# **2011FACULTY EROWN BAG SERIES:**

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# SERVICE-LEARNING COURSE ORGANIZATION

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# SERVICE-LEARNING COURSE ORGANIZATION

*Objective: To guide faculty in organizing and constructing a service-learning course* 

- 21<sup>st</sup> Century Ideas of the University
- Defining Service-Learning
- Related Concepts
- Distinguishing Characteristics
- Service-Learning Models
- Reflections on Teaching & Learning

# "The great difficulty in education is to get experience out of ideas."

-George Santayana

# 21st Century Ideas of the University



- Studium Generale or "School of Universal Learning"
- Discipline of the Mind; Self-improvement
- Life-long Learning
- Intellectual Curiosity & "Free" Scientific Inquiry
- Experiential & Applied Learning
- Extension & Preservation of Knowledge
- Community Engagement & Utility of Foundational Knowledge
- Teaching, Research & Service

"A good college affirms that service to others is a central part of education."

-The Carnegie Foundation

### **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."

"Service-learning **combines service objectives with learning objectives** with the intent that the activity **changes** both the **recipient** and the **provider of the service**. This is accomplished by combining service tasks with structured opportunities that link the task to self-reflection, self-discovery, and the acquisition and comprehension of values, skills, and knowledge content."

-National Service-Learning Clearinghouse

#### **Service-Learning Definition:**

Service-learning is a credit bearing experience in which students participate in organized service experiences that respond to a wide spectrum of community needs.

Through structured reflection on their service activities, students gain a deeper understanding of course content, develop skills n community leadership, and advance their appreciation of social responsibility, global awareness, and diversity.

Service-learning allows students to practically apply and test their scademic learning through hands-on career and professional development opportunities that also promote community interests.

### **Related Concepts**



*Volunteerism.* The performance of formal service to benefit others or one's community without receiving any external rewards. Such programs may or may not involve structured training and reflection.

*Community Service*. Volunteerism that occurs in the community; action taken to meet the needs of others and better the community as a whole.

*Experiential Education.* Emotionally engaged learning in which the learner experiences a visceral connection to the subject matter. Good experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process that directs students toward opportunities for taking initiative, responsibility, and decision making.

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# **Distinguished Characteristics of Service-Learning**



- Many persons are generally familiar with community service and volunteerism which stress service and developmental benefits such as empathy, an ethic of service, and moral development.
- What most people miss is that service-learning is the blending of both service and learning goals in such a way that both occur and are enriched by each other.
- Service-learning projects emphasize both sets of outcomes—the service and the learning—and design activities accordingly. Service-leaning can be used in co-curricular and volunteer settings.

### **QUIZ:**

### service-LEARNING

### **SERVICE-learning**

# **SERVICE-LEARNING**

service-learning

### **ANSWER:**

# **SERVICE-LEARNING**

Reflection is the hyphen.

SERVICE-LEARNING

The hyphen also represents the symbiotic relationship between the service and the learning.

# **Distinguished Characteristics:** (continued)



### Service Learning Example

Students (Urban & Regional Planning):

- Clear debris and gut homes in a hurricane ravaged city
- Analyze why the hurricane caused such devastation and why the governments have not adequately addressed the problem
- Share the results and offer suggestions for the city, state and federal governments to address the problem
- Reflect on their experience

# **Service-Learning Models**



**Civic-Based or Pure Service-Learning.** The learning objective is to promote civic engagement.

**Problem-Based**. The learning objective is to solve real, community-based problems.

**Consulting-Based or Discipline-Based.** The learning objective is to apply technical expertise to community needs. Students use course content as a basis for their analysis and understanding.

**Community-Based Action Research**. The learning objective is to capitalize upon student experiences in a content-based or research methodology course and to focus the experiences around research performed by the students in conjunction with the faculty member and community members. Community members and students contribute equally to setting the research agenda and determining how the results will be used.

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### **Service-Learning Models:** (continued)



**Capstone Courses.** Students draw upon the knowledge they have obtained throughout their course work and combine it with relevant service work in the community. The goal is to either explore a new topic or synthesize students' understanding of their discipline. Students transition from a world of theory to practice, while making professional contacts.

**Service Internships**. Like traditional internships, these experiences are more intense than typical service-learning courses. As in traditional internships, students produce a body of work that is of value to the community or site. Unlike traditional internships, these experiences have regular and ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories. Service internships are further distinguished by their focus on reciprocity (i.e., the community and students benefit equally).

# "Tell me and I forget. Teach me and I may remember. Involve me and I will learn."

-Benjamin Franklin

# **Academic & Service-Learning Integration**



- Service-learning enhances academic learning!
- From John Dewey (1938) to Robert Coles (1990), the assertion is repeated. One learns as well or better by doing as reading or listening.
  Education is not only a function of books, but a function of experience and connecting what one reads and hears with ongoing observation and experiences.
- Service-learning is a particularly appropriate pedagogy for disciplinary and interdisciplinary courses that have performance skills or social awareness components which are best developed through participation.

# **Major Elements of Service-Learning**



The service-learning process is comprised of three major elements: *preparation*, *action and reflection*.

Preparation consists of the learning activities that take place prior to the service itself. During this period, students learn what is expected of them as well as what they can expect from the service activity/project.

Activities typically include:

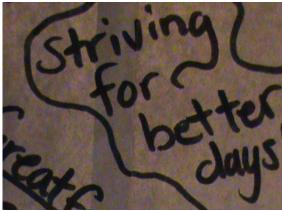
\*Identifying and analyzing the problem to be addressed

\*Selecting and planning the project

\*Training and orientation

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# **Major Elements of Service-Learning:** (continued)



The service-learning process is comprised of three major elements: *preparation*, *action* and *reflection*.

Action is "service" itself. It must be meaningful, have academic integrity, provide student ownership, have adequate supervision, and be developmentally appropriate.

Types of "service" include:

- \*Direct Service via personal involvement in the service activity (e.g., tutoring, cleaning up a park, etc.)
- \* **Indirect Service** via channeling resources to the problem (e.g., donating items for distribution to service agencies)
- \* **Civic Service** via efforts to promote change (e.g., lobbying, letter writing campaign, petitions, etc.)

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# **Major Elements of Service-Learning:** (*continued*)



The service-learning process is comprised of three major elements: *preparation*, action and **reflection**.

**Reflection** occurs when service participants engage in a thought provoking activity that deliberately connects the service experience to learning objectives. It can transpire before, during, and after the service experience. Reflection may involve writing, reading, telling, and showing.

Activities that can facilitate the reflection process may include:

- \* Journaling
- Group discussions \* Research papers
- \* Directed writings
- Online discussions \*
- \* Service logs Personal narratives \*
- \* Portfolios \* Individual and group presentations (audio and visual)

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# **Major Elements of Service-Learning:** (*continued*)



Many practitioners include two additional elements: *celebration* and *reciprocity*.

**Celebration** provides closure to an ongoing activity. It also provides opportunities to recognize service participants for their contributions and to let them know that their efforts are appreciated.

Examples of celebration activities include:

- \* Special Media Coverage \* Parties
- \* Recognition Ceremonies \* Certificates
- Reciprocity concerns the server and the group or person being served. The goal is to avoid placing students into community settings based solely on desired student learning outcomes and providing services that do not meet actual community needs or that perpetuate a need without seeking and addressing the cause of need. Students develop a greater sense of belonging and responsibility as members of a larger community. 20

# **REFLECTIONS ON TEACHING & LEARNING**

### **Context for 21st Century Teaching & Learning**

Higher education is shifting from a traditional emphasis on teaching to a new emphasis on learning.

A clear framework comes to mind when thinking of the core concepts that attend teaching and learning, a framework which illustrates 21<sup>st</sup> century transitions from the *old* to the *new*.

Characteristics of the *new* include: emphasis on the application of knowledge, a team and community focus for learning, collective instruction and curriculum definition, an integrated sequencing of courses, and active student learning.

These are all important to keep in mind when designing new service-learning courses or reconstructing existing courses.

### **Moving from Teaching to Learning Frameworks**

OLD WAY	ISSUE	NEW WAY
Acquisition	Knowledge	Application
Individual	Focus	Team/Community
By faculty	Curriculum Definition	By faculty, community, and students
Banking	Instruction	Collective
Prescribed courses	Design	Integrated sequence
Passive	Student Learning	Active
Sporadic reform	Change	Continuous improvement

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has!"

-Margaret Mead

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