Institutionalizing Service-Learning from Ontological, Epistemological, & Pedagogical Perspectives: Past, Present, and Future Opportunities

Christine M. Cress, Ph.D.
Professor, Postsecondary Education & Service-Learning
Portland State University
cressc@pdx.edu
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Public Engagement through Engaged Scholarship, Community Outreach and Service-Learning is an essential component of the sea and land-grant mission of the University of Connecticut.

- **Office of Public Engagement**
- **Office of Service Learning**

Carnegie Foundation for the Advancement of Teaching: **Community Engagement Institution**
Objectives

1. Increase understanding of the historical, philosophical, and educational foundations of civic engagement, service-learning, and community-based learning.

2. Increase awareness of multidisciplinary scholarship indicating service-learning as an effective pedagogical approach for increasing academic access and success.

3. Gain insight into research-based best practices for teaching, learning, and community relationships.

4. Identify strategic leverage points and techniques that support students’ knowledge, skill, and critical consciousness development in order to improve academic outcomes and leverage community change.
Motto: Let Knowledge Serve the City

“Let Knowledge Serve the World”
Portland State University
Master’s Degree Specialization
Graduate Certificate in
Service-Learning and Community-Based Learning
(fully on-line: www.pdx.edu/elp/service-learning)

Canada
Ireland
Saudi Arabia
India
Japan
Turkey
Puerto Rico
Civic Engagement: An Umbrella Term

Civic Engagement:
Reciprocal college-community collaborations that enhance students’ understanding of and participation in civic life.

- Community-Based Learning
- Civic education
- Community service
- Community-based research
- Service-Learning
Service-Learning

Student engagement in community service activities with intentional academic learning goals and opportunities to reflect upon and integrate knowledge of community issues and academic concepts in the development of personal and professional skills.
Community-Based Learning
Community Engaged Learning and Research
Civic Engagement, Research, & Learning
Learning through Community Engagement

Academic Discipline
Knowledge connected to Contemporary Issues

Communities & Partners as Co-Educators for Knowledge, Application, Assessment & Leverage

Student Engagement in individual, group, and organizational analysis of Antecedents and Opportunities
CBL at Portland State University

“Community-Based Learning”
- Public University
- 30,000 Students (95 countries)
- 400 community-based learning courses
- Student service: 1.54 million hours
Civic & Global Learning

- **Civic Learning**: more than “voting” or “civics education”; understanding one’s *civil responsibility* in relationship to local and national communities.

- **Global Learning**: more than awareness of economic and environmental interdependence; understanding one’s *accountability* for making choices and *taking action* for the betterment of humanity.
In-Direct Service:
Studying Water Quality for City
Direct Service:
Tutoring and Mentoring High School Students
Civic Engagement Activities

- Homeless Shelters
- Food Banks
- Habitat for Humanity (house building)
- Schools (tutoring, mentoring)
- Environmental Organizations
- Health Agencies—Nutrition Education
- Minority Support Offices
- Children Support Agencies
- Neighborhood Associations
- Disaster Relief
- Study Abroad
- International Service Partnerships
Civic Engagement & Service-Learning

not only teaches students about the world but, through active engagement, transforms their views on how to apply their knowledge and skills for positive change in an ever-changing and mutually dependent network of local and global communities.
Civic Engagement Objective

- Whether curricular or co-curricular to Learn about One’s *Place* in Global Society—
- (self in relationship)
  - Knowledge
  - Skills
  - Attitudes/Dispositions
  - Behaviors/Actions

Enhancing Critical Consciousness for current and future action
Definitions

1. **Ontological**: study of reality (categories of becoming and being)
   a) Historical foundations
   b) Research-based practices

2. **Epistemological**: study of Learning (ways of understanding and *knowing*)
   a) Multiple intelligences
   b) Learning styles

3. **Pedagogical**: study of Teaching Strategies (methods, techniques, approaches)

4. **Phenomenological**: study of Consciousness (creating critical consciousness that guides actions)
Ontological Foundations of Civic Engagement

- John Dewey (early 1900s)
  - Learning, Doing, Reflecting
- Howard Bowen (1977)
  - Practical competencies of citizenship
- Thomas Ehlrich & Ann Colby (2010)
  - Educating for Democracy
- Janet Eyler & Dwight Giles (1999)
Pedagogical & Epistemological Foundations of Civic Engagement

- Jack Mezirow (1978) Transformational Learning
  - Requires critical analysis of *disorienting dilemmas*
- Howard Gardner (1983) Multiple Intelligences
  - Experience is at the core of learning
  - Reflection is critical to integration
  - Education is not *neutral*
- Critical Service-Learning (Mitchell, 2008)
  - Charity vs. Solidarity
Organizational Foundations of Civic Engagement

- Campus Compact (1985)
  - a coalition of college presidents, committed to fulfilling the public purposes of higher education
- Carnegie Foundation for the Advancement of Teaching & Learning
  - Ernest Boyer (1990) Scholarship Reconsidered
- International Society for the Scholarship of Teaching and Learning (SoTL)
- American Association of Colleges & Universities
- Lumina Foundation (2011) Degree Qualifications
Historical Development of Civic Engagement

- Do something good
- Do something good and learn something
- Make a difference and become different
- Co-create the world you want to live in
Community-Based Learning and Civic Engagement

A *High Impact* Practice for developing:
- **Knowledge**: Cognitive
- **Skills**: Technical and Interpersonal
- **Behaviors**: Professional and Career
- **Attitudes**: Values and Aspirations

Integrates Sound Pedagogical Approaches:
- Problem-Based and Applied Learning
- Multiple Epistemological Processes
- Redesigned Teaching and Learning Strategies
- Transformative (not additive) Education
Civic Engagement: 
A Promising Educational Connection

Civic engagement increases student access and success

- **H.S. Student**: “Service-learning motivates me to keep going. I now see how education can benefit me and my community.”

- **College Student**: “I applied my chemistry skills to water quality problems. I can use this knowledge anywhere in the world.”
Civic Engagement

What’s the Research Evidence?
A PROMISING CONNECTION

Increasing College Access and Success through Civic Engagement

http://www.compact.org/resources-for-presidents/
A NATIONAL CALL TO ACTION

A CRUCIBLE MOMENT
College Learning & Democracy's Future

The National Task Force on Civic Learning and Democratic Engagement
Civic Engagement: 
Research Evidence—
K-12 Education

- **Increased** Attendance Rates and **decreased** Suspensions  
  (Laird & Black, 2002; Ohlson, 2009)

- Improved Grade Point Averages and Academic Engagement  
  (Billig, 2007; Kraft, 2003)

- Enhanced Sense of Self  
  (McGuire, 2006)

- Enhanced Social Consciousness  
  (Furco, 2002; Lakin, 2006)
Greater impact on lower-income, ethnic minority, and at-risk youth
(Cress, Stokamer, & Drummond Hays, 2010; Melchior & Bailis, 1999; Scales, 2005)

“Civic engagement is one way to insure that no child is left behind.” (Gent, 2007)
Civic Engagement:
A Promising Educational and Economic Connection

Oregon (annually)

• 1% increase in high school to postsecondary education = $1.6 billion

Civic Engagement: Research Evidence—Higher Education

- **Critical thinking** (Bowden & Marten, 1998; Cress, 2003; Pascarella & Terenzini, 2005)


- **Identify as future agents of positive community change** (Battistoni, 1997; Cress, Yamashita, Duarte, & Burns, 2010; Colby, Ehrlich, Beaumont, & Stephens, 2003, Eyler & Giles, 1994; Moely, McFarland, Miron, Mercer, & Illustre, 2002; Gallini & Moely, 2003)

- **Enhanced leadership skills** (Cress, Astin, Zimmerman-Oster, and Burkhardt, 2001; Moely et al., 2002).
Civic Engagement: A Promising Connection—Research Evidence

1. **Students learn more Academic Content:** Abstract concepts come into relief against situation and context requiring analysis and problem-solving.

2. **Students increase Higher-Order Skills:** Critical thinking, writing, technology, and mathematic skills are enhanced at advanced levels of aptitude.

3. **Students increase Emotional Intelligence:** Gains in interpersonal effectiveness through collaboration with diverse perspectives, cultures, and organizations add key life success skills.
Qualities and Skills
Important to Employers

According to the 2012 National Association of Colleges and Employers (NACE) Job Outlook Survey, the top 10 qualities/skills employers seek are Transferable Skills:

1. Ability to work in a team structure
2. Ability to verbally communicate with persons inside and outside the organization
3. Ability to make decisions and solve problems
4. Ability to obtain and process information
5. Ability to plan, organize and prioritize work
6. Ability to analyze quantitative data
7. Technical knowledge related to the job
8. Proficiency with computer software programs
9. Ability to create and/or edit written reports
10. Ability to sell or influence others
Service-Learning and Civic Engagement Skill Development

- Critical Thinking
- Problem Solving
- Organizing
- Working to Deadlines
- Management and Leadership
- Negotiating
- Communication
- Motivating People
- Making Decisions
- Research Skills
- Cross-Culture Competence
- Innovation and Creativity
Civic Engagement: Research Evidence Summary

- Academic Content
- Critical Thinking
- Writing
- Verbal Communication
- Mathematics
- Problem-Solving
- Leadership
- Interpersonal Skills
- Cultural Competence
- Civic Dispositions

- Retention
- Degree Aspirations
- H.S. Graduation
- College Enrollment
- College Degree
- Future Engagement
- Faculty Research
- Community Improvement
Civic Engagement: Hallmarks of Learning and Serving Higher Education Best Pedagogical Practices

1) High-Integration Service-Learning
   A). Explicit academic-community connections (college mission; course description; learning objectives)
   B). Well-Designed teaching and service components (readings/research on community issues; reflection and discussion of content and activities; iterative assessment)
   C). Long-term reciprocal community collaborations (communities as co-educators; systemic change)

2) Effective Peer, Team, and Group Interactions (creating community within and without the course; mentoring)

3) Faculty Facilitation, Modeling, & Engagement (clarification of roles, timely feedback/support)
Civic Engagement Challenges

- **Student comment**: “Homeless people smell bad and serving them dinner is scary for me.”
- **Student reflection**: “If these kids don’t want to learn why should I have to tutor them.”
- **Community partner message**: “The students did not show up on time and some did not come at all.”
- **Department Chair**: “We’re an educational organization, not a social service.”
- **Village Elder**: “Next time you come, please bring us a laptop computer.”
Civic Engagement Challenges

- Instructors:
  - I don’t know how to do it
  - I won’t get promoted
- Students:
  - It was fun
  - I hated my group
- Community Partner:
  - The students were self-righteous
  - I felt used by the college
FREE Instructor Manual
Democratic Dilemmas of Teaching Service-Learning

Curricular Strategies for Success

Foreword by Thomas Ehrlich
COMMUNITY PARTNER GUIDE TO CAMPUS COLLABORATIONS

Strategies for Enhancing Your Community as a Co-Educator

Christine M. Cress, Stephanie T. Stokamer, and Joyce P. Kaufman

FOREWORD BY [TO COME]
Civic Engagement as Transformational (not additive)

Transformational Learning is an *epistemological* change, rather than merely a change in *behavior* or increase in the *quantity* of knowledge.

(Kegan, 2000)
Civic Engagement as Transformational

Transformational Learning:
The process of using a prior interpretation to construe a new or revised interpretation of the meaning of one’s experience in order to guide future action.

(Mezirow, 1996)

- “Homelessness is due to the fact that people are lazy or crazy or both.”
- “While individual factors influence homelessness, I now better understand the interplay of economic, social, and cultural issues and how they can impact people’s lives. We must work with our city leaders to inform them about these issues too. We must increase understanding and advocate for change.”
\[20 = (v) \sin (35) + \frac{1}{2} \cdot 9.8 \cdot \Delta t + \frac{1}{2} \cdot 9.8 \cdot \Delta t^2\]

\[V^2 = (\sin (159^\circ))^2 \cdot 2\]
Pedagogical Components of Transformational Service-Learning

- Preparation
- Praxis
- Process
Preparation

U.S. President Obama: “Find not just a career, but a cause for the greater good…Aspire to be citizens who value both individual rights and community responsibilities.”

Ohio State University Commencement Speech, May 5, 2013
Civic Engagement: Preparation


Connect organizational mission statements to actionable curricular and co-curricular activities across academic affairs, students affairs, and community partnerships.
Mission Statement

The University helps every student grow intellectually and become a contributing member of the state, national, and world communities. Through research, teaching, *service*, and outreach, we embrace diversity and cultivate leadership, integrity, and *engaged citizenship* in our students, faculty, staff, and alumni.
Core Values

- Innovation
- Leadership
- Global Engagement
- Diversity
Vision Statement

Civic engagement builds on course knowledge that is applied to address real life community issues. **A synergy is created between educational, career, and life preparation while assisting communities for the public good.**
Civic Engagement: Preparation


Provide logistical, technical, and professional development support for generating and sustaining campus-community partnerships that focus on teaching and learning excellence and include iterative evaluation techniques.
Office of Public Engagement

We make the **knowledge, expertise, and scholarship** generated at UConn do more **work for the citizens** of Connecticut by bringing faculty, staff, and students together with people who are involved in real-world problem solving on local, national and global levels. By fostering Engaged Scholarship, Community Outreach, and Service-Learning in a variety of forms across the University community, we extend the transformational impact of the University **throughout the state and beyond our geographical borders**.
Our mission is to assist faculty and students reach their goals of service in mutual collaboration with communities.

Through service, diversity is enhanced and leadership is cultivated. Service learning is one activity area that fosters UConn being the most engaged public university.

**Service Learning** is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities.

-Carnegie Definition
Preparation: Strategies

- **Course Descriptions**: Explicate specific teaching, service, and community goals and purposes.

- **Learning Objectives**: Specify how service-learning activities will lead to new insights and skills.

- **Service-Learning Site/Community Partner**: Describe student responsibilities, time obligations, professional roles, ethics, & behavior.

- **Background Readings, Research, YouTube, Music, Art**: Provide historical, social, economic, cultural, religious contexts of individuals, populations, and organizations.
Course Description

History: European Philosophy & Culture, c.1750-present

This course encourages you to explore your relationship between the individual, society, and government in the context of major intellectual, cultural, and social forces that shaped European life from the mid-eighteenth century to the present.

Through community-based learning, this course encourages you to consider the extent to which such forces have affected, or may yet influence, the ways in which we experience and understand our own roles in an increasingly complex, global society. This dual focus permits us to examine what remains a highly contentious issue in modern Europe and much of the world: the proper relationship between theory and praxis.
Writing Service-Learning Objectives  
(Bloom’s Taxonomy)

- **Knowledge Level** (verbs & behaviors)
  - List, identify, name, find, label, recall, record

- **Comprehension Level**
  - Summarize, describe, explain, show, restate

- **Application Level**
  - Apply, demonstrate, model, practice, solve

- **Analysis Level**
  - Examine, compare/contrast, infer, formulate

- **Synthesis Level**
  - Design, organize, build, produce

- **Evaluation Level**
  - Argue, critique, defend, validate, recommend
Writing Service-Learning Objectives (Bloom’s Taxonomy)

- Identify and describe the needs of the community population (*Knowledge*)
- Explain the role of the community organization in addressing needs (*Comprehension*)
- Model professional learning behavior to youth/clients (*Application*)
- Analyze economic, political, and social factors contributing to the challenges (*Analysis/Synthesis*)
- Recommend leverage points for creating systemic change on the organizational and community levels (*Evaluation*)
Preparation: Strategies
Collaborative and Reciprocal Community Partnerships

- Community Partner/Site Description
- Service Project Description
  - Hours/Outcomes
  - Activities/Responsibilities
  - Professional Expectations/Ethics
- Community Clients/Population
  - Readings, Research, Lectures
- Clarity of Instructor Role
- Clarity of Class Community
Critical Reciprocity

**Charity**: Helping or serving out of pity, sympathy, or guilt.

**Solidarity**: Collaborative engagement that assists the empowerment of all involved.
Pedagogical Components of Transformational Service-Learning

- Preparation
- Praxis
- Process
**Praxis**: *(Learning through Serving)*

application of theoretical concepts in action; enacting academic models in lived contexts and scenarios

**Dilemmas**: *(Teachable Moments)*

- Changing Community Arrangements
- Embedded Thinking and Operating Paradigms
- Prejudice, Generalizations, & Stereotypes
- Unacknowledged Privilege
- Guilt and Emotional Overload
- Community Conflict
- “Failed” Service Projects
Social Change Model of Leadership Development (Astin & Astin, 1996)

**INDIVIDUAL**
- Consciousness of Self
- Congruence
- Commitment

**GROUP**
- Collaboration
- Common Purpose
- Controversy with Civility

**COMMUNITY**
- Citizenship
Praxis: Strategies

- **Community Intentions Agreement**: controversy with civility is a cognitively complex skill.

- **Service-Learning Cases**: student teaching of cases with explanation of antecedents and academic solutions.

- **Guided Reflection Activities**: journals, pair-share; blogs.

- **Disciplinary-Based Assignments**: research, data, guest-lecturers, experts.

- **Final Assessment**: papers, presentations, websites.
**DEAL Model of Critical Reflection**
*(Ash & Clayton, 2009)*

- **Describing**, **Examining**, and **Articulating Learning** *(DEAL)*
  - **Describe** your experience in an objective and detailed manner. (Do not under-estimate the importance of details). [Reflection, Thinking]
  - **Examine** these experiences using a “disciplinary frame” to re-review the details you described above. For example, economics, microfinance, history, environmental studies, education, psychology, sociology, or women’s studies. [Reflection, Thinking, Sensory/Feeling]
  - **Articulate** your Learning, what new insights have you gained not just about this situation, but what you can apply to future actions? [Doing]

- Transformational Learning
Modes of Reflection

- Powerpoint
- Collage
- Video

Multimedia (Visual)

- Lecture
- Discussion
- Case Studies

Telling (Didactic & Auditory)

- Role Plays
- Interviews

Activities (Kinesthetic)

- Blogs
- Papers
- Journals

Research, Readings & Writing [Conceptual]
Pedagogical Components of Transformational Service-Learning

- Preparation
- Praxis
- Process
Process: Assessing for Learning, Impact, Change, and Iteration

Assessment helps us to articulate our learning to others in an effort to provide effective educational programs

Assessment for Learning
Assessment for Impact
Assessment for Iteration

Assessment Frameworks

• AAC&U VALUE Rubrics (16 different rubrics)
  – Civic Knowledge and Engagement
  – Ethical Reasoning
  – Global Learning
  – Integrative and Applied Learning

• Lumina Foundation: Degree Qualification Profile
  – KNOWLEDGE
  – INTELLECTUAL SKILLS
  – APPLIED LEARNING
  – CIVIC LEARNING
SET Questions for Service Learning Courses

It is important for faculty to use these questions in order for us to make a better attempt in measuring impact on students across service learning courses. Additionally, the questions will help capture the impact of service learning more accurately for evaluation purposes.

Questions/Statements to add:

1. Please describe how your community site placement or service learning activity/project enhanced your understanding of course content.

2. Please describe how service learning has contributed to both your professional and personal development.

3. Please describe any concrete areas of improvement for this service learning course.
A. *Did* our efforts make a *difference*?
B. *Why* did our efforts make a *difference*?
C. *How* can we make a *bigger difference*?
A. Did our efforts make a difference?

- Quantitative
  - Hours, Clients, Funds/Grants, Homes, Reading Levels, Water Wells, GPA, Retention, Degrees...

- Qualitative
  - Lives changed/transformed—students, instructors, community partners, families, neighborhoods...
    - Academic Knowledge; Writing; Communication
    - Degree Aspirations; Career Aspirations
    - Leadership Capacity; Future Civic Motivation

[outcomes]
B. Why did our efforts make a difference?

- Pedagogical strategies
- Epistemological processing
- Organizational analyses
- External Stakeholders
- Political, Social, Cultural, Economic, Ethnic, Religious issues (students & community)
- Geographic contexts
- Academic and theoretical frames

[unit of analysis, methodology]
C. How can we make a bigger difference?

- Teaching/Learning Implications
- Structural/Logistic Supports
- Organizational Processes and Policies
- Intercultural/Communication Competence
- Implode Grand Narratives and Paradigmatic Assumptions: Deconstruct to Reconstruct
- Build Campus and Community Capacity
- Reciprocal and Collective Transformation
Evidence of Effectiveness

- **Stakeholder Report:**
  - 7 courses; 186 students; 2,345 hours; $42,250

- **Legislative Letter:**
  - Three-fourths (76%) of high school students now aspire to earn a college degree

- **Dean/Vice President:**
  - 93% of College Students of Color understand how to use academic knowledge and skills to improve the community

- **Grant Funder:**
  - Community Partner: “Students’ math and science knowledge were critical factors at the city council presentation which resulted in securing the land for the neighborhood garden site.”
Engaged Scholarship

- Boyer, *Scholarship Reconsidered: Discovery, Integration, Application, & Teaching*
- *Scholarship of Engagement*—
  - “*connecting the rich resources of the university to our most pressing social, civic, and ethical problems, to our children, to our schools, to our teachers, and to our cities*” (Boyer, 1996, p.19). Carnegie Foundation for the Advancement of Teaching
**Scholarship of Engagement** connects dimensions of scholarship to the understanding and solving of pressing social and civic problems.

<table>
<thead>
<tr>
<th>Type of Scholarship</th>
<th>Purpose</th>
<th>Community Engagement Connection</th>
<th>Evidence Data, Products</th>
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<tbody>
<tr>
<td>Discovery</td>
<td>Build new knowledge through traditional research.</td>
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<tr>
<td>Integration</td>
<td>Interpret the use of knowledge across disciplines.</td>
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<tr>
<td>Application</td>
<td>Aid society and professions in addressing problems.</td>
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<tr>
<td>Teaching</td>
<td>Study teaching models and practices to achieve optimal learning.</td>
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1. *Did our civic engagement efforts make a difference?*
2. *Why did our civic engagement efforts make a difference?*
3. *How can civic engagement make a bigger difference?*
Engaged Scholarship

- **Promotion and Tenure**: Scholarship of Discovery, Integration, Application, & Teaching, [Outreach (Engagement)]

- **PSU Assessment of Engaged Scholarship**
  
  “Let Knowledge Serve the City”
  
  - Demonstrates significance of results
  - Makes a difference in communities
  - Defines/resolves relevant social problems
  - Improves existing practices or programs
  - Make substantive contributions to public policy
  - Widely disseminates knowledge and ideas
Process: Strategies

- **Engage Students in Performance Assessment**: involve students in measurement of their own learning and growth, assessment of the relationships between course elements and knowledge and skill development, and methodological design and evaluation of community outcomes and impact.

- **Engage Community Partners**: jointly develop methodological design, data collection, analysis, and dissemination procedures.

- **Engage Faculty in Community-Based Research & Engaged Scholarship**: build from academic discipline lenses, research findings, and data for presentation and publication.

- **Link Data with Community and Institutional Data Sets**: connect course data with existing data to increase statistical power, examine additional outcomes, and change in collaboration with colleagues.
Pedagogical Components of Transformational Service-Learning

- **Preparation (Education)**
  - A. Learning Goals & Logistics
  - B. Understand Communities & Cultures

- **Praxis—Theory-to-Practice (Engagement)**
  - A. Praxis: Learning through Serving
  - B. Engaged Reflection

- **Process (Evaluation)**
  - A. Making A Difference: Community Impact
  - B. Becoming Different: Student Learning
  - C. Creating a Bigger Difference: Iteration & Improvement
  - D. Engaged Scholarship
Pedagogical Components of Transformational Service-Learning

- Preparation
- Praxis
- Process
Thank You!
cressc@pdx.edu
Civic Engagement

Responses, Questions, Discussion, Insights, Next Steps