

SERVICE LEARNING

CETL WORKSHOP

4/27/18

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?

THE DEFINITION...UNPACKED

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

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

http://www.wou.edu/~girodm/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...

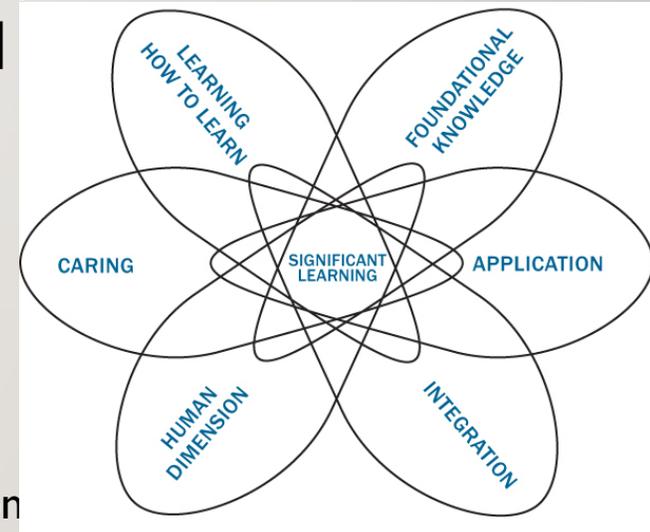
- Locally
- Regionally
- Globally

How do you get it into your classes?

Evidence of learning?

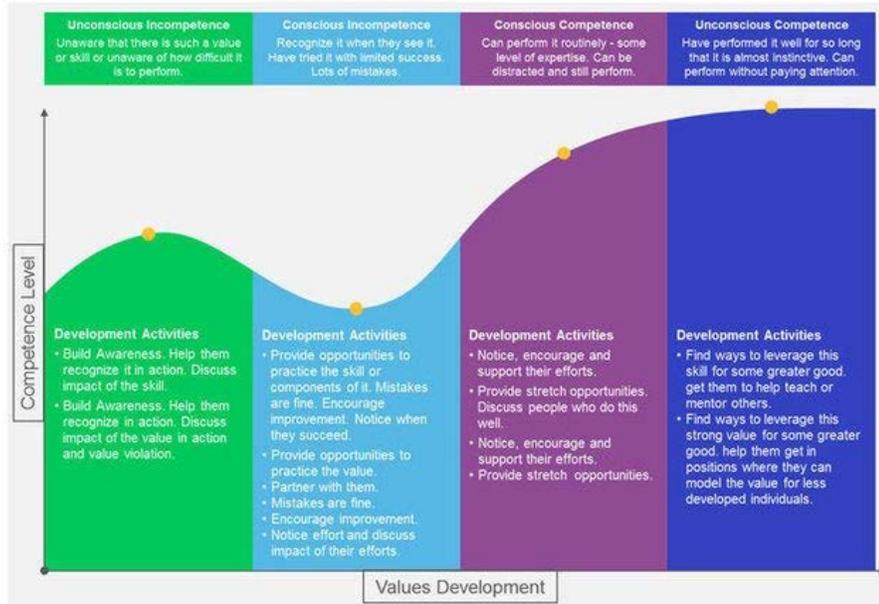
DEAL DIMENSIONS

- The **DEAL** Model [see handout for the general model and p. 7 for models tweaked to address civic engagement and intercultural communication]
 - **D**escribe → **E**xamine → **A**rticulate **L**earning
- 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

Conscious Vs. Unconscious Competence



Framework for Building Cultural Competence



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