

# HU SERVES

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WORKSHOP 2 – SYLLABUS REVISION

# OBJECTIVES

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- Finalize definition / comment on previous week's reading 15 min
- Highlands faculty present current projects 25 min
  - Professors Lauren Addario, Sarah Corey-Rivas, Ann Wolf, Joe Zebrowski
- Tying service learning to your curriculum – six models 10 min
- Workshop - Determine a service learning project/component 50 min
  - Develop student learning objectives for the service component
  - Design a service-learning activity or project
  - Write at least 2 critical reflections questions that will demonstrate student learning and how they will be assessed as part of the course/ connect to course objectives
  - Tie to Highlands traits
- Reflection – creating questions and how to assess 10 min
- Wrap up and discuss next session's plan
- Sign Contracts

# DEFINITION

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- Service-learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth, and civic learning. Students render meaningful service in community settings that present them with experiences related to academic material. Through guided reflection, students – individually and in groups – examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service. Students, faculty, and community members all serve as co-educators, co-learners, co-servers, and co-generators of knowledge.

## \*STUDENT FRIENDLY VERSION TO BE CREATED BELOW:

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- Service-learning is an experiential opportunity to engage in applied learning in the community. Such experiences aid in connecting class concepts to practical applications in the public arena. Service-learning is a collaborative endeavor which benefits students and community organizations.

# SERVICE LEARNING PROJECTS AT HU

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- Dr. Lauren Addario
- Dr. Sarah Corey-Rivas
- Dr. Ann Wolf
- Joe Zebrowski

# MODELS FOR SERVICE LEARNING

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- Discipline-based
- Problem-based
- Other
  - “pure” service learning
  - Capstone
  - service internship

# TYPES OF REFLECTIVE LEARNING

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- Journals (p. 85)
- Experiential Research Paper
- Ethical Case Study
- Class presentation

# WORKSHOP YOUR SYLLABUS

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(more examples pp 111-115)

- Develop student learning objectives for the service component
- Design a service-learning activity or project
- Write at least 2 critical reflections questions that will demonstrate student learning and how they will be assessed as part of the course/ connect to course objectives
- Tie to Highlands traits



# BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION

## Level One

1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers.
2. Tends to focus on just one aspect of the situation.
3. Uses unsupported personal beliefs as frequently as "hard" evidence.
4. May acknowledge differences of perspective but does not discriminate effectively among them.

# BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION

## Level Two

1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context.
2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult.
3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them.
4. Perceives legitimate differences of viewpoint.
5. Demonstrates a beginning ability to interpret evidence.

# BRADLEY'S CRITERIA FOR ASSESSING LEVELS OF REFLECTION

## Level Three

1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context.
2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated.
3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice.
4. Makes appropriate judgments based on reasoning and evidence.
5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients' lives.

# WORKSHOP 3 – COMMUNITY PARTNERS

## NOV. 10<sup>TH</sup>

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- Bring syllabus to share final ideas
- Read 199-204 and 225-239
- Community partners' presentations
- Brainstorm potential partners
- How to develop an agreement
- How to assess the partnership