GOALS

• Consistent with UI’s Strategic Plan goals of outreach that transforms learning, inspires innovation and culture, and improves lives within and across a diverse local-to-global community, this session explores strategies for creating impactful and sustainable civic engagement opportunities with academic merit and service learning initiatives that emphasize and document significant learning, all with an eye towards our local, regional, state, national, and international presence.

• What makes CE/SL a high impact practice?
Civic/Community Engagement and Service Learning describe collaborations 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.

New England Resource Center for Higher Education (NERCHE)

The Emphasis is on:

• Partnership, not service
• Community voice, not university expertise
• Reciprocity, not one-way
THE PURPOSE

• Enrich scholarship, research, and creative activity
• Enhance curriculum, teaching and learning
• Prepare educated, engaged citizens
• Strengthen democratic values and civic responsibility
• Address critical societal issues
• Contribute to the public good
THE VALUE

• Supports
  • Faculty (Retention, Tenure, and Promotion)
  • Student (Retention and Learning)

• Self-Interest
  • External Constituents
  • Internal Opportunities

• Modeling Citizenship and Responsibility

Harkavy, 2004
SIGMON’S 1979, ‘94 AND FURCO TYPOLOGY

<table>
<thead>
<tr>
<th>SERVICE-Learning</th>
<th>Service is Primary, learning is secondary. Example: Co-Curricular, Centers for Volunteerism</th>
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</thead>
<tbody>
<tr>
<td>Service-LEARNING</td>
<td>Learning goals are primary, service obligation is secondary. Example: Project-Based Learning</td>
</tr>
<tr>
<td>Service Learning</td>
<td>Service and learning goals both matter but are separate. Example: Academic CE or SL and Student service/CE</td>
</tr>
<tr>
<td>SERVICE-LEARNING</td>
<td>Service and Learning Goals have equal weight and enhance one another. Example: integrate services</td>
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</tbody>
</table>

http://www.wou.edu/~girod/m/670/service_learning.pdf
Consider the sliding scale from service to learning
DISTINCTIONS

Service Learning
Fully integrated learning experiences

Community service
Activities that primarily benefit recipients
Students somewhat directly learn about how service enhances lives and their own values

Field education
Complimentary but not integrated learning experiences

Volunteerism
Service recipient focused, driven by volition. Learning is mostly serendipitous and unintentional

Internships
Participation in an applied environment. Complimentary, not integrated
MOVEMENTS

FROM
• Teaching of content
• Research of discovery
• Required service

TO
• Teaching content through active citizenship
• Engaged scholarship
• Building sustainable partnerships
HOW?

What are the opportunities and challenges…

• Locally
• Regionally
• Globally

How do you get it into your classes?

Evidence of learning?
DEAL DIMENSIONS

• The DEAL Model [see handout for the general model and p. 7 for models tweaked to address civic engagement and intercultural communication]
  • Describe → Examine → Articulate Learning

• Example:

• Based on your service learning experience(s):
  • Describe, Examine, and Articulate your Learning
  • Focus on cognitive and metacognitive processes and development
  • CRITICAL reflection
INTER- AND CROSS CULTURAL PROFICIENCY
AWARENESS

• Awareness of implicit bias: https://ctl.yale.edu/ImplicitBiasAwareness
• Tolerance Tests and Progress
• Wicked problems
• https://csl.iupui.edu/workshops-events/conferences/academy/index.html
• Bringle
• Hatcher
• Ash and Clayton