

Service-Learning: Teaching Pedagogy, Learning Strategy and Professional Growth Opportunity

The Teaching Professor Conference Presentation

by

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What is Service-Learning?

National Commission on Service- Learning

“...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”

Corporation for National and Community Service

- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides opportunities to use skills and knowledge in real-life situations
- Extends learning beyond the classroom
- Fosters a sense of caring for others

What's in a name?

- Volunteerism
- Service-Learning
- Youth Service
- Community Service
- Peer Helping
- Experiential Education
- Community-Based Learning

Community Service Learning

Community Service Example

If students remove trash from a streambed:
they are providing a service to the community
as volunteers

Service-Learning Example

- When students remove trash from a streambed,
- analyze what they found,
- share the results and offer suggestions for the neighborhood to reduce pollution,
- and then reflect on their experience

THAT is service-learning!

Service-Learning is NOT:

- an episodic volunteer program
- an add-on to an existing school or college curriculum
- completing minimum service hours in order to graduate
- service assigned as a form of punishment
- only for high school or college students
- one-sided: benefiting only students or only the community

Common Characteristics of Authentic Service-Learning

- positive, meaningful and real to the participants
- cooperative rather than competitive experiences; promotes teamwork and citizenship
- addresses complex problems in complex settings rather than simplified problems in isolation
- engages problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a textbook

Common Characteristics of Authentic Service-Learning

- students are able to identify the most important issues within a real-world situation through critical thinking
- promotes deeper learning; there are no "right answers" in the back of the book
- generates emotional consequences, which challenge values and ideas
- supports social, emotional and cognitive learning and development

Added Benefits of Service-Learning

National studies suggest that students in effective service-learning programs:

- improve academic grades
- increase attendance in school
- develop personal and social responsibility

Learn more about service-learning
www.servicelearning.org

- K-12
- Higher Ed
- Community-Based
- Tribal Nations



NSLC Resources

www.servicelearning.org

Website

- Site-wide search to find resources on your topic
- Hot Topics, Fact Sheets & Quick Guides
- Service-Learning Lesson Plans, Syllabi & Curricula
- 1600+ service-learning examples from LSA grantees
- Service-learning links to related websites
- Publications offered for purchase

NSLC Resources

www.servicelearning.org

Library

- Books, journals, videos for LSA grantees
- Online library catalog available to anyone for identifying service-learning publications
- Research & reference service
- Downloadable documents & bibliographies

Service-Learning As Pedagogy

Abstract Descriptions

- Howard, Jeffrey P. F. *Academic Service Learning: A Counternormative Pedagogy*
 - Explores academic service-learning as an innovative pedagogical model
 - Capable of transforming traditional teaching and learning practices
 - Faculty undertaking this challenge can expect initial resistance from students, periodic self-doubt about their teaching accomplishments and colleagues' skepticism, but also renewed student motivation, enhanced academic learning, renewed excitement in teaching, and better life preparation for students.

- Parker-Gwin, Rachel and Mabry, J. Beth. *Service Learning as Pedagogy and Civic Education: Comparing Outcomes for Three Models*
 - Effectiveness as civic education, the most researched focus on SL
 - In this study, both civic and academic outcomes for students participating in three service-learning models
 - Authors consider two pedagogical issues: requiring student participation and the role of reflection activities in positive outcomes. Students' academic outcomes may be enhanced by regular critical reflection and extensive integration of service activities with course material throughout the semester.

Service-Learning Pedagogy

Key Elements

- Preparation
- Meaningful Action
- Reflection
- Assessment and Evaluation

Institute for Service-Learning University of Wisconsin Milwaukee

<http://www4.uwm.edu/isl/faculty/pedagogy.htm>

Principles of Good Practice in Service-Learning

1. The service-learning course should be rigorous and challenging.
2. The service experience should enhance student learning.
3. Teaching a service-learning course offers new opportunities for faculty.

From: Howard, Jeffrey (1993). *Community Service Learning in the Curriculum*, Praxias, I, *A Faculty Casebook on Community Service Learning*, Ann Arbor; MI OCSL Press

Principles of Good Practice in Service-Learning

“The service-learning course should be rigorous and challenging.”

- Academic credit is for learning, not for service.
- Do not compromise academic rigor.
- Set learning goals for students.

From: Howard, Jeffrey (1993). *Community Service Learning in the Curriculum*, Praxias, I, *A Faculty Casebook on Community Service Learning*, Ann Arbor; MI OCSL Press

Principles of Good Practice in Service-Learning

“The service experience should enhance student learning.”

- Establish criteria for the selection of service placements.
- Provide educationally-sound mechanisms to harvest the service-learning.
- Provide support for students to learn how to harvest the service-learning.
- Minimize the distinction between the student’s service-learning role and the classroom learning role.

Principles of Good Practice in Service-Learning

“Teaching a service-learning course offers new opportunities for faculty.”

- Re-think the faculty instructional role.
- Be prepared for uncertainty and variation in student learning outcomes.
- Maximize the community responsibility orientation of the course.

From: Howard, Jeffrey (1993). *Community Service Learning in the Curriculum*, Praxias, I, *A Faculty Casebook on Community Service Learning*, Ann Arbor; MI OCSL Press

Service-Learning As Learning Strategy

Impact of Service-Learning on Student Learning Outcomes

- SL defined as the integration of community service with academic instruction
- Focus of study on critical, reflective thinking and personal and civic responsibility
- Academic learning outcomes comprised six measurable areas:

Critical Thinking

Communication

Career and Teamwork

Civic Responsibility

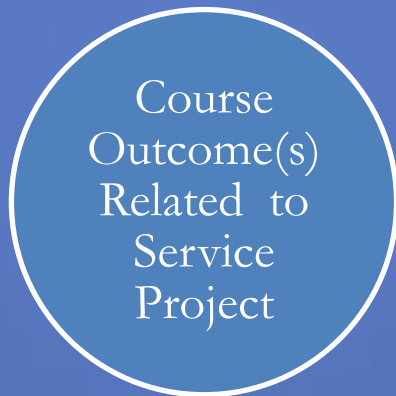
Global Understanding
and Citizenship

Academic Development
and Educational Success

Full Text Link:

http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Documents/slorb_jan2010.pdf

Curriculum Development



Biology: Blood Pressure Awareness Survey

Community Service Project

- The purpose of this study is to find out whether students are aware of their individual Blood Pressure and are knowledgeable about the health history and wellness of their family.

Mass Communications: Public Relations Practice

Community Service Project

- Develop a public relations plan for a GREEN CAMPAIGN to educate the university community on practical, effective ways to green the campus (conserve natural resources throughout the university –then local-community).

Mass Communications: Public Relations Practice

Learning Outcomes

- Write public relations material that adheres to AP style, spelling, grammar and punctuation guidelines.
- Analyze public relations campaigns.
- Develop a public relations plan to achieve measurable objectives.
- Execute and evaluate a public relations campaign.

History: Service Advocacy

Community Service Project

- Students partnered with a community organization to (1) hold roundtable discussions and (2) participate in community education projects during which students distributed stopping smoking literature to the local and university communities.

Reflection

Reflection Defined

Reflection is an ongoing process that . . .

- “challenges students to use critical thinking to examine presented information, question its validity, and draw conclusions based on the resulting ideas” when applied to the act of learning.
- “allows students to narrow possible solutions and eventually form a conclusion.”

Reflection is an ongoing process that . . .

- “results in the achievement of a better understanding of the concept.”
- “encourages students to also reflect on themselves as learners when they evaluate the thinking processes they used to determine which strategies worked best.”
- “requires time for thinking.”

Without reflection, learning ends "well short of the re-organization of thinking that 'deep' learning requires."

(Ewell, 1997, p.9)

Observable Behaviors Involved in Reflection

Metacognition (Donovan, Bransford, & Pellegrino, 1999, p.14)

- This internal dialogue that individuals develop on their own helps build the skills of predicting learning outcomes and monitoring comprehension.

Transfer of Knowledge (Donovan et al., 1999, p.6)

- Students extend what they have learned in one context to a new context.

Analogical Reasoning (Donovan et al., 1999, p.13)

- Students compare and contrast what is known and familiar in order to find meanings and solutions applicable to the particular context.

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