

As Pollock (2016) suggested, “developing knowledge and understanding of diverse perspectives, global awareness, or other cultures” is a must and the need to follow through is important. And to “create learning environments, in a holistic manner, in order to contribute to the formation of other professionals:” as Bandy (2016) puts it “Learning to apply knowledge and skills to benefit others or serve the public good.” The needs to “expand learning assessments considerably, and help community-engaged faculty more thoroughly reflect on student growth,” as well as reflection is essential to any experiential learning in consideration to the formation of other professionals. As Bandy, suggested, It is essential for students to have the opportunity to reflect critically on the relationship between course content and their projects. Teaching students to apply knowledge and skills to benefit others or serve the public good is one exceptionally high impact method to foster these capabilities across the disciplines. Citizens of a multicultural society, like ours, need the ability to understand the perspective of others and incorporate that understanding in their interpretation of events and decision-making and generally operate effectively cross-culturally (Whaley & Davis 2007).