Service-Learning

(Community Engaged Learning)

“I hear, I forget. I see, I remember. I do, I understand.”

~Confucius
What is Service-Learning?

National Commission on Service-Learning defines Service-Learning as…

“…a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”
How is this different?

- Many people confuse Service-Learning with volunteering or internships.
  - *Volunteerism is not connected to a particular course or academic subject area.*
  - *Internships are geared toward reinforcing career choices and tend to focus solely on student learning.*

- USU Supports all ‘experiential learning’, but Service-Learning gives faculty an opportunity to directly tie course learning objectives to community need.
<table>
<thead>
<tr>
<th>Students Benefit</th>
<th>Community Benefits</th>
<th>Faculty Benefit</th>
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<tbody>
<tr>
<td>- Provides opportunities for <strong>personal growth</strong> through leadership, problem</td>
<td>- Grows the organization’s <strong>volunteer pool</strong></td>
<td>- Changes role from expert on top to expert on tap – faculty enjoy a new,</td>
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<td>solving, and teamwork/</td>
<td>- <strong>Offers access</strong> to University resources</td>
<td><strong>deeper relationship</strong> with students</td>
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<td>- Developments <strong>professional/career skills</strong></td>
<td>- <strong>Develops</strong> well-educated, <strong>socially responsible</strong>, civically engaged community</td>
<td>- Raises faculty <strong>awareness of community issues</strong> that relate to their academic</td>
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<td>- Builds <strong>citizenship skills</strong>, exposure to diverse cultures &amp; values</td>
<td><strong>members</strong></td>
<td>areas of interest</td>
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<td>- Teaches <strong>critical and logical thinking</strong></td>
<td>- <strong>Injects new energy</strong>, enthusiasm, and perspective into the organization’s work</td>
<td>- Opportunities for professional <strong>recognition &amp; reward</strong></td>
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Service-Learning at USU

- Based in Reciprocity
  - Issues defined by community
  - Helps the greater good
- Service-projects are incorporated into course content (not just add on project)
  - Students are given a chance to gain professional skills (teamwork, communication, problem solving), while synthesizing course material
  - Service-Learning extends learning from the classroom into the community
Components of Service-Learning

1. Partnership with Community Agency
2. Service connected to Course Material/Learning Objectives
3. Reflection
4. Assessment and Tracking
Community Bridge Initiative (CBI) is USU’s partnership program

- Community Agencies (non profits, local gov’t) complete MOU with USU, identify needs, and propose potential projects
  - MOU’s essential as they outline roles/responsibilities
  - Also cover faculty from all liability!!
- CCESL has available a list of potential projects to match w/courses

- Service-Learning course can match with proposed projects, or build new partnerships with agencies

- Once matched work to complete scope of work to define project deliverables and goals
Connecting Service to Learning Objectives

- Key to Service-Learning is tying class learning objectives to work addressing community issue.

- Service activity should give students a chance to gain hands on experience around a topic, technical skill, or new knowledge
  - Education students could create curriculum for local k-12 schools or groups
  - Marketing class might help design PR/Marketing plan for non-profit
  - Research Design/Methods could put together survey to improve understanding of resident’s perception on local issue
  - Engineering course might work with agency to implement solar
Increasing Learning Through Reflection

- Reflection offers a chance for students to internalize learning, connect experience back to course concepts, and achieve deeper understanding.

- All Service-Learning courses should have a major reflective component that is central to the learning process.
  - Reflection helps students thoughtfully process and critically assess their community work.
  - Involves observation, asking questions, and making meaning out of your experiences. **What? So what? Now what?**
Reflection Examples

- Reflection can take different forms dependent on class:
  - Written Assignment
  - Journal
  - Class Discussion
  - Small Group Project
  - Service-Learning Portfolio
  - Art Work

- Reflection offers a chance to:
  - **Think** critically about experience
  - **Link** thought to action
  - **Improve** community services
  - **Explore** policies, laws, trends, and theories
  - **Challenge** your own attitudes, values, and beliefs
Assessment and Tracking

- Important for us to understand what is happening, so that we can track impact of University over time.
- Students are required to enter ‘service hours’ to track time they’ve spent serving community
- Assessments to be completed at end of the semester
  - Assess students to see if we are meeting learning objectives
  - Assess faculty to understand how SL is helping to teach subject material
  - Assess community to report successes/impacts
  - All assessments are used to improve SL program
Next Steps:

- Meet with Service-Learning Coordinator to review potential project fits for your course.
  - Or let us know if you have another idea! We will walk agency through MOU process for your protection
  - Meet with community partner to determine project details

- Complete Service-Learning Designation Form
  - Quick form application, which is reviewed by SL Faculty Advisory Committee.
  - Approved SL courses will receive the SL designation – appears on student transcripts and in Banner

- Consider Applying for SL Mini-Grants!
  - Range from $500 - $1000
  - Deadline: December 15 & May 15
Questions?

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