



# INTEGRATION OF SERVICE LEARNING, GLOBAL PERSPECTIVES, AND INTER-PROFESSIONAL PRACTICE WORKSHOP

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## INTRODUCTIONS AND OVERVIEW

- Introductions (one sentence)
- Presentation
  - Overview of the day and the workshop
  - Presentation on the state of Service Learning
    - Brief history and current state of the field in the United States
    - Global context
    - Forms of and terms for service learning
    - Resources
- Activities
- Questions – any time during the sessions and cards on your tables



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## INTRODUCTIONS

- Name
- Institution
- Length of time doing service learning in what discipline or field (if you are new, just share your field)



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### OVERVIEW OF THE FIELD

- Not new
- Not only US
- Not only one way
- Core Principles
  - Academic Rigor
  - Reciprocal
  - Beyond the Classroom



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### A BRIEF HISTORY

- Harvard (1636), Land grant, University of Chicago
- 1960s
- 1980s – beginnings of today’s institutions
  - Minnesota Campus Compact 1986
  - Campus Opportunities Outreach League
- 1990s – Calls for Higher Ed to rededicate itself to its public mission
  - Boyer – Scholarship Reconsidered



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### SERVICE LEARNING IN THE 21<sup>ST</sup> CENTURY

- 2000s – Broadening and increase in service learning
  - Campus Compact – 1,100 members (94% offer service learning)
  - American Association of Community Colleges (2/3rds offer some form of service learning)
  - Carnegie Classification
- Looking ahead
  - Challenges (cuts to higher education, retention and academic success)
  - New trends (social entrepreneurship, international, interdisciplinary connected to broader impact)



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### GLOBAL IN NATURE

- Three modes:
  - Sending US students abroad
  - Global is local
  - Construction within other nations
- International Networks
  - Talloires Network
  - International Association for Research in Service Learning (IARSCLE)
  - Global University Network for Innovation

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### LIBERAL EDUCATION AND AMERICA'S PROMISE STUDENT LEARNING OUTCOMES

- **Knowledge of Human Cultures and the Physical and Natural World**
  - Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts
- *Focused* by engagement with big questions, both contemporary and enduring
- **Intellectual and Practical Skills, Including**
  - Inquiry and analysis
  - Critical and creative thinking
  - Written and oral communication
  - Quantitative literacy
  - Information literacy
  - Teamwork and problem solving
- *Practiced extensively*, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance
- **Personal and Social Responsibility, Including**
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning
- *Anchored* through active involvement with diverse communities and real-world challenges
- **Integrative and Applied Learning, Including**
  - Synthesis and advanced accomplishment across general and specialized studies
- *Demonstrated* through the application of knowledge, skills, and responsibilities to new settings and complex problems

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### AACU HIGH IMPACT PRACTICES

○ **Service Learning, Community-Based Learning**  
 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.

From: <http://www.aacu.org/leap/hips>

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### AACU HIGH IMPACT PRACTICES CONT.

- o **First-Year Seminars and Experiences**
- o **Common Intellectual Experiences**
- o **Learning Communities** – involving students with complex questions
- o **Writing-Intensive Courses** - including a range of writing forms
- o **Collaborative Assignments and Projects** - including team based research and writing groups
- o **Undergraduate Research**- involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.
- o **Diversity/Global Learning**
- o **Internships**
- o **Capstone Courses and Projects**

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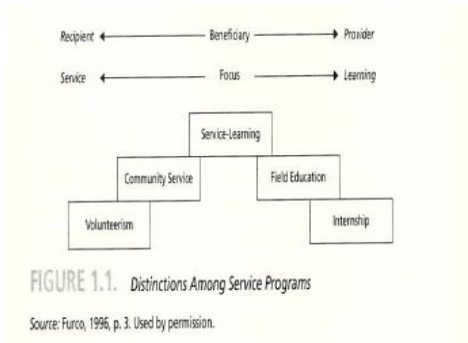
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### CONTINUUM OF SERVICE PROGRAMS




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### RANGE OF SERVICE LEARNING FORMS

- Service Learning
- Community Based Research
- Community Based Learning
- Teaching as Learning
- Public Scholarship

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### DEGREE OF SERVICE LEARNING

- As a small component of a course
  - The core of the course
- In a one semester, one course form
  - Building over time
- Building across disciplines (inter-professional practice or interdisciplinary)
  
- sticky problems (Judith Ramaley)

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### BEST PRACTICES WITHIN HIGH IMPACT SERVICE LEARNING

- Create opportunities for structured reflection.
- Ensure that faculty connect classroom material with the service experience.
- Require enough service hours to make the experience significant.
- Focus on the quality of the service, ensuring that students have direct contact with clients.
- Oversee activities at the service site.

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### HOW ST. CLOUD DEFINES 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.”

From: Robert Bringle & Julie Hatcher, Office of Service Learning, Indiana University-Purdue University Indianapolis

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### ST. CLOUD ELEMENTS OF A SERVICE LEARNING COURSE

- o **credit bearing:** The service-learning must be tied to an academic course
- o **organized service activity:** Activities are thought out and organized with community partners so that there is a deliberate relationship connecting the service opportunity with course material.
- o **identified community needs:** Projects meet need(s) identified or affirmed by community partners. Communication with community partners is essential.
- o **reflects:** Time is spent specifically on reflecting and analyzing the service experience in relation to course content and personal experience.
- o **course content:** Service is not simply an added component of a course, but integrated into the course as a tool used to reach course goals.
- o **civic responsibility:** Explores the social connections to scholarly research and academic inquiry.

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### NATIONAL RESOURCES

- US Campus Compact
- Imagining America
- Issue area efforts such as SENCER (and other area associations)
- American Democracy Project and The Democracy Commitment
- Community College National Center for Community Engagement
- American Association of Community Colleges
- American Association of Colleges and Universities
- American Association of State Colleges and Universities
- Journals (either service learning in general or discipline specific)

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### FIVE PIECES OF ADVICE

- o Connect your efforts in your courses to your interests (research or teaching)
- o Communicate the connections to students
- o Learn from others and make it your own
- o Try to build from everyone's strengths (asset model)
- o Realize that you will learn and change in the process along with your students and community partners (bumps and rewards)

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LOCAL RESOURCES

- Regional Networks
  - MN Campus Compact, in particular the new CLIO project
- St. Cloud Area
  - Center for Service Learning and Social Change in St. Cloud
  - School district service learning advisory committee
  - St. Cloud Area Volunteer Coordinator's Group
- Campus supports
  - St Cloud State Website
  - Faculty Liaison: Rangamani
  - St. Cloud Service Learning Advisory Committee



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QUESTIONS?



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ACTIVITY 1 – GOALS

- Levels of goals to consider in this effort
  - Institutional/Departmental
  - Yourself
  - Your course
  
- Review the materials and write up your own goals (10 minutes)
- Discuss and share with others at your table your goals (15 minutes)



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## GOALS TO CONSIDER

(FROM A MN CAMPUS COMPACT WORKSHEET)

- o Address particular public issues
- o Develop students' critical thinking skills
- o Prepare students for professions
- o Improve campus relationships with neighboring communities
- o Provide nonprofits with volunteers
- o Enhance students' leadership skills
- o Improve teaching and learning
- o Fulfill requirements of a grant or major donor
- o Promote social justice
- o Implement the institution's mission/vision
- o Strengthen democracy
- o Teach diversity and improve relationships across differences
- o Develop new disciplinary knowledge
- o Make research accessible and useful to the wider public
- o Learn from communities
- o Improve student recruitment and retention
- o Create a campus culture of community and caring
- o Build and sustain campus-community partnerships
- o Promote a culture of nonviolence
- o Develop students' self-efficacy/sense of civic agency
- o Develop students' lifelong commitment to service
- o Nurture social responsibility as part of a liberal education
- o Nurture social responsibility as an aspect of spirituality
- o Create rewarding relationships among faculty, students, and partners
- o Improve intercultural understanding
- o Promote an ethic of global citizenship

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## ACTIVITY 2 – BUILDING COMMUNITY PARTNER RELATIONSHIP

### o To Fall in Love With Anyone, Do This

- 36 questions to fall in love

<http://www.nytimes.com/2015/01/11/fashion/modern-love-to-fall-in-love-with-anyone-do-this.html>

- Place your dots along the continuums around you in the room (15 minutes – 5 to place the dots, 10 to discuss)
- Sit at your table (5 minutes to fill out your sheet then share with your partners at the table)

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## COMMUNITY PARTNER FOOD FOR THOUGHT...LUNCHTIME TOPICS

- o Who are you?
- o Where do you work?
- o What is your connection to civic engagement (CE)/service-learning (SL)?
- o What is one thing about CE/SL that you find most rewarding in your role?
- o What is one thing about CE/SL that you find most challenging in your role?
- o What is one thing you can do to make CE/SL even better for others involved with you in your CE/SL role?
- o What is one thing others could do to support you even more in your role with CE/SL?

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### ACTIVITY 3 - SERVICE LEARNING ACTIVITIES

Individual/Pair share/group share – find someone from your discipline with whom to share – group up to larger groups and give each other reactions and thoughts

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### ASSESSMENT ACTIVITIES

- Levels of assessment to consider in this effort
  - Institutional/Departmental
  - Yourself
  - Your course
  
- Review the materials and write up your own assessment and reflection plans (10 minutes)
- Discuss and share with others at your table your goals (15 minutes)

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### QUESTIONS AND WRAP UP

- 1 thing you have learned/you will take away/you will now plan to do with regards to service learning

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Students can choose an artistic medium to articulate their thoughts and feelings. Creative entries can be composed of drawings, poetry or music.

- Other Ways to Incorporate Reflection into the Course**
- Personal Narratives Weekly Logs**
- Oral Histories**
- Community Murals**
- Service-learning Theater**
- Song Lyrics**

**Poetry Round-Robin** is another fun way to encourage reflection and share diversity of experience in the classroom. One student starts the game by writing one or two lines of poetry reflecting on a recent experience. The paper is then passed to the next student who does the same. Before passing it to the next person though, they fold the paper (accordion style) so that only their entry is showing. After the poem has been circulated around the entire classroom with only the previous entry visible to the composer, it is read aloud.

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