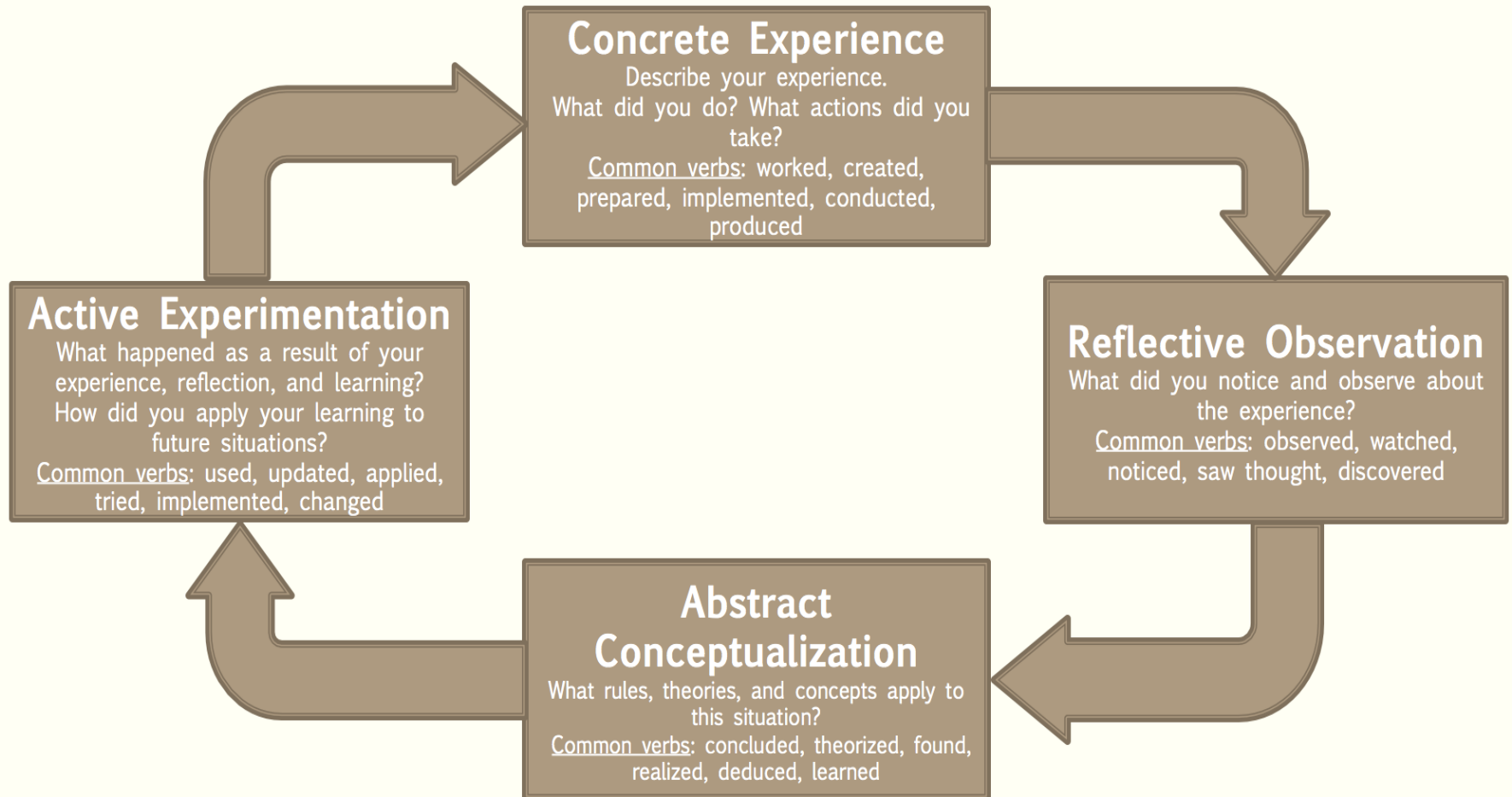# HU-Serves Workshop #1

October 6, 2017

Objectives

- Overview of principles of service learning
- Identify the seven elements of service learning
- Review definitions of service learning – create a definition for service learning at NMHU
- Review learning theories and discuss benefits
- Discuss curriculum changes overview

*Bring your syllabus to the next workshop

Kolb's Model of Experiential Learning
Basis for Service Learning Models

Concrete Experience
Describe your experience.
What did you do? What actions did you take?
Common verbs: worked, created, prepared, implemented, conducted, produced

Reflective Observation
What did you notice and observe about the experience?
Common verbs: observed, watched, noticed, saw thought, discovered

Abstract Conceptualization
What rules, theories, and concepts apply to this situation?
Common verbs: concluded, theorized, found, realized, deduced, learned

Active Experimentation
What happened as a result of your experience, reflection, and learning? How did you apply your learning to future situations?
Common verbs: used, updated, applied, tried, implemented, changed

Key Principles of Service Learning

- Integration of learning outcomes and service goals

- Academic outcomes are supplemented with civic learning goals

- Organized, structured process

Key Principles of Service Learning (cont.)

- Reciprocal collaboration: students, faculty, community members

- Structured reflection

- Duration and intensity sufficient to produce meaningful learning and service outcomes

Seven Elements of Service Learning

- Integrated Learning

- High Quality Service

- Collaboration

- Student Voice

- Civic Responsibility

- Reflection

- Evaluation

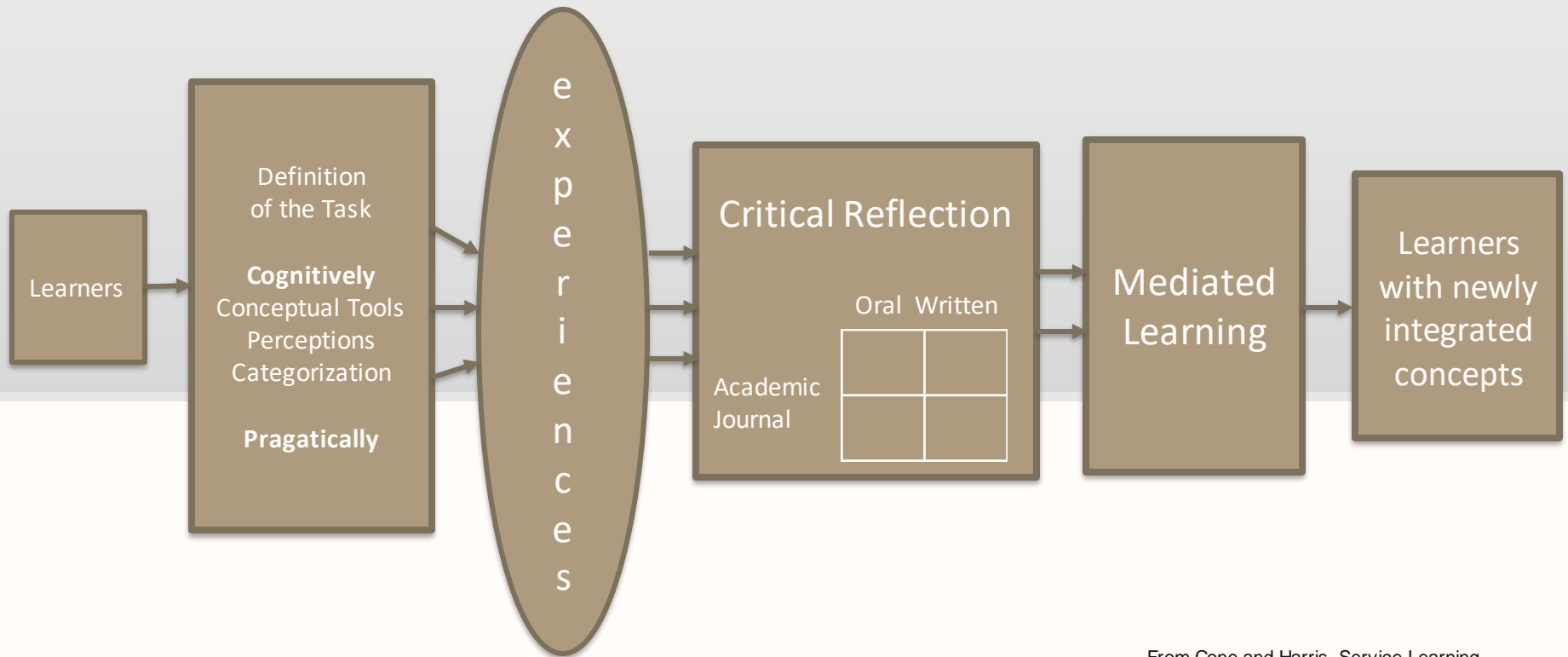# Definition of Service Learning

Learning Theory Models

- Discuss the case study on Cheryl on pg. 27 in "Toolkit"

- Six stage model of service learning

Model for Service Learning

Learners → Definition of the Task

Cognitively
Conceptual Tools
Perceptions
Categorization

Pragatically

→ experiences →

Critical Reflection

Oral   Written

Academic
Journal

→ Mediated Learning →

Learners with newly integrated concepts

From Cone and Harris, Service-Learning
Practice: Developing a Theoretical Framework,
Michigan Journal of Community Service
Learning, 3. 1996.

Benefits of Service Learning

- Positive effect on student development

- Reduces stereotypes and facilitates cultural and racial understanding

- Students gain a sense of social responsibility

- Commitment to service

TABLE 3
THIRTEEN POSTCOLLEGE OUTCOMES SHOWING SIGNIFICANT EFFECTS FROM SERVICE PARTICIPATION DURING THE UNDERGRADUATE YEARS

1994–95 Outcome Measures	Beta After Controlling for:		
	1985 Inputs	1989 Outcomes	Hours Spent Volunteering in 1994–1995
Behavioral:			
Highest degree earned	.05****	.04****	.04***
Attended graduate school	.03***	.02*	.02*
Donated money to alma mater	.03**	.02*	.01
Socialized with someone from a different racial/ethnic group	.06****	.03***	.03**
Hours spent volunteering in 1994–95	.15****	.13****	N/A
Values: Commitment to			
Helping other in difficulty	.09****	.04****	.03**
Participating in community action programs	.11****	.05****	.05****
Participating in environmental cleanup	.05****	.02*	.01
Promoting racial understanding	.08****	.03***	.02**
Developing a meaningful philosophy of life	.05****	.02*	.01
Attitude: Individuals can do little to change society	-.05****	-.02	-.01
Degree Aspirations	.06****	.04***	.03**
How well college prepared students for work	.04***	.03*	.02*

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**** p < .0001
 *** p < .001
  ** p < .01
   * p < .05
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From Asti, et al., Long Term Effects of Volunteerism During the Undergraduate Years, The Review of Higher Education, Vol. 22, No. 2. Winter 1999.

Curriculum Change

Creates a more inclusive teaching & learning experience

Course Content - reading & lectures inform the active work in the community

Professor – leads and learns, partners with community

Students – collaborative learning with each other, professor and community

Community – addresses unmet needs with students and professors

THANK YOU!