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Service-Learning Essentials 2015: An Update

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Presenter

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Service-learning is strong today because...

...thoughtful service-learning educators and the administrators who support them grapple with questions—ranging from fundamental and straightforward to demanding and challenging—on a daily basis.

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8 Questions for Today

1. What distinguishes SL from other forms of experiential education? What makes it unique?
2. How can we tell if what we are doing is *really* service-learning? How do I know I'm *really* doing it?
3. What are the potential benefits of SL and for whom? How can they be achieved?
4. How can we motivate and support faculty to practice service-learning?

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8 Questions for Today

5. Can you really “do” service-learning in student affairs? Can there be “real” service-learning if it is not part of an academic course?
6. How can we demonstrate the value of service-learning? What does SL assessment entail? Why is it important?

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8 Questions for Today

- How can participation in service-learning enhance students' understanding of power, privilege, and oppression? How can students gain the skills to address them?
- Should we be doing service-learning internationally or in our own backyards/locally? Can students develop a global perspective through service-learning in our local communities?

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- What distinguishes service-learning from other forms of experiential education? What makes it unique?

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Service-Learning: A Balanced Approach

Recipient	BENEFICIARY	Provider
Service	FOCUS	Learning

SERVICE-LEARNING

COMMUNITY SERVICE	FIELD EDUCATION
VOLUNTEERISM	INTERNSHIP

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Definition of Service-Learning

“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 achieve desired learning outcomes.”

– B. Jacoby, *Service-Learning in Higher Education*, 1996

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Civic Engagement

“Acting upon a heightened sense of responsibility to one’s communities through both political and non-political means.”

– B. Jacoby, *Civic Engagement in Higher Education*, 2009

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Design Thinking

Innovation powered by a thorough understanding, through direct observation, about what people want and need to make their lives better.

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Social Entrepreneurship

Social entrepreneurs view problems as opportunities and create innovative, new ways to address social problems. They go around, not through, existing systems.

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- How can we tell if what we are doing is *really* service-learning? How do I know I'm *really* doing it?

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In service-learning...

...opportunities for learning and critical reflection are integrated into the very structure of the program or course.

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Why Critical Reflection?

- The powerful process of making meaning.
- Adds depth and breadth to meaning by challenging simplistic conclusions, examining causality, and raising more questions.

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What is Critical Reflection?



Critical reflection is the process of analyzing, reconsidering and questioning one's experiences within a broad context of issues and content knowledge.

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Reciprocity

- Enter the community in spirit of partnership.
- Recognize both assets and needs.
- Avoid "provider-recipient split"
- View the community as a rich source of knowledge.

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- Community experience relates directly to learning outcomes
- Service is fully integrated, never an “add-on.”
- Grades and credit are awarded for demonstrated learning, *not* for doing the service.

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3. What are the potential benefits of SL and for whom? How can they be achieved?

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Skills for Personal and Professional Success

1. Work well in teams.
2. Understand science and technology in real-world settings.
3. Speak and write well.
4. Think clearly about complex problems.
5. Analyze and solve problems.

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Skills for Personal and Professional Success

6. Understand global context of work.
7. Be creative and innovative.
8. Apply knowledge and skills in new settings.
9. Understand numbers and statistics.
10. Strong sense of ethics and integrity.

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- Service-learning is *not* only about soft skills.
- Students can gain *all* these skills from service-learning.

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What Makes Service-Learning Work?

It is:

- Active
- Authentic
- Relevant

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Community Benefits

- New energy to broaden and start services
- Fresh approaches to problems
- Enhanced research capacity
- Access to university resources

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Community Benefits

- Leverage funding
- Strengthen networks
- Advance goals and visibility
- Motivate staff members
- Open new doors to partnerships

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Faculty Benefits

- Invigorates teaching
- Encourages other new pedagogies
- Creates new opportunities for research and teaching
- Reminds us why we teach!

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Faculty Benefits

- New interactions with colleagues
- More opportunities for recognition
- Deeper relationships with students

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Student Affairs Benefits

- Engage more deeply with students around issues of substance
- Interact in meaningful ways with community members
- Mentor student leaders

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Benefits to Higher Ed Institutions

- Improved community relationships
- More experiential learning settings
- Students more satisfied and successful
- Leads to broader, deeper partnerships



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4. How can we motivate and support faculty to practice service-learning?

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Motivating Faculty

- Professional development
- Assistance and incentives
- Policies that promote service-learning

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Faculty Development


- Clarify terminology
- Address perceive obstacles
- Introduce service-learning as high-impact pedagogy
- Provide workshops on specific issues
- Offer faculty learning communities

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Faculty Incentives

- Provide assistance in identifying partners, monitoring service, training teaching assistants, facilitating, reflection, handling logistical issues, recruiting students.
- Offer mini-grants for course development.



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Policies that Support Service-Learning

- Service-learning course criteria
- **Recognition of service-learning in tenure and promotion**

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5. Can you really “do” service-learning in student affairs? Can there be “real” service-learning if it is not part of an academic course?

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Cocurricular service-learning...

...engages students in activities *outside the formal curriculum* that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

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Student Benefits of Cocurricular Service-Learning

- Self-efficacy, emotional maturity
- Value clarification, finding purpose
- Identity development
- Increased tolerance and empathy
- Awareness of local and global roles

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Student Benefits of Cocurricular Service-Learning

- Complex thinking
- Ethical and moral development and moral reasoning
- Clarity about faith and spirituality
- Sense of community
- Flourishing

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Cocurricular Service-Learning

- **Advantage:** Service and reflection occur evenings and weekends
- **Challenge:** Students may not take reflection seriously

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Cocurricular Service-Learning

- **Advantage:** Student service not as tied to academic calendar
- **Challenge:** Sustaining student commitment

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Benefits of Student Leadership

- Initiate projects and relationships
- Passion, commitment, creativity
- Excellent recruiters of peers
- Engaging reflection facilitators

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Roles for Advisors

- Walk a fine line between accountability and allowing latitude to learn
- Live with ambiguity
- Try to sustain community relationships as students move on

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“7th Inning Stretch”

*We think your health is important.
Please feel free to take a 30-second break to stand,
stretch and/or reflect before we continue.*

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6. How can we demonstrate the value of service-learning? What does SL assessment entail? Why is it important?

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Forms of Service-Learning Assessment

- Counting
- Evaluation
- Benchmarking
- Outcomes assessment for all stakeholders

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A comprehensive assessment plan...

- Includes a variety of types and levels of assessment
- Identifies desired outcomes and the experiences designed to address them

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A comprehensive assessment plan...

- Engages assessment team to determine assessment methods
- Can be used to develop a schedule of assessments to do each year.

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7. How can participation in service-learning enhance students' understanding of power, privilege, and oppression? How can students gain the skills to address them?

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Social Change Strategies

- Social change orientation
- Work to redistribute power
- Develop authentic relationships

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Social Change Orientation

- Broaden types of service activities to include advocacy.
- Expand community resources.
- Consider alternatives to traditional community organizations as partners.
- Focus reflection on social systems and structures that perpetuate inequality.

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Work to Redistribute Power

- Acknowledge and challenge differences in power and privilege.
- Ensure service activities are not "acts of false generosity."
- Recognize that knowledge comes from community sources.
- Engage both students and community members in skill development.

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Develop Authentic Relationships

- Neither ignore social inequities nor attempt to artificially homogenize all people.
- Use commonalities to develop a shared agenda.
- Build trust.
- Consider sharing reflections with peers and community members.

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8. Should we be doing service-learning internationally or in our own backyards/ locally? Can students develop a global perspective through service-learning in our local communities?

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Advantages to Local Service

- Most institutions are in or near rich immigrant communities
- Global problems are also local.
- More accessible and less costly.
- Students who serve locally may serve longer, increasing community benefits.

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Through local service, students can:

- Learn about global migration and transnational identity issues.
- See global effects of changing economies and labor markets locally.
- Experience conflicts between globalization and local culture and values.



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Q/A

How Do I Call-in with a Question?
If you would like to ask a question of our panelist(s) please press *1 and you will be put in a call queue until it is your turn to ask your question.

OR

You can write in a question or comment anytime during the event by clicking on the "Chat" Bubble in the left hand corner of your screen.

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...and we will be happy to forward it to our panelists!

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5 Takeaways from Today:

1. Service-learning is unique and distinct from other forms of experiential education.
2. You can only reap the benefits of service-learning through its fundamental principles and practices of reflection and reciprocity.
3. It is essential to motivate and support faculty and student affairs professionals.
4. A comprehensive assessment plan is necessary to demonstrate the value of service-learning.
5. High-quality service-learning can enable students to gain global perspective and to deepen their understanding of power, privilege, and oppression.

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"Never let the things that matter most suffer from the things that matter least."


– Goethe

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"You could be the grain of sand that turns us in the right direction."


– Pete Seeger



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Service-Learning Essentials (Jacoby, 2015)
www.josseybass.com/highereducation
 Code for 25% discount and free shipping: HAE25



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