Welcome to Service-Learning
Outline

I. Welcome to Service-Learning!
   a. We are glad you are interested in the Service-learning program! This presentation is the first in our Service-learning Series, designed to give you a solid foundation in service-learning methods and best practices.
   b. Each presentation contains references to additional resources to learn more about service-learning theory, best practices and methodology. You may click on any of these links as you move through the presentation- the links will open in a new window and you can continue with the presentation at any time.
   c. This presentation will guide you through the basics of service-learning:
      i. What service-learning is,
      ii. What service-learning is not,
      iii. Why educators use it,
      iv. What it looks like,
      v. And how to start.
   d. Each circle contains a “Stop & Write” Section. Please take a moment to respond to the prompts by clicking on the link located below the first prompt. A new window will open with one form where you will enter all of your answers.
      i. Once you have completed all of the “Stop & Write” activities, click “submit” on the form. Your responses will be reviewed and saved by Service-Learning staff and used as you continue to plan your course.

II. Service-Learning is…
      i. Transcript: “So what is Service-Learning? Service-learning is a structured learning experience that combines community service with explicit learning objectives, preparation, and reflection. Students involved in service-learning are expected not only to provide direct community service, but also to learn about the context in which the service is provided, the connection between the service and their academic coursework, and their role as citizens. (Seifer, S.; Jacoby, B). Service-learning brings the problem-solving power of scholarship to the community, to improve the community, while working with and learning from the community. It provides an opportunity for hands-on learning that helps students see the big-picture and their roles as citizens.”
   b. Service-Learning is a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility.
   c. How It Works
      i. Students in a class using service-learning will participate in a service experience related to the course material.
      ii. Reflection activities will help students think critically about course material, community issues, and their role as citizens.
   d. Theoretical Foundations of Service-Learning
      i. “Service learning is a form of experiential education, deeply rooted in cognitive and developmental psychology, pragmatic philosophy, and democratic theory. It
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shares a common intellectual history with organizational development and participatory action research” (Morton & Troope, 1996).

ii. The experiential learning model we know today has been shaped over time by:
   A. John Dewey
   B. Kurt Lewin
   C. Jean Piaget
   D. David A. Kolb (Tanner, 2006)

iii. "Dewey’s theory of experiential education also is reflected in other critical service-learning components, such as the construction of learning outcomes, the use of group-based activities in the learning process, the use of "educative" rather than "miseducative" experiences, the reliance on the organic link between what is learned and personal experience, and opportunities for students to learn the value of altruism and personal responsibility.” (Kraft, 1996)

iv. Additional service-learning theory resources:
   A. Michigan Journal of Community Service Learning
   B. Community College National Center for Community Engagement
   C. Learn & Serve America: Service-Learning Clearinghouse

Stop & Write #1:
In your own words, how would you describe service-learning to a student? (click link below to access form)
http://bit.ly/hFuJgV

III. Service-Learning is Not…
   a. …volunteering, interning, participating in a community service project, or completing field experience. These are all valuable forms of service, but they are not service-learning. Why Not?
      i. Volunteering & Community Service Projects:
         A. Are not tied to a course
         B. Generally focus on benefits to community rather than student’s learning
         C. Do not include structured reflection
      ii. Internships/Practicum/Field Experience:
         A. Provide students with workplace skills, but do not integrate course content and service.
         B. Focus on benefits to learner.
         C. Do not generally include structured reflection
     iii. Service-Learning:
         A. Integrates both course content and service experience
         B. Allows students, faculty, community partners, and community members all to benefit from service experience.
         C. Offers avenue for structured reflection so students can connect service experiences to course content.
   iv. Service-Learning Continuum
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A. The chart below offers another perspective on a continuum between volunteerism and internships. (Meredith College, 2005)

<table>
<thead>
<tr>
<th>Service (Skills Giving)</th>
<th>Focus for Students</th>
<th>Learning (Skills Gaining)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volunteerism</td>
<td>Service Component Within a Course</td>
<td>Service Learning</td>
</tr>
<tr>
<td>Individual or group activity performed primarily for the benefits of the recipient; performed on individual initiative rather than for academic credit; may be arranged by civic organization or individually; limited use of structured reflection.</td>
<td>Service may or may not relate to the academic content of the course; often limited timeframe or scope of service; limited community input; expressed goal is often encouraging altruism or raising awareness.</td>
<td>Students meet community-identified needs through worthwhile, semester-long service projects; incorporates structured reflection on service activities to enhance students’ understanding and deepen connections between service experiences and academic content; enhance sense of civic responsibility.</td>
</tr>
</tbody>
</table>

Recipient (Community Partner) | Primary Intended Beneficiary | Provider (Students) |

Stop & Write #2:

How would you explain the difference between service-learning, volunteering and internships to a student?

(Remember to enter your response on the form you opened earlier)

IV. What Does Service-Learning Look Like?

a. Models of Service-Learning: Service-learning can take many forms, but most service-learning courses fit into the following categories: Discipline based, problem- or project-based, capstone, community-based action research. (Adapted from Heffernan, K. (2001). Implementation in fundamentals of service learning course construction. Providence, RI: Campus Compact.)
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i. Discipline-based: Students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis, using course content as a basis for their analysis and understanding.
   A. Example: Students in a Child Development class work with children at youth-focused agencies.

ii. Problem- or Project-Based: Students (or teams of students) serve a community agency as “consultants” working for a “client”. Students work with community members to understand a particular problem or need.
   A. Example: Public Relations students create a PR campaign for a foodbank.

iii. Capstone Service-learning: Students draw upon the knowledge they have obtained throughout their academic career and combine it with relevant service work in the community.
   A. Example: Engineering students use design and project management skills to create a product for an individual or community partner.

iv. Community –Based Action Research: Students, faculty and community members work together to design and implement a research project that addresses a community need. Focus is on community members finding solutions using information from the research.
   A. Example: Psychology students collaborate with a shelter to survey community attitudes towards homelessness for a city-wide awareness campaign.

Stop & Write #3
Which model do you think would best fit your service-learning course?
(Remember to enter your response on the form you opened earlier)

b. Examples of Service-Learning: Service-Learning can be connected to any curriculum. Here are just a few examples:
   i. Art: Students use metalworking techniques to create sculptures to help education children at Boise Urban Garden School
   ii. Chemistry: Students collect and test water samples for the Idaho Department of Environmental Quality while learning how to use equipment and understand lab protocol
   iii. Engineering: Students apply engineering theories and techniques to design products to help individuals with activities of daily living
   iv. Engineering: Students examine the modern-day relevance of Shakespeare by helping elementary school children understand and perform Macbeth
   v. Multiple Classes Collaborating: Journalism, Landscape Architecture, and Family & Consumer Sciences students work together to plan and build a community garden
   vi. For more great examples of service-learning projects around the nation, click here:
       A. Portland State University (video):
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B. California State University (video)

vii. To view sample syllabi, click here:
   A. Campus Compact
   B. National Service-Learning Clearinghouse

viii. The possibilities are ENDLESS!

Stop & Write #4

What kind of project might best fit the learning objectives for your course?
   Brainstorm at least two possible service-learning projects.
   (Remember to enter your response on the form you opened earlier)

V. What are the Key components of Service-Learning?
   a. Key Components
      i. Academic Material: Course content and service experience are integrated.
         A. Effective service-learning is intentional and built into the course syllabus. Service is not a one-time experience, but is connected to course content throughout the semester.
         B. To view sample service-learning syllabi, click here
      ii. Relevant Service: Service experience meets a community need.
         A. Successful service-learning experiences address a genuine need in the community, not just the learning needs of the student. The service usually focuses on an underserved population.
      iii. Critical Reflection: Course includes structured reflection.
         A. Reflection is thinking about a service experience in order to connect the service experience and the course material. Although one can reflect alone, it is important to share perceptions with others who may have interpreted the experience very differently or made different connections. Learning comes through thinking about what we do, not by just doing, nor by just thinking.
         C. Reflection will be covered in greater detail in “Reflection: Theory and Practical Application”
         A. Successful service-learning helps students to understand the value and relevance of service, the community issue their service addresses, and to become more engaged citizens in their community.
      v. Service-Learning: Successful service-learning results when students connect the academic material, relevant service experience, and critical reflection to create a more enriching, engaging, and relevant learning experience.

i. Planning
   A. Course syllabus is developed and revised to incorporate the service experience into the teaching and learning objectives of the course. For example:
      1. Video “Learning Objectives: Dr. Caile Spear, Health Promotion” (transcript): “How can you understand what somebody is going through if you’ve never had the opportunity to meet that somebody? I wanted them to understand how poverty impacts health, how coming from a different culture impacts health, how life circumstances impact health. So that they have a better idea of maybe the challenges that individuals face, and that it’s not about us vs. them type of thing, but it’s about us together as a community.”
   B. Partner agencies define their needs and are included in planning for the service.
   C. The faculty member becomes acquainted with mission, clientele, location, and student role for each community partner they will work with.

ii. Implementation
   A. Preparation for the service addresses student training, clarification of responsibilities, and risk management issues.
   B. Students are introduced to the partner agency before the service begins, and are given an orientation to the issues being addressed.
   C. Academic credit is awarded for the learning gained from the experience, not for the service itself.

iii. Reflection
   A. The service experience is connected to the course through reflective readings, projects, and class presentations.
   B. Reflection on the service experience is ongoing and includes dialogue about community issues and the need for the service. For example:
      1. Video “Reflection: Dr, Matt Hansen” (transcript): “I ask my students to do a pre-service reflective piece thinking about what it is that they’re headed into. What kinds of anxieties and concerns do they have working with 4th, 5th and 6th grade students on Shakespeare? Do they have certain anxieties or biases based on the fact that I’ve told them and selected specifically for this project the fact that we are working in a Title I designation elementary school, which means that at least 50% of the student population there is on free or reduced lunch? So then, do they have some preconceived ideas about issues of poverty and intelligence and ability to access Shakespeare, and...
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things like that. So some of those ideas can then come through in their pre-service reflections. I then ask for a reflection journal to be submitted to me partway through the service project, and I ask students to do kind of a triple-entry journal format for that; so I ask them to describe the situation, to connect the situation and the experience that they're having to the content of the course, and then to connect the experience that they're having and the learning that they're experiencing to their lives more generally. And those tend to be really valuable and insightful things. We also tend to then discuss things in class--in class and as we're working through the project, a lot of our discussions tend to be much more administrative and kind of on day-to-day practicalities, but they're also usually opportunities, even when that's the sort of thing, to then also connect it more largely to Shakespeare and to the learning that we're doing.”

C. Students, faculty and community partners participate in evaluating the service-learning experience.


Stop & Write #5

Choose three "best practices" and describe how you would implement them in your course. For example: How would you plan to become acquainted with your community partner?

(Remember to enter your response on the form you opened earlier)

VI. Why Use Service-Learning?

a. Benefits to Faculty:
   i. Enhanced opportunities for research and publication
   ii. More lively class discussion and increased student participation
   iii. Greater student retention of course material
   iv. Greater student awareness of community and “real world” issues
   v. More innovative approaches to classroom instruction
   vi. Greater faculty awareness of community issues

b. Benefits to Students:
   i. Hands-on application that increases the relevance of academic knowledge
   ii. Accommodation of different learning styles
   iii. Interaction with people of diverse cultures and lifestyles
   iv. An increased sense of efficacy and social development
   v. Practical career preparation
   vi. Meaningful involvement in the local community
   vii. Moral and ethical growth
   viii. Additional Resource: How Service Learning Affects Students
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c. Benefits to Community
   i. Access to university resources
   ii. Opportunities to foster positive relationship opportunities with the university
   iii. Awareness-building of community issues, agencies and constituents
   iv. Opportunities to contribute to the educational process
   v. Short- and long-term solutions to pressing community needs
   vi. Additional Resource: At-A-Glance: What We Know About The Effects of Service-Learning on College Students, Faculty, Institutions and Communities

d. Video
   i. Why Service-Learning? (transcript): “I want it to come back where students say "This is a class that I remember, because this is a class where I was able to make the connections between the text and my life”. That is wasn't just something that was a stand-alone. Not that I want them to remember me and my class, but that it was something that helped to move them forward. Not, "Oh, that was just something that I had to take". And by having service-learning, by having them do reflection, by having the discussions, by having them think about what they're learning and how they can apply it, it becomes important to them. And that's why I do service-learning.”

Stop & Write #6:
Which of the benefits of service-learning are most appealing to you? Why?
(Remember to enter your response on the form you opened earlier)

VII. Planning Service-Learning: Interested in developing a Service-Learning class? Here’s how!
(Adapted from Boise State University Service-Learning Program "Planning to Use Service-Learning: Recommended Steps")
   a. Before the semester begins:
      i. Access staff support: contact service-learning staff with questions and for an explanation of service and resources available.
      ii. Review sample syllabi: Consider learning objectives for the service-learning activity, as well as possible service options.
      iii. Contact organizations to discuss course goals and possible projects. Schedule regular contact with your community partners throughout the semester.
      iv. Design Course: Include reflection and assignments that help evaluation students’ learning from the service. Adapt syllabus, assignments, lectures, and class discussions to include links between course theory and service experience.
   b. During the semester:
      i. Explain Service-learning: Help students understand the why, what, and how of service-learning.
      ii. Guide reflection: Don’t “hope” students will make connections, take time to guide them.
      iii. Monitor progress: maintain regular contact with community partners.
      iv. Evaluate & assess: Offer students feedback, measure performance, assess teaching effectiveness
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Stop & Write #7:
Write down any questions you might have for the Service-learning staff.
(Remember to enter your response on the form you opened earlier)

VIII. Review
   a. Service-Learning:
      i. Teaching strategy that connects service experience to learning objectives
      ii. Uses reflection to help students make connections to course material and to the larger world.
      iii. Theory
         A. Rooted in cognitive and developmental psychology, pragmatic philosophy, and democratic theory.
         B. Influenced by the theories of John Dewey, Paulo Freire, Jean Piaget, David A. Kolb
   b. Volunteering, Internships & Service-Learning
      i. Volunteering & Community Service: Are not tied to a course, focus on benefits to community rather than student learning, do not include structured reflection.
      ii. Internships/Practicum/Field Experience: Focus on workplace skills, do not integrate course content and service, focus on learner, do not include structured reflection.
      iii. Service-Learning: Integrates course content and service experience, offers benefits to faculty, students, and community partners, uses structured reflection.
   c. Models of Service-Learning
      i. Discipline-based: Students have a presence in the community throughout the semester; use reflection to analyze and understand course content.
      ii. Problem or Project-based: Students serve a community agency as “consultants” working for a “client” to understand a particular problem or need.
      iii. Capstone: Students draw upon knowledge obtained throughout their academic career and combine it with relevant service work in the community.
      iv. Community-Based Action Research: Students, faculty and community members work together on a research project that addresses a community need.
   d. Key Components:
      i. Academic Material-Course content and service experience is integrated
      ii. Relevant service- Service experience meets a community need.
      iii. Critical reflection-course includes structured reflection
      iv. Civic responsibility- Service experience promotes sense of civic responsibility
   e. Best Practices
      i. Planning: course syllabus incorporates service experience, partner agencies define needs, faculty gets to know agency partner.
      ii. Implementation: students are oriented to responsibilities, risks, and agency; academic credit award for learning gained rather than service.
      iii. Reflection: service experience connected to course on an ongoing basis through reflective activities; students, faculty and community partners all participate.
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f. Benefits of Service-Learning:
   i. Faculty: Opportunities for research and publication; increased student participation, retention, and awareness; innovative instruction.
   ii. Students: Increased engagement in material, education, and community; course connections to the world outside of the classroom.
   iii. Community: Access to university resources; positive university relationships; awareness-building; short and long term solutions to community needs.

   g. If you have more questions, or would like assistance in developing a service-learning class, contact:

   Kara Brascia, Director of Service-Learning
   208-426-2380
   karabrascia@boisestate.edu

h. References
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This ends "Welcome to Service-Learning”. Additional Service-Learning training modules are available here: http://servicelearning.boisestate.edu/faculty/new.asp