

Pedagogical Pillars of Service Learning

Mechanics, Research, and UConn

UConn
OFFICE OF PUBLIC ENGAGEMENT

Relevant, Reciprocal, Responsible
Engagement for Transformative Change

Service Learning Definition

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 of Service Learning (from the National Service Learning Clearinghouse)

Characteristics of SL

- Collaborative partnerships that are mutually beneficial
- Integration of course content with service activity
- Ongoing critical reflection/analysis
- Social Justice integration

GUIDEBOOK

Office of Public Engagement

RELEVANT · RESPONSIBLE
· RECIPROCAL

Importance of SL at UConn

UConn Academic Vision

Core Values

- Innovation
- Leadership
- Global Engagement
- Diversity

Importance of SL at UConn

Academic Vision

- Goals
 - Research and Scholarship
 - Undergraduate Education
 - Graduate Education
 - Teaching Effectiveness
 - **Public Engagement (PE) – one metric of PE is Increasing Service Learning Courses**

Importance of SL to you, your students, our communities

- Philosophy of Teaching
- Student outcomes
- Community relationships
- Research
- Professional and Personal Accomplishments

Types of Service Learning

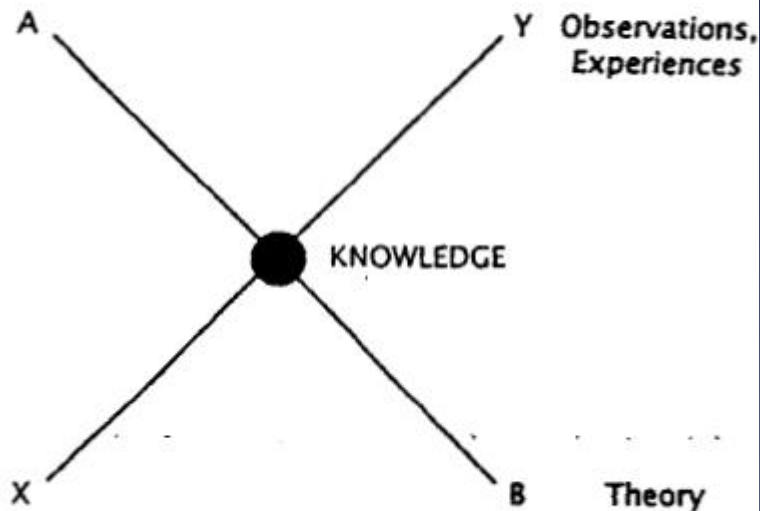
- *Direct* – Positions students in direct contact with people/organizations (ex. Tutoring at Boys and Girls Club, Husky Sport, etc.)
- *Indirect* – Indirectly engages students with a cause or need, but student does not physically engage. (ex. market research, creating survey, creating tourism website, etc.)
- *Civic Action or Advocacy* – Opportunity to affect change in public policy. (ex. Presenting at a Town Safety Meeting, Legislative Public Hearing)

Andrew Furco, "Service Learning: A Balanced Approach to Experiential Education." Expanding Boundaries: Service and Learn. Corporation for National Service, 1996.

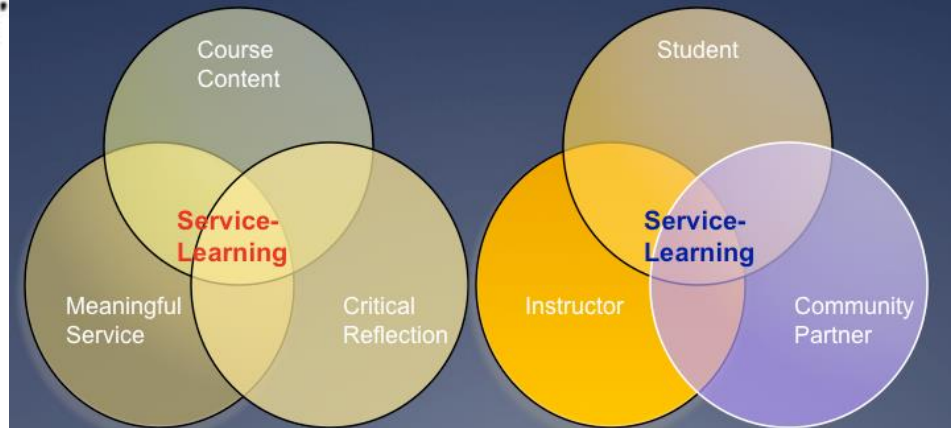
Diagrams of SL

FIGURE 3

Lewis' Model: Knowledge = the intersection of theory and experience



Key Components of Service-Learning



Examples of Service Learning

Course	Service Learning/Community Based Learning
Geography – Geographical Analysis of Urban Social Issues	City of Hartford, research and data collection in regard to public perception of Dunkin' Donuts ballpark in Downtown North Hartford. Students report findings about and submit findings and recommendations based upon economics of ticket sales, eco-friendly building, walkability index.
Chemical Engineering – Air Pollution and Atmospheric Chemistry	Students measure levels of air toxicity for the Asylum Hill Neighborhood Association and report conclusions.
Urban and Community Studies – Intro to Urban and Community Studies	City of Hartford Treasurer's Office will work with students to research the real data behind the potential closing of two Bank of America branches in the North End of Hartford and will work with local businesses and citizens to understand the impact if closed. Students to also research why low income individuals are less likely to have bank accounts. *Project did not occur, but has potential*
Engineering – Senior Design Class	Students and Spring Valley Student Farm researched and developed accurate measures of solar panels and a thermal water heating system for the farm to reduce costs and create sustainability
Caribbean and Latin American Studies - Migrant Workers in CT	Students work with migrant farmers to learn tobacco harvesting and teach English; assist with

What Service-Learning *Might* Look Like...

14 Week Semester (Example ONLY)

Weeks 1-5	Weeks 6-12	Weeks 6-12	Weeks 12 to 14
<p>Critical Reflection –</p> <p>In-class discussion and preparation of service experience and how it will relate to course, text work, writing homework, research of subject, community partner visit class, etc.</p> <p>Pre-assessment can occur here.</p>	<p>Critical Reflection –</p> <p>Students will either work on a project or work directly with an organization. During this time observation takes place, teaching of material is connected, etc.</p> <p>Class work and lecture can resume with discussion of project/activities taking part of course.</p>	<p>Critical Reflection –</p> <p>While students are in the field, instructor should give specific guidelines for <i>critical reflection to help the student link text and classroom teaching to service equals...</i></p> <p><i>Service-Learning</i></p>	<p>Critical Reflection –</p> <p>Review of course material and service...did it lead to service-learning?</p> <p>Post-assessment should occur here.</p> <p>Did you meet your course objectives?</p> <p>What did the student learn? Did they ‘get’ why it was important?</p>

SL Designation

<http://service-learning.uconn.edu/sldesignation/>

Roots of SL Pedagogy-Experiential Education-John Dewey

Democracy and Education (1916) and *Experience and Education* (1938)

- Learning is a social and interactive process. Students thrive when they are allowed to experience and interact with the curriculum.
- Education should communicate content but also teach students how to be good citizens.
- Experiences can be mis-educative and non-educative. Reflection is key for proper education.
- Dewey forefather of experiential learning in advocating for a balance between delivery of content and engagement of child and her interests in experience.

Freire & Mezirow

- Constructivists: knowledge builds on previous knowledge. Students actively construct meaning through engaging with new content and with others in shared inquiry, dialogue, problem-solving, using tools of cultural capital to integrate new info with old
- Learning is a cycle that begins with experience, leads to reflection, and ends in action. Action then leads to more reflection and refinement of experience and acts. The way we process experience and our critical response to experience is central to learning.

Experiential learning



Experiential education → community service learning

- **1970's:** Perceived lack of relevance of college curriculum to public life + social change movements of 60's leads to birth of educational service programs. Pause in 1980's as Reagan individualism takes center stage, but slowly percolating on college campuses in grassroots efforts by faculty and staff.
- **1980's:** Campus Compact founded in 1985, growing visibility National Society for Experiential Education, Campus Outreach Opportunity League founded.
- Federal support by Clinton Administration 1992, National Service Act mandates formation of Corporation for National and Community Service in 1993, nation's largest grant maker. → Americorps, Learn and Serve America
- **1990's** sees beginning of an expansion of citizen service as a problem-solving instrument in America. Grants given to schools, youth corps, non-profits, colleges and universities. Service Learning spreads quickly to college campuses and its institutionalization begins.

High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter

= A set of educational practices that research has demonstrated to have a significant impact on student success, from data collected from the National Survey of Student Engagement (NSSE).

The report explains why these practices benefit all students, but appear to benefit underserved students even more than their more advantaged peers. The report shows definitively that underserved students are the least likely students, on average, to have access to these practices.

Report by George D. Kuh, (Washington, DC: AAC&U, 2008).

www.aacu.org/leap. Association of American Universities and Colleges

Where's the Learning in Service Learning?

- by Vanderbilt University researchers Janet Eyler and Dwight Giles Jr (1999)
- 1st national study: 1500 students from 20 universities and colleges. Survey before and after SL experience. Measured impact and particular program characteristics on student outcomes.
- 2nd national study: interviews with 67 students from 12 colleges about reflection.

Student Learning Outcomes for SL

- **Personal and interpersonal development**
- **Understanding and applying knowledge**
- **Engagement, curiosity, and reflective practice**
- **Critical thinking**
- **Perspective transformation**
- **Effective citizenship**

Eyler and Giles findings suggest

- the importance of the right placement and meaningful work
- the critical element of written and verbal reflection
- the need to apply course content to the service experience and vice versa
- the role of the community in identifying the work to be done
- the opportunity for students to interact with people who are different from them.

Diversity Outcomes

Holsapple 2012: Critical review of 55 studies of service learning impact on diversity. Some of populations served include people with HIV, with disabilities, elderly, Spanish-speaking immigrants.

“Service-Learning and Student Diversity Outcomes: Existing Evidence and Directions for Future Research” by Matthew A. Holsapple, U of Michigan.
Michigan Journal of Community Service Learning, spring 2012, 5-18.

6 diversity-related outcomes

- 1) tolerance of difference
- 2) recognition of universality
- 3) stereotype confrontation
- 4) belief in value of diversity
- 5) interactions across difference
- 6) knowledge about served population

Retention and Sense of Belonging

Vincent Tinto's work on social integration (1987, 1993) suggests that a sense of belonging on campus develops through informal connections with peers and faculty outside of the classroom. *Leaving college: Rethinking the causes and cures of student attrition*.

- Service-learning students indicated they were more socially active and engaged with peers and faculty (Wolff & Tinney, 2006).
- SL students engage in greater interaction with faculty and staff on campus and such interactions appear to have an impact upon student's intention to persist through its ability to create relationships and encourage positive academic experiences (Keup, 2005).
- Experiential learning techniques have been associated with improvement in longitudinal retention rates. The increase in retention is attributed to the stronger socialization that results due to this pedagogy (Prussia & Weiss, 2004).

Retention & Academic Performance

- SL students reported greater academic challenge and had a greater intention to persist. Service-learning had its greatest influence on intention to persist through its relationship with academic challenges and engaging course content (Gallini & Moely, 2003).
- Students involved in service-learning tend to perform better on the complex, applied aspects of the course (Rose, Rose, & Norman, 2005).
- While some research has shown an absence of significant improvement in GPA (e.g., Kendrick, 1996), more recent publications are providing stronger support for a connection between service-learning and improved academic performance (Hart & King, 2007; Kamuche, 2006; Strage, 2000; Astin et al., 2000; Fredericksen, 2000).
- Students develop greater aptitude in applying course content to new problems, a deeper understanding of course material, improvement in writing skills and essay exams, and gains in critical thinking skills (Eyler & Giles, 1999; Conrad & Hedin, 1991; Strage, 2000; Markus, Howard, & King, 1993; Astin et al., 2000).

LEAP Essential Learning Outcomes for the 21st Century

- **Knowledge of Human Cultures and the Physical and Natural World**
- **Intellectual and Practical Skills**, including critical and creative thinking, written and oral communication, quantitative and information literacy, teamwork and problem-solving
- **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
- **Integrative and Applied Learning**, or synthesis and accomplishment across general and specialized studies