

HIGH IMPACT PRACTICES:



Integrating Service-Learning in the Co-curricular
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PRESENTATION OVERVIEW

- Leadership and Service Center Mission
- What is Service-Learning?
 - Definitions
 - Essential Elements of Service-Learning
 - Research Related to Service-Learning
- Encouraging students to engage in SL
- Reflection Techniques
- LSC Role
 - How can we assist you?




Mission, Program & Services

LEADERSHIP AND SERVICE CENTER



LSC MISSION

The Leadership and Service Center strives to empower students and staff to become effective leaders and active citizens. Through intentional programs, services, advising and advocacy, we encourage students to become engaged in meaningful learning experiences.





LSC PROGRAMS



Leadership



Service





Blend



Definitions, Essential Elements, & Research

SERVICE-LEARNING





WHY SERVE?

I HAVE A
SECRET
TO SHARE
WITH YOU



SERVICE-LEARNING DEFINED

“Service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to promote student learning and development.”

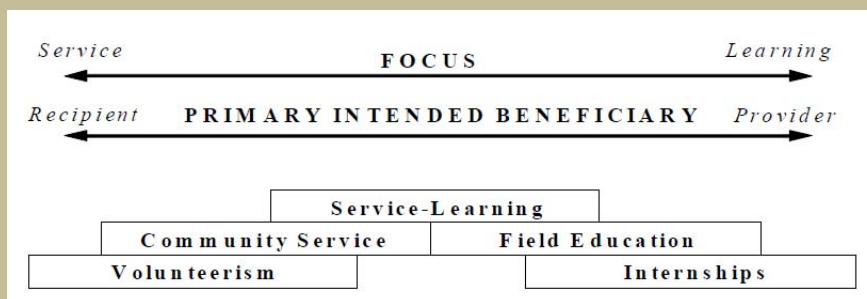
(Jacoby, 1996, p. 5)

Jacoby, B. and Associates. (1996). *Service-learning in higher education: Concepts and practices*. San Francisco, CA: Jossey-Bass.





SERVICE-LEARNING DEFINED



(Furco, 2000)



REFLECTION DEFINED

“At its simplest, reflection is being able to step back and be thoughtful about experience—to monitor one’s own reactions and thinking processes.”

(Eyler & Giles, 1999, p. 171)

Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.





RESEARCH RELATED TO SL

- Enhanced academic/co-curricular content through structured, real-life opportunities for application of disciplinary subject matter coupled with crucial reflection;
- A positive effect on student personal development, such as a sense of personal identity, spiritual growth, and moral development;
- A positive effect on interpersonal development and the ability to work well with others, leadership, and communication;

Eyler, J. S., Giles, D.E., Stenson, C.M. & Gray, C. (2001). *What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000*. 3rd Ed. National Service Learning Clearinghouse.



RESEARCH RELATED TO SL (CONT.)

- Improved student satisfaction with college;
- A positive impact on graduation rates;
- Engagement in active learning that demonstrates the relevance and importance of academic work for their life experience and career choice;
- Increased awareness of current societal issues as they relate to academic areas of interest and development of civic responsibility through active community involvement.

Eyler, J. S., Giles, D.E., Stenson, C.M. & Gray, C. (2001). *What we know about the effects of service-learning on college students, faculty, institutions, and communities, 1993-2000*. 3rd Ed. National Service Learning Clearinghouse.





ESSENTIAL ELEMENTS OF SL

- Placement Quality
 - What is your organization mission?
- Application
- Reflection
 - Written and Discussion
- Diversity
 - Local Experience → Global Perspectives
- Community Voice
- Other Factors

Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.



ENGAGING IN SERVICE-LEARNING





SL EXAMPLE

- **Community Partnership:** Local School
- **Project:** School Garden
- **Learning Opportunities:**
 - Exposure to diverse populations
 - Social issues education, need for food education
- **Potential Research:**
 - Pre/Post Survey Youth and/or Students in course



BARRIERS TO SUCCESSFUL PARTNERSHIPS

- Existence of multiple constituencies
- Conflicting priorities and loyalties
- Disengaged students
- Assumptions
 - How the university and community perceive one another?

(Soska-Butterfield)





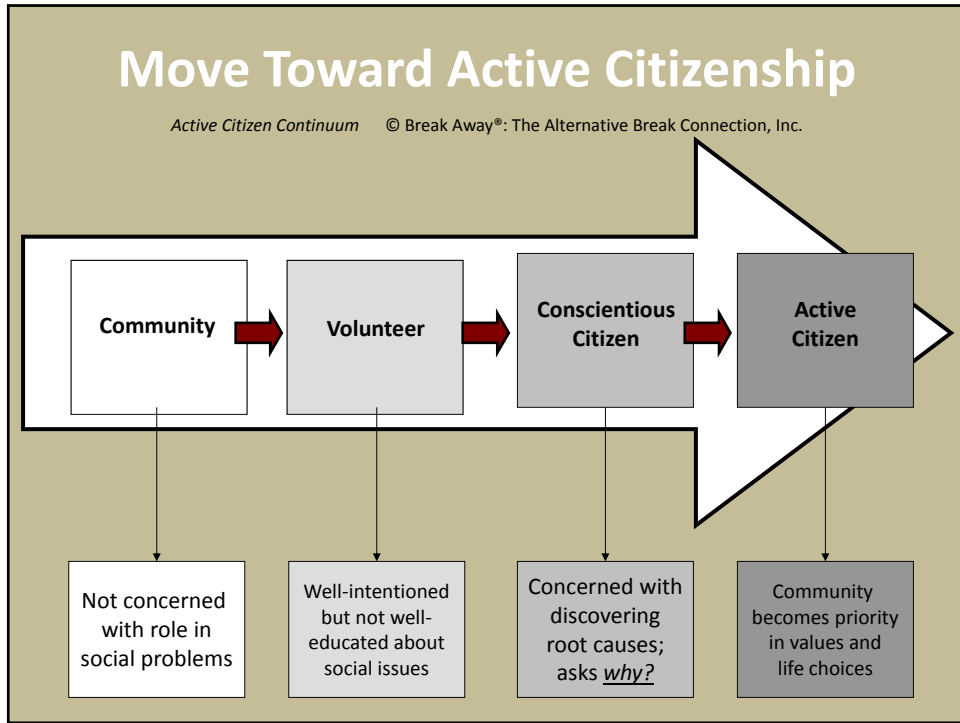
CRITICAL ISSUES

- Listen to the “student’s voice”
 - Self Awareness
 - Social Awareness
 - Community Awareness
- Listen to the “community partner’s voice”
 - What do we know about the social problem?
 - How do we find out more?
 - Who is helping already?



OVERCOMING BARRIERS

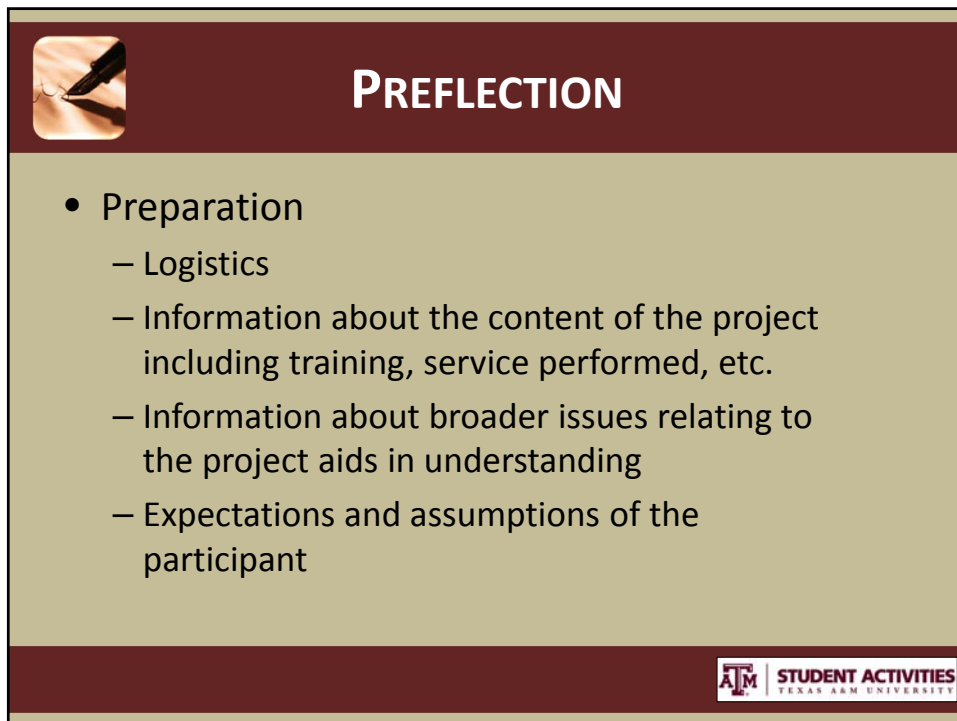
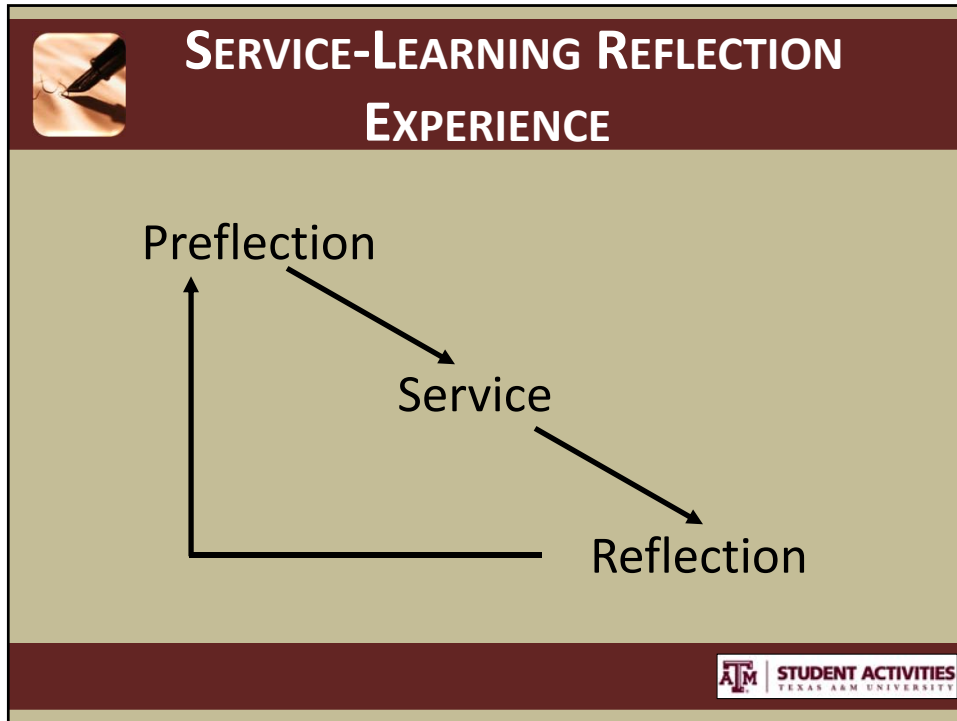




Written and Verbal

REFLECTION

 **STUDENT ACTIVITIES**
TEXAS A&M UNIVERSITY





SERVICE

- Direct – working face to face with the people in need
 - Soup kitchen
- Indirect – working with or for an agency that provides services
 - Habitat for Humanity
- Civic – supporting a social cause or addressing a community issue
 - Adopt a street

Isaacson & Saperstein (2005)



REFLECTION

- Reflection
 - Thinking about the experience
 - Complexity of experience/issue
 - Change in attitudes, beliefs, assumptions, privileges, etc.
 - Continuation





5 STRATEGIES FOR FOSTERING REFLECTION

- Continuous
 - Reflection maintained during and after the service-learning experience
 - Connected
 - Directly connected to learning outcomes
 - Challenging
 - Challenges learner to move to deeper critical thinking
 - Contextualized
 - Recognizes short term nature of the experience, not to place pre-mature solutions
 - Coaching
 - Challenge with adequate support
- (Eyler & Giles, 1999)



TYPES OF REFLECTION

- Written
 - Journaling
- Discussion
 - Discussion
- Technology
 - Video & Infographics
- Culmination
 - Portfolio & Capstone Presentation






Identify strategies for fostering reflection




LSC Support, Resources, Contact Information

RESOURCES



COMMON LANGUAGE

- How does this connect to the Leadership Common Language? Or does it?





LSC SUPPORT

- Provide ideas and, if available, contacts for partnerships
- Consult on reflection ideas and provide reflection resources
- Direct you to current service-learning literature



The screenshot shows the AggieServe website interface. At the top, there is a green header with the AggieServe logo and the Texas A&M University logo. Below the header, there is a navigation bar with links for Home, Agency Center, and Log In. The main content area is divided into several sections:

- Welcome to AggieServe!**: A central heading.
- Search**: A section with a search box and a "Find Opportunities" button. The word "Search" is circled in red.
- Browse**: A section with a "Calendar of Opportunities" and a "View Entire Database" link. The "View Entire Database" link is circled in red.
- Featured**: A section with a star icon and a featured event titled "Pawsitively Spring Easter Bash".
- News & Announcements**: A section with "Service-Learning Profiles" and "Stories of Service".
- Links & Resources**: A section with tabs for "Volunteers", "Agencies", and "Faculty". The "Volunteer Resources" link is circled in red.

At the bottom of the page, the URL aggieserve.tamu.edu is displayed.



RESOURCES

- Leadership and Service Center
 - aggieserve.tamu.edu
- Texas A&M Library Resource Page
 - <http://library.tamu.edu/help/resource-format-guides/service-learning>
- National Service-Learning Clearinghouse
 - <http://www.servicelearning.org/>
- Campus Compact
 - <http://www.compact.org/>



RESOURCES

- Leadership Library
- Community Agency Breakfast
 - September 24, 2013 from 10:30 – 2:30
- Volunteer Opportunities Fair
 - September 24, 2013 from 8:00 – 10:00 in the MSC Ballrooms
- Introduction to Strengths
 - Fall: 10/9/13 or 11/12/13
 - Spring: 2/4/14, 4/9/14
- LeaderShape
 - March 21, 2014 Application Due





REFERENCES

- Eyler, J. & Giles, D.E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.
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- Isaacson, R., & Saperstein, J. (2005). *The art and strategy of service-learning*. Belmont, CA: Wadsworth.
- Jacoby, B. and Associates. (1996). *Service-learning in higher education: Concepts and practices*. San Francisco, CA: Jossey-Bass.
- Soska, T. & Butterfield, A. (2004). *University community partnerships: Universities in civic engagement*. New York: Haworth Social Practices Press.



THANK YOU



Be the change you wish to see in the world.
– Mahatma Gandhi



HIGH IMPACT PRACTICES: INTEGRATING SERVICE-LEARNING IN THE CO-CURRICULAR

Listed below are resources to help you understand what service-learning is, classify different types of service-learning, reflect upon quality of academic programs, point you to campus resources, understand suggested outcomes for this practice, and see how these outcomes connect with Texas A&M Undergraduate Learning Outcomes.

Service-Learning Defined:

American Association of Colleges and Universities (AACU) Service-Learning High Impact Practice: In these programs, field-based “experiential learning” with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Additional Definitions: Community Service that enhances academic learning through student action, reflection, and application (Bringle & Hatcher, 2002; Eyler & Giles, 1999; Jacoby, 1996). Jacoby (1999) further explains that “service-Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to promote student learning and development” (Jacoby, 1999).

Focus of Impact: Learning

Priority Outcomes: Service experience and exposure to a real-world context with better retention and application of course content

Quality of Academic Service-Learning Programs Reflection Questions (Eyler & Giles, 1999, p. 189)

1. Do students have opportunities to do important work and take important responsibilities in community service placements?
2. Are there close connections between academic subject matter and what students are doing in the community?
3. Is reflection about the service integrated into class through frequent opportunities for discussion and written analysis or projects?
4. Does reflection challenge students to go beyond description and sharing of feelings to analysis and action planning?
5. Are community projects developed in partnership with the community?

Texas A&M University Campus Resources:

Department of Student Activities
Leadership and Service Center

<http://leadandserve.tamu.edu> (general website)

<http://Aggieserve.tamu.edu> (service-learning and volunteer resources database)

(979) 845-4878

Texas A&M University Library
Service-Learning Resource Guide

<http://guides.library.tamu.edu/ServiceLearning>

Center for Teaching Excellence

<http://cte.tamu.edu/>

Suggested Service-Learning Outcomes:

Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government. (AAC&U, 2011)

Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures. (AAC&U, 2011)

Demonstrates independent experience and *shows initiative in team leadership* of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. (AAC&U, 2011)

Demonstrates ability and commitment to *collaboratively work across and within* community contexts and structures *to achieve a civic aim*. (AAC&U, 2011)

References:

American Association of Colleges and Universities. (2011). *VALUE: Valid Assessment of Learning in Undergraduate Education*. Retrieved from http://www.aacu.org/value/rubrics/index_p.cfm?CFID=31504336&CFTOKEN=44983028

Bringle, R.G. & Hatcher, J.A. (2002). Campus-community partnerships: The terms of engagement. *Journal of Social Sciences*, 58(3), 503-516.

Eyler, J. & Giles, D. E. (1999). *Where's the learning in service-learning?* San Francisco: Jossey-Bass.

Jacoby, B. (1996). *Service-learning in today's higher education*. In B. Jacoby & Associates (Ed.), *Service learning in higher education*, (pp. 3-25). San Francisco: Jossey-Bass.

Connections to University Learning Outcomes for Undergraduate Students:

Note: Bolded statements can tie to your service-learning experiences pending how it is structured.

- **Master the depth of knowledge required for a degree, including the ability to**
 - Articulate disciplinary and interdisciplinary theories, concepts, principles, skills and practices
 - **Synthesize knowledge across courses and other experiences**
 - **Apply knowledge from core curriculum courses, discipline-based courses, and other experiences in a range of contexts to solve problems and make decisions**
- **Demonstrate critical thinking, including the ability to**
 - Evaluate, analyze, and integrate information from a variety of sources
 - **Use appropriate strategies and tools to represent, analyze and integrate information**
 - **Develop critical, reasoned positions**
- **Communicate effectively, including the ability to**
 - **Demonstrate effective oral communication skills (which could include the use of languages such as American Sign language for those who do not communicate orally)**
 - **Demonstrate effective writing skills**
 - Demonstrate effective nonverbal communication skills (which could include appropriate use of performance, design or representations such as maps, tables and graphs)
 - **Listen actively and critically**
 - **Effectively communicate original and creative ideas**
- **Practice personal and social responsibility, including the ability to**
 - **Practice ethical leadership**
 - **Recognize an ethical dilemma and apply rational decision-making in order to address it**
 - **Choose ethical courses of action in research and practice**
 - **Acknowledge and address the consequences of one's own actions**
 - **Engage in local and global civic activities**
- **Demonstrate social, cultural, and global competence, including the ability to**
 - **Live and work effectively in a diverse and global society**
 - **Articulate the value of a diverse and global perspective**
 - **Recognize diverse economic, political, cultural and religious opinions and practices**
- **Prepare to engage in lifelong learning, including the ability to**
 - **Exhibit the skills necessary to acquire, organize, reorganize and interpret new knowledge**
 - Show proficiency in current technologies and the ability to adapt to emerging technologies
 - **Recognize and participate in activities that enhance wellness of body, mind and spirit**
 - **Formulate a plan of personal goals for continued professional growth**
 - **Demonstrate intellectual curiosity**
- **Work collaboratively, including the ability to**
 - **Participate effectively in teams**
 - **Consider different points of view**
 - **Work with others to support a shared purpose or goal**