



Campus Compact

Introduction to Service-Learning

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Educating Citizens. Building Communities.

- Coalition of college and university presidents committed to who are committed to fulfilling the public purpose of higher education.
- National organization with 34 state and regional offices – 1,100+ members.
- CT: 28 private and public member campuses



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Goals of the Session

- Provide an introduction to service learning
 - Benefits to key stakeholders
 - Critical components and best practices
 - Sample course structures
 - Challenges
 - Introduction to course development process



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Our Stories

Introductions

- Name
- Department
- Experience with Service-Learning
- Burning Question regarding Service-Learning

Matt's Context



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The Broader Context: Community Engagement

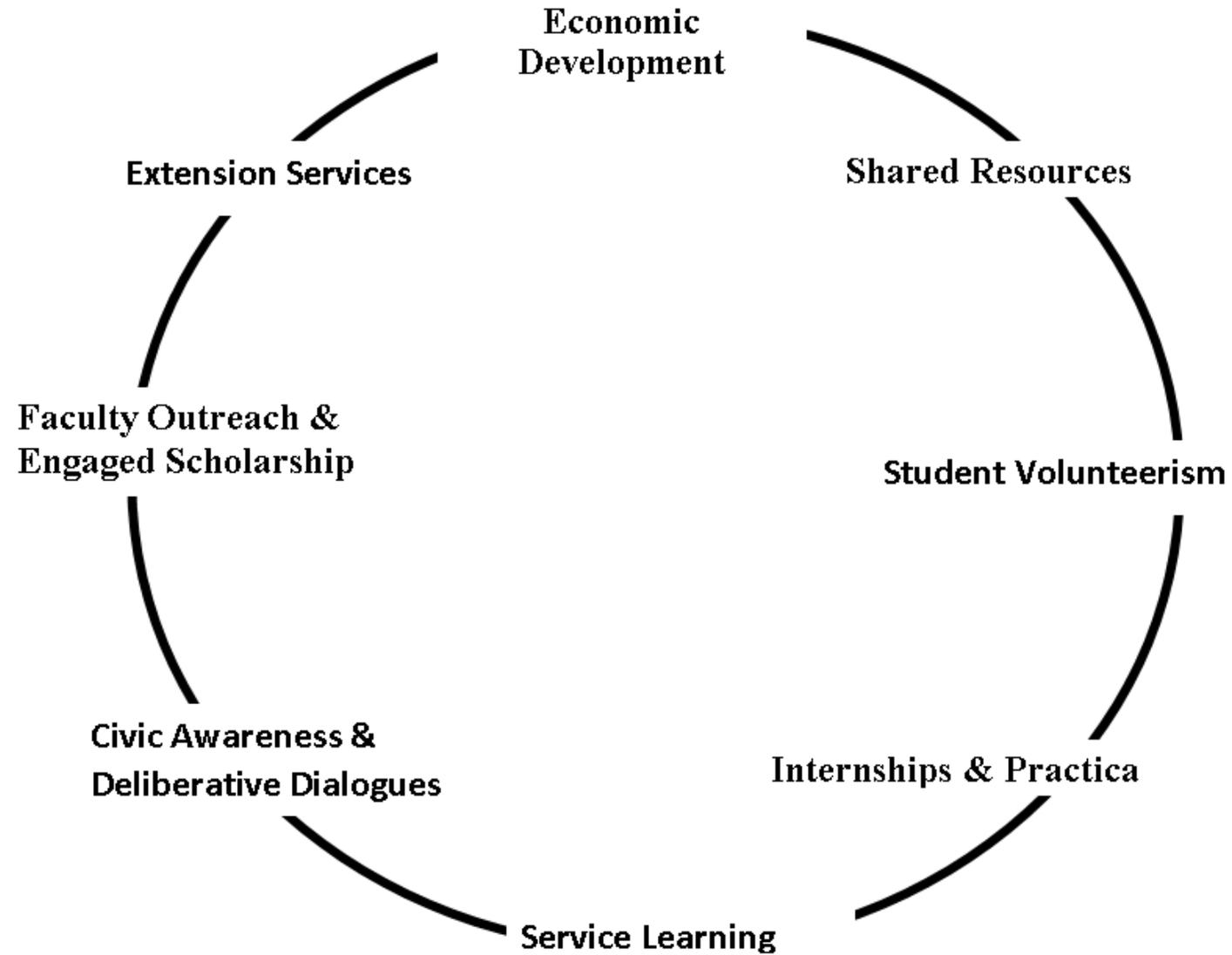
Community engagement describes the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange** of knowledge and resources in a context of partnership and reciprocity.

Carnegie Foundation for the Advancement of Teaching



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Higher Education Community Engagement



Adaptation of Ed Zlotkowski Campus Presentation 2004



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Defining Service-Learning

Service-Learning is a teaching and learning strategy that integrates **meaningful community service** with **instruction** and **reflection** to **enrich the learning experience, teach civic responsibility, and strengthen communities.**

Carnegie Foundation for the Advancement of Teaching



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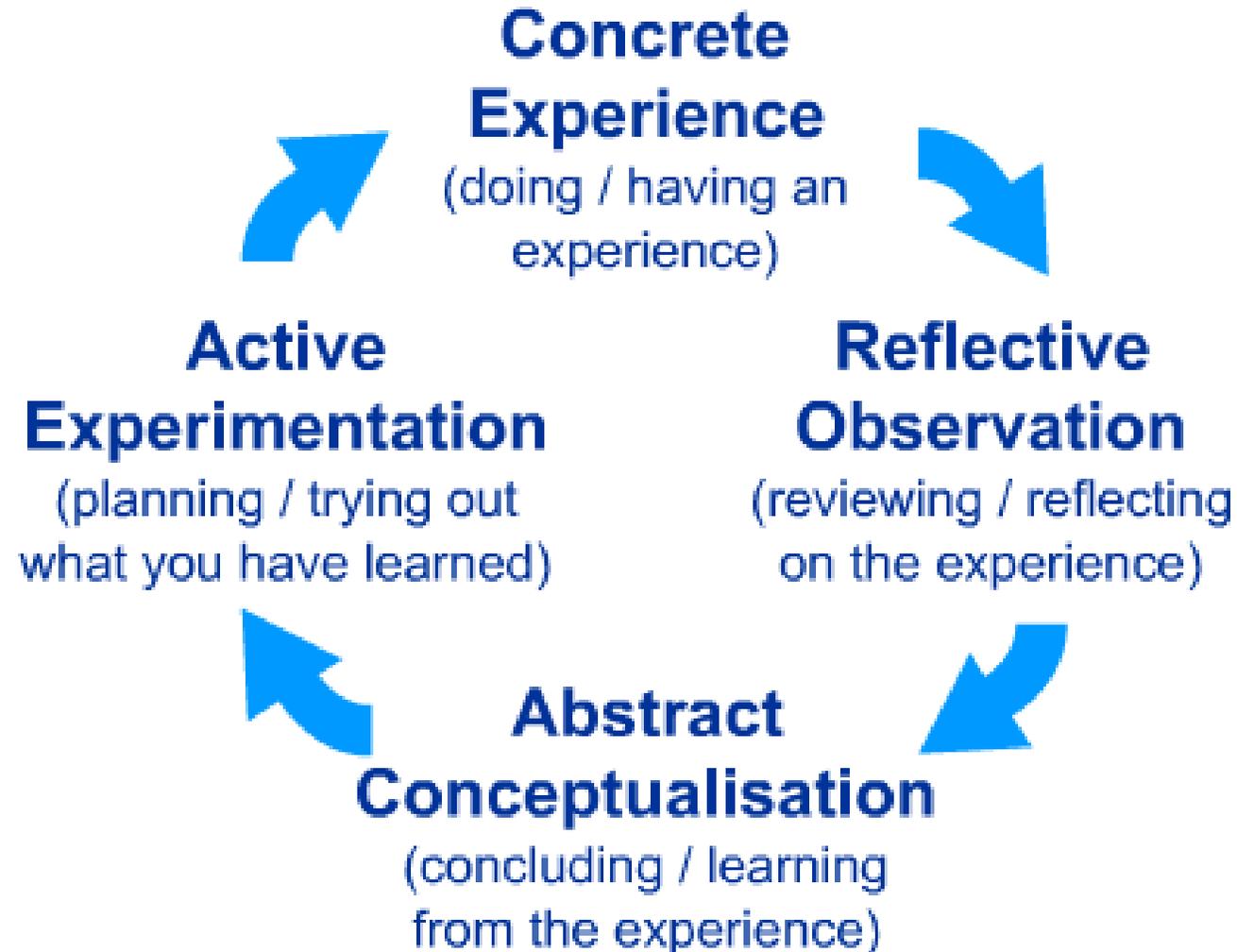
Experiential and Engaged Pedagogy

- **Kolb's Learning Styles (1984)**
- **Continuum of Learning (Luckner and Nadler, 1997)**
- John Dewey – experiential education; education for democracy
- Paulo Friere – critical pedagogy; conscientization; praxis
- Social movements: civil rights, anti-war, feminist, etc.
- Professional studies: social work, health sciences, etc.
- Non-profit management theory and practice



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Kolb's Experiential Learning Cycle





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The Continuum of Learning

←
Simulated

Spectator

Exploratory

Analytical

Generative
→

- **Simulated** experiences: *Constructed/hypothetical situations*
- **Spectator** experiences: *Observation of specific behaviors as the basis for subsequent discussion*
- **Exploratory** experiences: *Open-ended real world activities/settings where an awareness of and personal questions is developed*
- **Analytical** experiences: *Experiences that require the application of theory in real situations; learning by a systematic analysis of the setting or solving problems*
- **Generative** Experiences: *Creation of products, processes or relationships*

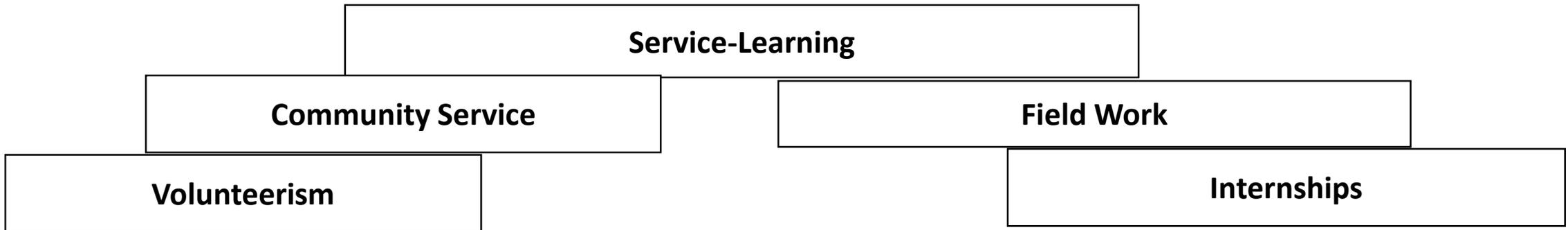
Luckner Nadler, 1997: Processing the Experience

The Power of Pedagogy: From Teaching to Learning

Conventional Approach	Issue	Service-Learning Pedagogy
Acquisition	Knowledge	Application
Individual	Focus	Team/Community
By Faculty	Curriculum Definition	By faculty, community, students
Banking	Instruction	Collective
Prescribed courses	Design	Integrated sequence
Passive	Student Learning	Active
Sporadic reform	Change	Continuous Improvement

Adapted from Gelmon, et al (2001) *Assessing Service-Learning and Civic Engagement: Principles and Techniques*, Campus Compact

Distinctions Among Approaches to Service Experiential Learning



What Distinguishes Service- Learning

OBJECTIVES→ ↓ PROGRAMS	Service to the Community	Specific Enhanced Academic Learning	Purposeful Civic Learning	Guided Critical Reflection
Independent Volunteering/ Community Service	YES	NO	NO	NO
Co-Curricular Service Learning	YES	MAYBE	MAYBE	MAYBE
Internships	MAYBE	YES	MAYBE	MAYBE
Professional Practica/ Pre-Service	MAYBE	YES	MAYBE	MAYBE
Academic Service Learning	YES	YES	YES	YES



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Comparison

- Volunteerism or Community Service:
 - A group of students do a river clean up
- Service-Learning:
 - students remove trash from a riverbed,
 - analyze what they found,
 - share the results and offer suggestions for the neighborhood to reduce pollution,
 - and then reflect on their experience



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Curricular Forms of Service-Learning

- “Pure” Service-Learning
- Discipline-Based Service-Learning
- Problem-Based Service-Learning
- Capstone Courses
- Service Internships
- Undergraduate Community-Based Action Research

Heffernan, K. and Cone, R Campus Compact’s Introduction to Service-Learning Toolkit. 2001



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Co-Curricular Service-Learning

- Community Engagement Offices programs
- Alternative Break/Service Immersion Programs
- Learning Communities
- Leadership Development Programs
- Student groups/initiatives integrated with departments/programs
- Student grant, social entrepreneurship, or innovation competitions



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Impacts of Service-Learning on Students

Personal outcomes:

- Personal efficacy
- Personal identity
- Spiritual growth
- Moral development
- Interpersonal skills
- Ability to work well with others
- Leadership
- Communication skills

Social outcomes:

- Reducing stereotypes
- Facilitating cultural and racial understanding
- Social responsibility
- Citizenship skills
- Commitment to service

Eyler, Giles, Jr., Stenson, and Gray (2003)



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Civic Engagement: Research Evidence

- **Critical thinking** (Bowden & Marten, 1998; Cress, 2003; Pascarella & Terenzini, 2005)
- **Academic Engagement, Retention, & Graduation** (Astin, 1996; Astin & Sax, 1996; Bringle & Hatcher, 2010; Gallini & Moely, 2003; Kielsmeier, 2009; Prentice & Robinson, 2010; MC3-- The Midwest Campus Compact Citizen-Scholar, 2010; Vogelgesang, Ikeda, Gilmartin, and Keup, 2002)
- **Identify as future agents of positive community change** (Battistoni, 1997; Cress, Yamashita, Duarte, & Burns, 2010; Colby, Ehrlich, Beaumont, & Stephens, 2003, Eyler & Giles, 1994; Moely, McFarland, Miron, Mercer, & Ilustre, 2002; Gallini & Moely, 2003)
- **Enhanced leadership skills** (Cress, Astin, Zimmerman-Oster, and Burkhardt, 2001; Moely et al., 2002).



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Access & Success— Research Evidence (Higher Ed & K-12)

- 1. Students learn more Academic Content:** Abstract concepts come into relief against situation and context requiring analysis and problem-solving.
- 2. Students increase Higher-Order Skills:** Critical thinking, writing, technology, and mathematic skills are enhanced at advanced levels of aptitude.
- 3. Students increase Emotional Intelligence:** Gains in interpersonal effectiveness through collaboration with diverse perspectives, cultures, and organizations add key life success skills.



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Qualities and Skills Important to Employers

- 1. Ability to work in a team structure**
- 2. Ability to verbally communicate with persons inside and outside the organization**
- 3. Ability to make decisions and solve problems**
- 4. Ability to obtain and process information**
- 5. Ability to plan, organize and prioritize work**
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others



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Benefits to Community Partners

- Gain **additional human resources** needed to achieve organizational goals
- **Inject new energy, enthusiasm, and perspectives** into the organization's work
- **Grow the organization's volunteer pool:** service-learning students will share their experiences with friends and classmates
- **Increase public awareness** of key issues
- Reach out to youth—an important part of any **organization's future support**
- **Educate** students/youth about **community issues**; correct any misperceptions
- Help **prepare** today's students to be **tomorrow's civic leaders**
- **Network with colleagues** in other organizations and agencies
- **Identify and access other university resources;** build relationships with faculty, students, and staff



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Benefits to Faculty

- Faculty report using service-learning **enhances teaching quality** (Eyler et al.)
- Faculty using service-learning report **satisfaction with quality of student learning** (Eyler et al.)
- Service-learning provides **outlets for faculty professional expertise and opportunities for faculty research** (Willis, 2002)
- Service-learning can **increase diversity in the classroom** by accommodating a wide variety of learning styles (McGoldrick & Ziegert, 2002)
- Help students **achieve institutions identified learning outcomes** (U. of Min. CSL Center)
- **Boost course enrollment** by attracting highly motivated and engaged students (U. of Min. CSL Center)
- **Provide networking opportunities** with engaged faculty in other disciplines (U. of Min. CSL Center)
- **Foster relationships** between faculty and community organizations, which can open other opportunities for collaborative work (U. of Min. CSL Center)
- **Provide firsthand knowledge** of community issues; provide **opportunities to be more involved** in community issues (U. of Min. CSL Center)



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Benefits to Institution

- Service-learning improves student satisfaction with college
- Service-learning increases student retention
- Students engaged in service-learning are more likely to graduate
- Service-learning improves community relations

Eyler et al.



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Critical Components of Service-Learning

- Relevant and meaningful service
- Academic Learning
- Purposeful Civic Learning
- Reflection
- Evaluation and assessment





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Relevant and Meaningful Service



- Reciprocal relationships with citizens and/or community based organization
- Assets-based approach that means the communities self identified needs
- Course-objective based; relevant to the course
- Sustainable
- Service as a “text for the course” integrated throughout the semester

BEWARE:

Service On...Service For...Service With...



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Academic Learning

- Clear learning objectives connecting service to the course material
- Course enhanced by the service experience
- Students as active learners
- Community partners as co-educators



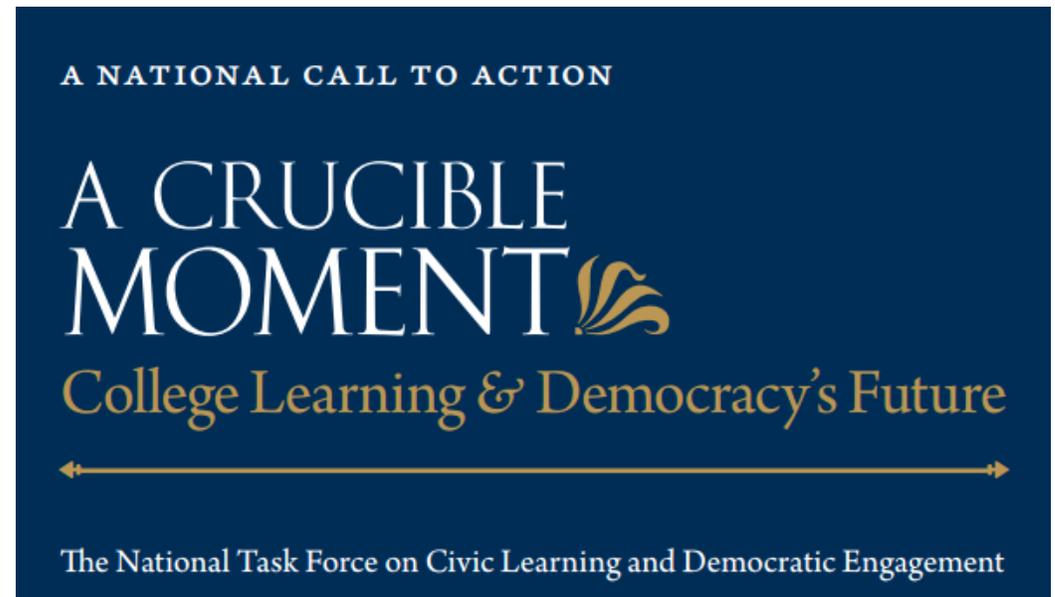
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Civic Learning

Civic learning that includes knowledge, skills, values, and the capacity to work with others on civic and societal challenges can help increase the number of informed, thoughtful, and public-minded citizens well prepared to contribute in the context of the diverse, dynamic, globally connected United States. Civic learning should prepare students with knowledge and for action in our communities.

Areas for civic learning:

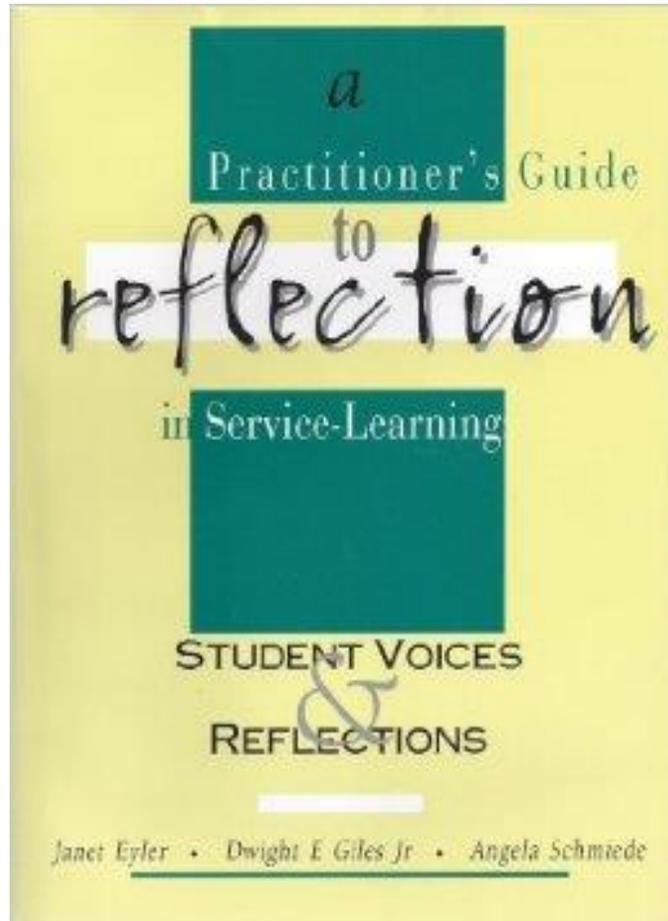
- Knowledge
- Skills
- Values
- Collective Action





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Reflection



4 C's of Reflection

- Continuous
- Connected
- Challenging
- Contextualized

Reflection Methods

- Reading
- Writing
- Talking
- Doing



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Assessment & Evaluation

- Potential foci
 - student learning
 - faculty experience
 - community partner relationship
 - community impact
- Use feedback to make changes in the course efficacy, partnership sustainability, and community impact



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Integrating Service & Learning

- Service-Learning Structure
 - Optional or mandatory or extra credit
 - Short or long term commitment
 - Individual or group based activities
 - During or external to class meetings
- Community Partners
 - How many and how will they be engaged?
- Service Models
- Research: What are the opportunities for scholarly research?





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Models of Service Learning

Types of Service

- Direct Service
- Indirect Service
- Advocacy
- Philanthropy

Service Models

- Direct Service Model
- Non-profit Internship/Consulting Model
- Participatory/Action Research Model
- Immersion Model

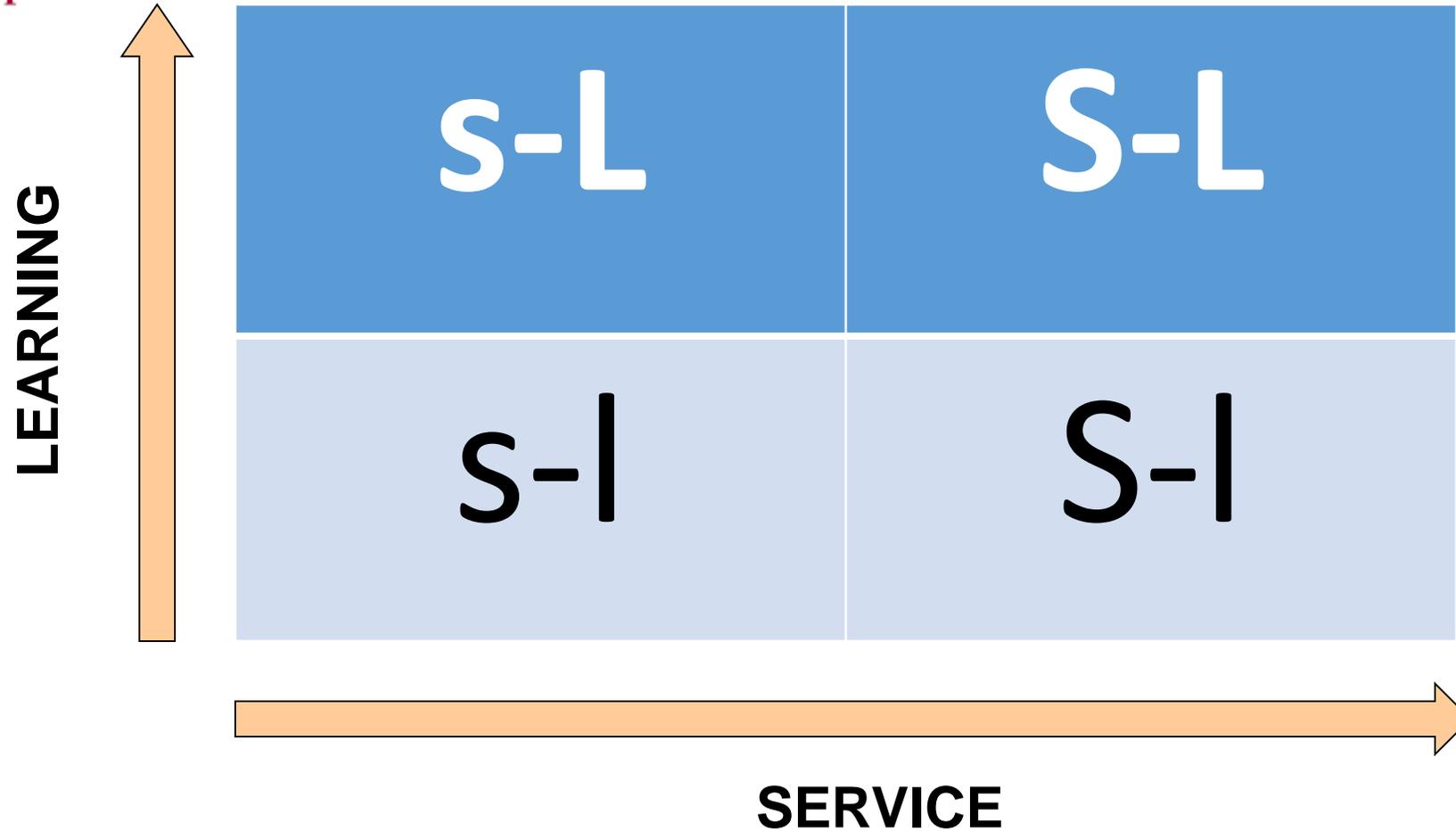
Occurs Domestically and Internationally

Many SL Experiences Combine Models



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The Cruz Matrix





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Many Roads to Service-Learning...

Different

- Interpretations
- Objectives
- Contexts

All Seek

- Combination of service objectives with intentional learning objectives
- Changes in both the recipient and the provider of the service



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Challenges with Service-Learning

- Reference Critical Components Worksheet
- Additional Challenge areas:
 - Lack of faculty investment
 - Control Issues
 - Risk Management
 - Transportation
 - Logistics/Scheduling
 - Insufficient planning by faculty and community partner
 - Sustainability of projects
 - Lack of closure for stakeholders



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Practice: Course Development

ENG 100 - College Writing

College Writing

Prerequisite: Placement At This Level

This course teaches students how to write for various rhetorical situations in academic and non-academic genres that are shaped by the audiences and purposes of their writing. Students learn to analyze texts and ideas critically and to synthesize and respond to the ideas of others. Students also gain practice conducting different types of research, making logical connections among sources, and writing about those connections in an ethical manner. In addition, students learn to reflect critically on their writing and themselves as writers to encourage independent writing and revision in the future.

Potential Community Partner: *United Way of Western CT*



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Evolution of Our Work

- Do something good
- Do something good and learn something
- Make a difference and become different
- Co-create the world you want to live in



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Wrap up

- Additional Questions
- Discussion



Resources & Bibliography

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Reflection Resources:

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/ (Learn and Serve America's National Service Learning Clearinghouse)

<http://www.compact.org/disciplines/reflection/> (Campus Compact)

http://www.uvm.edu/~dewey/reflection_manual/ (Facilitating Reflection: A Manual for Leaders and Educators)

Eyler and Giles (1996) Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections

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See Also: Campus Compact Web Site www.compact.org

