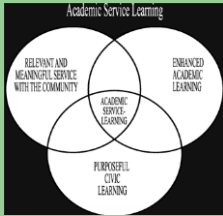


Service Learning: What, Why & How

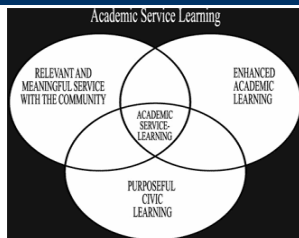


February 24, 2015
Presented by:
Dr. Paula Weber

What is Service Learning?

- Five general elements taken together can help distinguish service learning:
 - Students provide some meaningful work or service
 - Service provided meets a need or a goal defined by a community
 - Service provided by students flows from course objectives
 - Service is integrated into the course by means of assignments that require some form of reflection on the service in relation to course objectives
 - Assignment is assessed and evaluated as part of the course

Service Learning



SCSU Definition of Service-Learning

Service learning is a credit bearing, educational experience in which students participate in organized service activity that meets identified community needs and reflects on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Component Explanations

- Credit bearing – there is a credit based incentive attached to service learning
- Organized service activity – activities are designed and developed with community partners so that there is a deliberate relationship connecting the service opportunity with the course material
- Identified community needs – projects meet needs identified by community partners.

Component Explanations, Cont.

- Reflections – Time is spent specifically on reflecting and analyzing the service experience in relation to course content and personal experience



Component Explanations, Cont.

- Course content – service is not simply an added component of a course but integrated into the course -- a tool used to reach course goals and learning objectives
- Civic responsibility – service explores the connections between society and academia

Service Learning Spectrum



Service Learning is Not Volunteering and is Not a Practicum

- SL must meet community needs
- SL is credit bearing
- SL must be tied to course goals
- SL requires reflection on service experience and course materials

Examples of Service Learning in HBS: Capstone Course

- Strategic Planning and Strategic Initiatives for Not-for-Profit organizations
 - Teams of 4-5 students paired with organizations desiring help with strategic endeavors
 - Students complete strategic analysis and provide relevant recommendations
 - In addition, teams complete other strategic activities as agreed upon by organization, team, and professor
 - Teams completed paper and presentation for class and client organization.
 - Doing this since 2005, helped over 40 organizations.

Projects This Semester

- GRRL: Develop and administer survey and provide analysis of currently unreached markets
- St. Croix Hospice: Analyze and redesign supply chain for medical supplies
- Salvation Army: Develop and introduce new logo for their PhilanthroFEED project.

Projects this Semester, Cont.

- True Friends Camps: Analyze north woods facility and develop marketing plan including cost/benefit analysis.
- Casa Guadalupe: Develop customer and volunteer surveys to evaluate program effectiveness for five programs.

Project Documents

- What to do Next? Initial Meeting
- Project Proposal (iterative)
- Learning Goals (individual)
- Weekly Progress Reports
- Final Report and Presentation (finals week)

Why Service Learning? Benefits to Students

- Benefits to Students
 - Enhance learning of course concepts
 - Opportunity to apply course learning to a real setting
 - Increased commitment and elevated output
 - Terrific sense of accomplishment and self-worth
 - Personally rewarding – making a difference
 - Resume building opportunity / letters of reference

Why Service Learning? Benefits to Faculty

- Benefits to Faculty
 - Opportunity to see if students can apply in class learning
 - Expanded project variety (i.e. not the same cases over and over)
 - Helps identify where students need additional information and instruction
 - Personally rewarding – making a difference
 - Positive visibility for SCSU

Publishing Opportunities

Stream of Research for Brad Sleeper, Jim Weber, Ken Schneider, and Paula Weber

- developing scales (three so far)
- exploring antecedents of service learning
- impact of service learning projects on students self-efficacy toward service and on their civic responsibility
- large scale sabbatical project

Why Service Learning? Benefits to Community Partners

- Benefits to Community
 - Completion of or assistance on a project of importance to them – *at no cost*
 - Opportunity to utilize new external resources
 - Visibility for their work
 - Access to student ideas and energy
 - Opportunity to interest youth in their organization
 - Assistance with new technologies and approaches

Challenges

- Extra time and effort to connect with community partners and identify projects
- Uncertainty of project parameters and scope
- Unknown priority / commitment of community partner
- Time constraints of students and community partners
- Risks of project failure

How to Get Started

Many resources:

- Service Learning Program Liaison
- <http://www.stcloudstate.edu/volunteer/service-learning/default.asp>

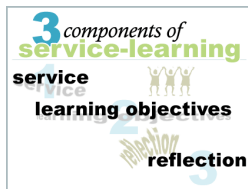
How to Get Started

- Talk to SL groups
- Modify existing
- New project
- Brainstorm



Learning to Serve, Serving to Learn

- Tied to Community Needs
- Tied to Coursework
- Tied to Academics
- WIN, WIN, WIN





Publishing Opportunities

- Schmidt, Mark B.; Robert I. Aceves; and Patricia A. Aceves. "Educating Citizens for the 21st Century: Service Learning in the Business and Aviation Disciplines," *B>Quest*. Currently working on a revise and resubmit.
- Mumm, Michelle M. and Mark B. Schmidt. "Service Learning Implementation in a Systems Analysis and Design Course." In progress, with the goal of submitting to the *Journal of Information Systems Education*.
