91.7 percent) answered with "very much." One student wrote about her experience in Munich:

> Our friends at the Innere Mission München (IMM), in a facility where asylum-approved families with young children are assisted with integration, described their struggle to re-culture (can't think of a more fitting word) mothers and children. Children from war zones, they describe, are in survival mode; they do not trust the persistence of resources, which they normally would need to steal or never see again. They learn desperate behavior. One IMM worker described seeing a child try to strangle another with a rope over a squabble for a toy. "That's not the natural way kids play," she said. "That's something you learn through exposure to violence" (July 2018 Field Notes/ Interviews Munich Folder III, 2018).

In comparison, in 2017, for example, four students reported after the trip that they knew "some" or "very little." As further elaborated in the discussion section, the study attributes the improved performance of the 2018 course to its successful redesign.

What was surprising in 2018, however, was the rejection of the null hypothesis in regard to the questions 12 c through e, which all related to the "collaboration among students, group cohesion, and the

reflective group experience of the study abroad." As aforementioned, the group was divided into three teams. Each team was placed with different NGOs, but each also had an assigned student team leader. Unexpected was the statistical significance of the p-value (pre-test and post-test) for these questions. The question 12 c, for example, "how team leadership supported collaborative and reflective student opportunities," found in the pre-trip survey that two-thirds (78 percent) of the students "strongly agreed" with this expectation. Nearly 23 percent "agreed," and no one "disagreed" or "strongly disagreed."

In comparison, the post-trip survey found only one-third of the students for this to be true (33.3 percent; four students). Half (50 percent; six students) "agreed" and 17 percent (two students) disagreed. The question 12 d and e equally highlighted a gap between pre- and post-trip expectations. Question 12 d asked whether each team member "shared accountability for team decisions and outcomes." Prior to the trip more than half (55.6 percent) "strongly agreed" and 44 percent "agreed" with this expectation. After the trip, the "strongly agreed" category fell to only 16.7 percent (two students), while 41.7 percent (five students) agreed, 16.7 percent (two students) disagreed, and 25 percent (three) strongly disagreed. This again mirrors the 2017 findings. While prior to the 2017 study abroad all students (100 percent) strongly agreed or agreed to expect increased accountability, after the trip only 70 percent actually found this to be the case. Three students (15 percent) in 2017 actually found less accountability and two students (10 percent) strongly disagreed with the study abroad experience having advanced "shared accountability."

A similar drop from 2018 pre- to post-survey was found in the last question 12 e whether or not the "interactions with my peers enhanced my study abroad experience." While the 2018 pre-survey indicated again a "strongly agree" or "agree" expectation, with none disagreeing or strongly disagreeing, after the trip one-third of the students found this not to be true (25 percent, three students strongly disagreed; one student disagreed). This question relates to a similar 2017 outcome where most of the students (95 percent) "strongly agreed" prior to the study abroad with the benefits of such an experience. The post-trip 2017 survey indicated a drop in the number of "strongly agree" to 65 percent and a shift of the number of "agree" to 35 percent (seven students).

LIMITATIONS

The relatively small number of participating students limited the survey and case study. However, this is not atypical because study abroad courses in combination with experiential learning usually consist of a small pool of students. The smaller group setting may have also positively tilted the overall performance of the 2018 experiential learning. The robustness of the study was also constrained by some divergences between some of the 2017 and 2018 survey questions. The analysis was also limited by the questions' focus on a priori learning objectives and goals, which then in turn created a priori assumptions about the anticipated outcomes and findings. Also, the participants' diversity in terms of academic level (second year undergraduate students and graduate level students) additionally may have also affected the outcomes. Due to these limitations, the findings cannot not be generalized and are necessarily applicable to other migration-specific service-learning case studies. These findings, however, provide a unique insight into the everyday student interaction during intensely volatile, political environments and externalities such as the southern Germany's post-migration "crisis" setting.

DISCUSSION

The following discussion is divided into two sections. Section one outlines briefly the implementation of the 2018 redesign based on the 2017 recommendations

(Authors, forthcoming). Section two focuses more on the overall implications of the study to redefine learning objectives through the development of and emphasis on 21st century civic skills.

2018 COURSE REDESIGN

In 2018, the course content improved considerably from its initial 2017 counterpart due to the implementation of the 2017 survey recommendations. The design changes included 1) improved pre- and post-reflection sessions, 2) improved balanced reciprocal pre-trip project preparations between student and service learning abroad partners, 3) pre-trip group cohesion exercises, and 4) mandatory student presentations in Germany and the United States to promote balanced reciprocity. The more positive outcomes in the overall experience of the 2018 study abroad attest to the successful redesign.

1) Improved Pre-Trip Contextual Preparations and Reflection Sessions

Seven pre-trip info sessions and three lecture sessions introduced the students in April, May, and June 2018 to the overarching concepts and contents related to migration and integration in Europe more broadly, and Germany more specifically. Most important was, however, to familiarize students with distinct EU migration and asylum policies and practices such as the Dublin regulations and Germany's long history with parallel societies. The 2018 course also increased the number of in-country group reflections in Munich from three to five sessions, for example. These reflections were in particular very productive after the visit of the Dachau concentration camp outside of Munich. The 2018 redesign also included more post-trip reflection sessions.

2) Improved Balanced Reciprocal Pre-Trip Project Preparations Between Student and Service Learning Abroad Partners

Different from 2017, students in 2018 engaged early with their German NGOs. In spring 2018, each student was required to submit a personal statement and photo, which was then passed on to the student's NGO in Munich. The personal statements included not only the student's course expectations, objectives, goals, and prior nonprofit sector experience, but also aspects of one's own migration background. This early, pre-trip interaction, in particular the students' engagement with their own personal migration background, constructed a more intimate relationship with the NGOs in Munich. It also fostered in the students a stronger sense of agency and course ownership.

3) Pre-Trip Group Cohesion Exercises and Outings

In order to promote group cohesion early, the 2018 course also included a variety of "Getting-To-Know-Each-Other" outing opportunities in May and June prior to the departure to Munich. These opportunities included a migration documentary screening followed by discussion and dinner and two meetings in the border city of El Paso, Texas, with immigration activists and NGOs such as the Border Network for Human Rights at the U.S.–Mexico border. These outings provided invaluable current political U.S. migration context for the students. During spring 2018, the U.S. government, for example, implemented a series of controversial immigration policies such as family separations.

4) Mandatory Student Presentations in Germany and the United States

To promote the program's reciprocal character, students were required to give presentations in Munich and, after their U.S. return, at NMSU. The in-country presentations at the NGOs in Munich, for example, did not only reflect on the students' experiences in Germany, but introduced the NGOs to current U.S. migration policies and challenges such as in the New Mexican borderland. In post-trip feedback

meetings with the German NGOs, these presentations were found invaluable.

IMPLICATIONS AND NEXT STEPS FOR A CONTINUATION OF THE COURSE IN THE FUTURE: 21ST CENTURY GLOBAL CIVIC SKILLS AND BUILDING GLOBAL HUMAN RELATIONSHIPS

The overarching purpose of this comparative study was to analyze and draw inferences from the lived 2017 and 2018 experiences of the total of 32 U.S. undergraduate and graduate students. The 2018 course redesign of the program expanded on the positive 2017 achievements. Both program designs, however, were clear in their ambitions to foster multi- and transcultural adaptability, balanced reciprocity, and social justice. They were also clear in their goals to avoid or at least mitigate experiential learning's ethical dilemmas. Both programs were concerned with conveying the experiential learning study abroad to its students in its totality, especially how the experience related to the global intersectionalities of privilege, class, race, gender, religion, politics, society, and culture. Both programs did only partially achieve these goals as indicated in the survey findings. The post-program outcomes linked to intra-group collaboration and reflectivity lagged again behind students' pre-program expectations.

This final section outlines how a) the continued disconnect between expectations and outcomes is rooted in the lack of clearly defined learning objectives and b) could be mitigated by reframing and re-conceptualizing these objectives to outline and clarify students' roles and tasks. The focus on 21st century global civic skills could be developed through a more conscious and reiterated engagement with experiential learning's everydayness. This recommendation for future migration service-learning programs spells out a critically important focus toward a dual "inside-out" or externalities student learning approach: how the intra-group and outside-group everydayness of experiences—the everyday, pedestrian interactions (Butin, 2015) among participating students, including the intra-group practices of consensus building, communication, cooperation and negotiations, collaboration and reflections—are all critical parts of a reciprocally balanced and social-justice-focused experiential learning.

21st Century Global Civic Skills Toward Balanced Reciprocity and Social Justice

The 2017 and 2018 migration and integration programs leaned very heavily not only on how the service-oriented part of the project (work with local NGOs and refugees) was the service/experiential learning experience, but how the group as well as its political, social, and cultural, contextual external "everydayness"—everyday context and reality—affected the experiential learning. This interactive everydayness included the students' daily encounters with the unfamiliar, the mundane, the everydayness, the pedestrian.

The encounter with the unfamiliar or mundane then represented a combination of immersions that "required that people manage and adjust to dissonance and discomfort over a period of time" and equally "to discard deficit thinking and create positive orientations to culturally different communities and peoples" (Smolcic & Katunich, 2017, p. 49). Case study specific, the unfamiliar or everydayness was found, for example, in the daily navigation of Munich's metro system, the daily encounter with pro- and anti-refugee street protests, the casual conversations with regular citizens such as a bus driver or a retail clerk, who revealed great compassion and empathy, but equally often contemptuous, casual racism, sexism, and xenophobia. One student wrote after his return from Germany:

> This political crisis makes me think deeply about some of the relationships I was able to form with several refugees and how they are coming from really bad geopolitical envi-

> ronments, but are the nicest people you could ever meet. I wonder what will happen in the future (June 2018 Field Notes/Interviews Munich - Folder II, 2018).

The post-trip survey found how the everydayness, however, also included the students' interaction with each other, their everyday practices of consensus building, communication, cooperation and negotiations, collaboration and reflections including the diffusion of intra-group or team frictions. The students' understanding of the comprehensive value of this everydayness resembles a more authentic, inductive, grounded learning through practice—and a future course should articulate and reiterate this practice-to-theory learning to the students. This kind of learning then becomes "the unity of insight and action, perception and conception, knowledge and valuation, theory and practice" (Kolb, 1984/2015, p. xxii). It represents an all-inclusive approach, one that then could also serve as an escape from the ethical downfalls of study abroad experiential learning. It could provide a progressive opening to a more authentic, lived, pluralistic, real experience.

The development of 21st century global civic skills then needs to emerge from the experiential learning's totality, including specifically through ethical leadership, promoting communication, collaboration, and consensus building (Levesque-Bristol & Cornelius-White, 2012, p. 697). As students daily encounter the unfamiliar, students' examination of discomfort, hence, disequilibrium must be given its space during the in-country experience. Frequent "debriefing circles" (Smolcic & Katunich, 2017, p. 52), for example, would allow for discussions about the constant transcultural moving between cultures. It would allow students to process one's uneasiness, biases and cultural, racial, and gendered stereotypes "without judgment" (p. 52). Space to expect and allow for discomfort could help to develop "respect, curiosity, and appreciation" (p. 52) for each other inside the group and team settings—and outside.

CONCLUSION

The 2018 experiential learning study abroad program was a unique opportunity for U.S. undergraduate and graduate students to learn more about the complexities and challenges of migration and integration in Europe through the lens of Munich, Germany. The program engaged students with the profound historical, social, and political context, policies, and practices related to migration and local integration in Germany. The 2018 course built on the inaugural service-learning program to Munich in July 2017 and a 2018 course redesign expanded on the 2017 successes. Findings indicate that such experiential learning study abroad programs can be an effective tool to advance empirical knowledge in particular about highly complex, global issues such as migration. To further ameliorate learning outcomes toward multi- and transcultural adaptability, balanced reciprocity, and social justice, this article explored the reframing of learning objectives toward 21st century global civic skills through Butin's innovative 2015 practice-to-theory critical service learning.

More clearly articulated learning objectives toward the development of 21st century civic skills would conceptually reframe students' expectations and clarify students' roles and tasks. These a priori learning objectives would provide guiding markers to restate for the students how the purpose of the experiential learning cannot be just understood in its external vacuum such as through the interaction with NGOs and refugees, but needs to embrace its everydayness including the conscious cooperative engagement with intra-group context and interaction, including communication, collaboration, and consensus building. Such reframing would improve students' understanding of the broader and more authentic meaning of, for example, transcultural exchanges including their links to cultural adaptability, reciprocity, and social justice and at the same time ease frictions between

students and within student teams, for example. Focusing on learning from everydayness practices to theory, including the program's intra-group and student team dynamics, would enhance the reciprocal, inclusive, and more complete learning outcomes.

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The authors declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

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APPENDIX: Table Comparison 2017-2018

Items	Mean rank (2017)	Mean rank (2018)	Significance (2-tailed p-value)
1. Knowledge about the Europe migration crisis before the service-learning *(pre-trip)*	15.33	14.28	.738
2. Level of knowledge, skills, and personal development in understanding people of diverse background before the service-learning *(pre-trip)*	14.73	15.61	.777
3. Level of knowledge, skills, and personal development in understanding current problems related to the integration of migrants in Germany before the service-learning *(pre-trip)*	15.13	14.72	.899
4. Level of knowledge, skills, and personal development in understanding how cultural background, socioeconomic status, and language barriers can influence access to care and health outcomes before the service learning*	13.50	18.33	.139
5. I believe this service learning abroad will be beneficial for me *(pre-trip)*	15.78	13.23	.166
6. My participation in this service learning abroad will influence my life decision, such as career choices, values, and community service *(pre-trip)*	15.40	14.11	.662
7. The service learning will help me develop my problem-solving skills *(pre-trip)*	14.75	15.56	.785
8. My participation in the study abroad will help me enhance my leadership skills *(pre-trip)*	14.70	15.67	.752
9. Our service learning abroad mission embodies an interprofessional collaborative approach to migrant crisis (before the service-learning) *(pre-trip)*	15.20	14.56	.825
10. Respect among team members will improve with our ability to work together *(pre-trip)*	15.33	14.28	.640
11. Team leadership will support interprofessional development opportunities *(pre-trip)*	15.10	14.78	.893
12. Each team member will share accountability for team decisions and outcomes *(pre-trip)*	15.43	14.06	.634
13. My interactions with my peers will enhance my service-learning experience *(pre-trip)*	15.43	14.06	.634

Items	Mean rank (2017)	Mean rank (2018)	Significance (2-tailed p-value)
14. Increased knowledge about migrant crisis (after the service learning) *(post-trip)*	12.03	21.61	**.002**
15. The service learning contributed to my understanding of people with diverse cultures *(post-trip)*	14.98	15.06	.979
16. The service learning contributed to my understanding of how cultural background, socioeconomic status, and language barriers can influence access to care and health outcomes*	11.25	23.33	**.000**
17. This service learning abroad was beneficial for me *(post-trip)*	13.93	17.39	.191
18. Increased knowledge, skills, and personal development in understanding people of diverse background after the service learning *(post-trip)*	14.98	15.06	.979
19. Level of knowledge, skills, and personal development in understanding current problems related to the integration of migrants in Germany after the service learning *(post-trip)*	13.43	18.50	**.047**
20. My participation in this service learning abroad will influence my life decision, such as career choices, values, and community service (after the service learning) *(post-trip)*	14.70	15.67	.756
21. The service learning has improved my problem-solving skills *(post-trip)*	14.13	16.94	.380
22. My participation in the study abroad has improved my leadership skills	13.85	17.56	.247
23. Our service learning abroad mission embodied a collaborative and reflective group experience of challenges and opportunities of global migration and integration (before the service learning) *(post-trip)*	12.90	19.67	**.025**
24. Respect among team members improve with our ability to work together *(post-trip)*	14.98	15.06	.979
25. Team leadership supported collaborative and reflective opportunities *(post-trip)*	15.03	14.94	.979
26. Each team member shared accountability for team decisions and outcomes *(post-trip)*	15.83	13.17	.411

The Kruskal-Wallis Test was used to examine any pre-test and/or post-test differences in participants' perception of the impact of the service learning and collaboration based on the year of participation.
*This question was eliminated in 2018.