

SERVICE LEARNING

Workshop: September 22, 2017
 New Mexico Highlands University
 School of Education
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Our Workshop

How can Service Learning help our Students?
 Different Methods for offering Service Learning: Curriculum Design
 Cross-walking Service Learning and NMHU School of Education Traits



What to expect

<p>LOGISTICS</p> <ul style="list-style-type: none"> ▪ Workshop runs from 1:00 p.m. to 3:00 p.m. ▪ 3 sections, as per NMHU questions ▪ Final session ends with a Next Steps ▪ Poll Everywhere App <ul style="list-style-type: none"> ▪ Text this word: PAULASMITHA218 To this phone number 22333 	<p>INTERACTIONS</p> <ul style="list-style-type: none"> ▪ Ask Questions! ▪ Ground Rules? <ul style="list-style-type: none"> ▪ Diversity ▪ Leadership ▪ Culturally inclusive ▪ Authentic setting ▪ Professionalism ▪ Practice ▪ Reflective practitioner ▪ Knowledge
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Introductions



PART I: WHAT ARE THE BENEFITS OF SERVICE LEARNING FOR STUDENTS?

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Benefits of Service Learning for Students

<p>Direct</p> <ul style="list-style-type: none"> ▪ Engage community ▪ Different mechanisms for learning ▪ Hands-on ▪ Reflective ▪ Life skills ▪ Enhance resume 	<p>Indirect</p> <ul style="list-style-type: none"> ▪ NM HED State goals ▪ Link NMHU SoE to Workforce ▪ Retention Strategy
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Experiential Learning: The Research

American Association of Colleges & Universities:

"High Impact Practices"

"HIP "Institute"

Service Learning, Community-Based Learning

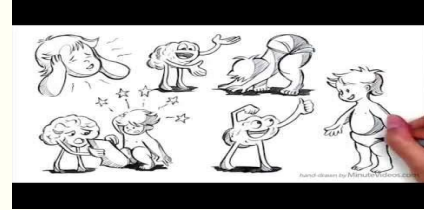
In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course.

The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community.

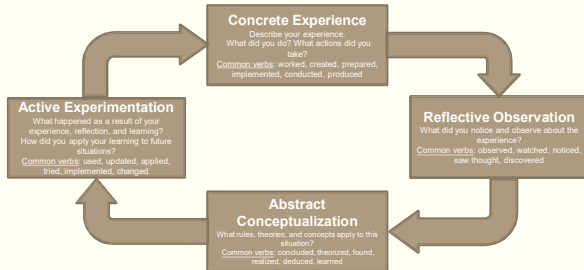
A key element in these programs is the opportunity students have to both apply what they are learning in real-world settings and reflect in a classroom setting on their service experiences.

These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life. (AACU.org)

Experiential Learning Theory Made Simple



Kolb's Model of Experiential Learning



Work Education Experience

Internship	Practicum	Work Study
Cooperative Education	Externships	Apprenticeships
Service Learning	Incubator Experience	Field Experience
Job Shadow	Clinical Experience	Volunteerism

Baseline Definition of Work Education Experience

An academic-based, temporary hands-on work-experience with an industry partner related to a student's field of study that complements classroom theory by putting theory into practice and allows students to reflect on their experience. (Furco)

73% of Employers believe:

"Requiring college students to complete a significant applied Learning project before graduation would improve the quality of their preparation for careers."

60% of Employers indicated:

"They would be more likely to consider a candidate for full-time employment if he/she had completed an internship."

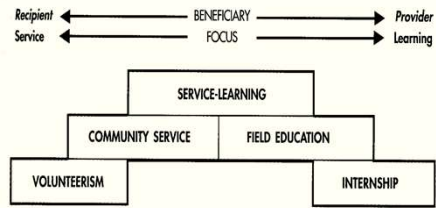
Source:
Hart Research Associates in conjunction with the American Association of Colleges and Universities, 2015

Starting Points: Basic Definitions of Service Learning

- Service Learning is an established type of experiential learning in higher education.
- Service Learning is a form of experiential learning and is designed to enhance and enrich student learning of course material. It directly engages the learner in the discipline, resulting in richer learning experience.
- Student Learning Outcomes for specific courses are met through engagement in active learning.
- Service Learning is "the combination of community service and classroom instruction, with a focus on critical, reflective thinking as well as personal and civic responsibility." (AACC).
- Students typically work with non-profit agencies, for credit.

Furco defines Service Learning (1996)

FIGURE 2: DISTINCTIONS AMONG SERVICE PROGRAMS



Who Benefits and What is the Focus of Service Learning

Primary Beneficiary:

- The Community

Primary Focus:

- Student Learning

Types of Service Learning

<p>Direct Student Learning Person-to-person, face-to-face service projects in which the student service directly impacts individuals who receive the service from the students. Examples include: Conducting advisement lessons for youth Giving presentations on violence and drug prevention Helping in a homeless shelter Creating site reviews for hospice patients</p>	<p>Indirect Student Learning Working on broad-based, environmental projects, or community development projects that have clear benefits to the community but not necessarily to individual people with whom the students are working. Examples include: Compiling a town history Restoring historic structures or building bikepaths Housing Restoring invasive plants and restoring ecosystems in preserve areas for public use</p>	<p>Research Based Student Learning Gathering and processing information on areas of interest and need - projects that first gather and report on information that is needed. Examples include: Writing a guide on available community services and translating it into Spanish and other languages of new residents Conducting longitudinal studies of local bodies of water; water testing for local residents Gathering information and creating brochures or videos for non-profit or government agencies</p>	<p>Advocacy Student Learning Educating others about topics of public interest - projects that aim to create awareness and action on some issue that impacts the community Planning and putting on public forums on topics of interest in the community Conducting public information campaigns on topics of interest or local needs</p>
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Student Learning Outcomes are the Key to Successful Service Learning

- We consider the Student Learning Outcomes, Program Competencies, and Objectives.
- SLOs are central to a success Service Learning curriculum and structure.
- SLOs should be a starting and ending point for the Service Learning Experience.
- Linking SLOs to course activities, and appropriately assessing the SLOs is the toughest part of the process for faculty (or it should be!)

SLO Charting

SLO	Activity Match to SLO	Assessment/Measure
SOC 1101 Apply the sociological imagination to illustrate how "personal troubles" relate to "public issues"	Forage Farmers, a Vet's organization	Reflective Essay, using C. Wright Mill's framework of the Sociological Imagination
PSY 2220 Stats	Run statistical analysis of different types of garbage in Mt. Recyclemore	Create tables and graphs to summarize central tendency and variability in given datasets
ENG 2219 Technical Writing	Evaluate manuals and know principles for creating a manual then, created their own manual on vermiculture	Final paper (manual) against regular grading rubric

Exercise

Mind Map:

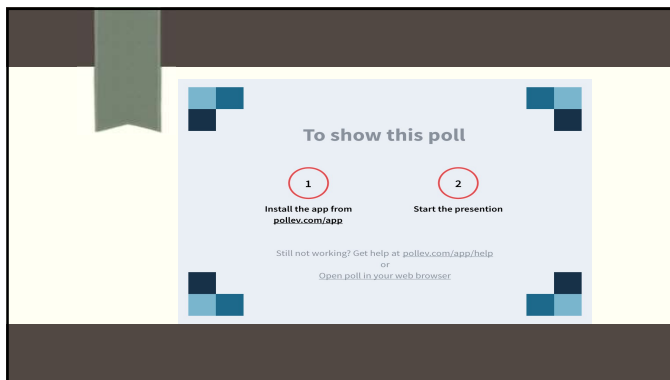
Think of one (1) student learning outcome or objective from one of the courses you teach.

- 1) Free write ideas (try for 3) of activities involving Service Learning in that class.
- 2) How would you ensure that your activity is aligned with the SLO?
- 3) How would you assess that the student met the SLO you identified?
- 4) How would you ensure that your assessment is valid?

Reflection: "Word Cloud" Exercise

Poll Everywhere App

- Text to 22333
- PAULASMITHHA218 to join
- Or use Poll Everywhere on you phone
- https://www.polleverywhere.com/free_text_polls/t2JfOK9zNzdPxxA



Self-Assessment

- 1) Do you think you can explain what Service Learning is to a colleague?
- 2) What about Service Learning is most confusing to you?

Brief Break?

- Instructor Lissa Knudsen uses the "experience" of Service Learning to provide material for her Public Speaking students' final speech. (Graded using standard rubric.)

PART II: SERVICE LEARNING COURSE COMPONENTS

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Different Ways to Offer Service Learning: Modes 1, 2, & 3

Service Learning MODE 1: Independent Credit - Integrated

Independent Credit - Integrated

Characteristics

- 1 Credit (Tuition Rate Applies)
- Embedded within an anchor course
- Not always career or degree related
- Always connected to SLOs of the anchor course
- Appears on Transcript
- 20-35 hours of service in one semester
- Elective
 - OR
- May be required for specific programs

Service Learning MODE 1: Independent Credit - Linked

Independent Credit - Linked

Linked to specific courses

*Identified by faculty curriculum experts.

Characteristics

- 1 credit
- 20-35 contact hours
- Included in Schedule as "Plus" or "lab"
- Embedded in degree
- Faculty/Department agreement on SLOs
 - Even shared assignments

Service Learning MODE 2: Embedded

Embedded

Course Requirement

Embedded in Curriculum

Characteristics

- 20-35 contact hours
- Not transparent in schedule
- Note in Catalog
- Explicit in Master Syllabi
- Faculty/Department agreement on SLOs
- Even shared assignments

Service Learning MODE 3: Unique Certificate

Unique Certificate

Not linked to any specific course

Characteristics

- No tuition
- 20-35 contact hours
- Harder to enforce for degree completion
- Separate process, database to hold records
- Must create unique artifact (certificate itself)
- Staff management of processes, including vetting organizations

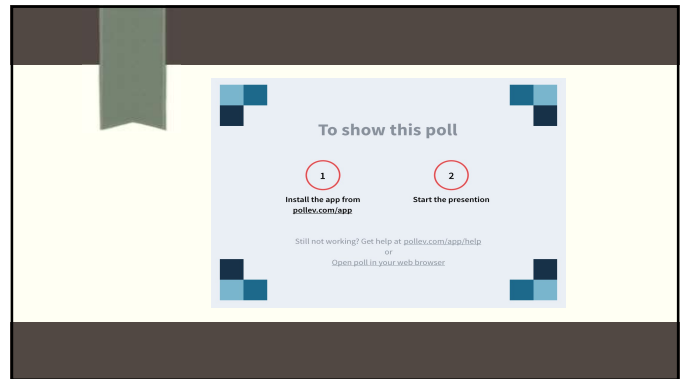
Overview

Mode 1: Independent	Mode 2: Embedded	Mode 3: Unique Certificate
Tuition	Tuition	No cost to student
Faculty Led & Managed	Dept. Led & Managed	Staff Support
Flexibility & Autonomy	Flexibility	Policy
Not easily tied to degree	Tied to degree	Not tied to degree
Easy to transcript	Transcripted, not transparent	Unique certificate
Faculty resources needed	Department Resources	No faculty burden, cost in staff
Faculty responsible for vetting agencies & record keeping	Department responsible for vetting agencies & record keeping	Staff maintain database, vet agencies

Reflection on Curriculum Design

Poll Everywhere App

- Text to 22333
- PAULSMITHHA218 to join
- https://www.pollerywhere.com/free_text_polls/t2JfOK9zNzdPxwA



Think Pair-Square Assessment

- 1) What are the strengths and weaknesses of each modality?

Break?

- Instructor Ying Xu had her Composition students participate in a slogan competition for an immigration advocacy group. The students wrote "pitches" for their respective slogans, and then created tee-shirts using the winning slogan.

PART III: NMHU TRAITS & ASSESSMENT OF SERVICE LEARNING

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New Mexico Highlands University, School of Education: Traits

Diversity
Leadership
Culturally inclusive
Authentic setting
Professionalism
Practice
Reflective practitioner
Knowledge



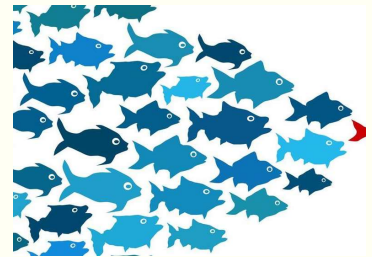
Diversity

Are we exposing students to diverse experiences, agencies, and populations? Think about how we create opportunities, share, and vet agencies.



Leadership

What type of "next steps" do we ask of students in their final reflection on Service Learning? How can we use Service Learning reflections to measure leadership?



Assessment Framework Example: Civic Minded Graduate Domains (Hatcher & Studer, 2015)

- **Knowledge:** *Volunteer opportunities and nonprofit organizations:* understanding of ways to contribute to society, particularly through voluntary service, and including knowledge of the nonprofit sector. *Academic knowledge and technical skills:* understanding of how knowledge and skills in at least one discipline are relevant to addressing issues in society. *Contemporary social issues:* understanding of current events and the complexity of issues in modern society locally, nationally, or globally.
- **Skills:** *Communication and listening:* ability to communicate (written and oral) with others, as well as listening to divergent points of view. *Diversity:* understanding the importance of, and the ability to work with, others from diverse backgrounds; also appreciation of and sensitivity to diversity in a pluralistic society. *Consensus building:* ability to work with others, including those with diverse opinions, and work across difference to come to an agreement or solve a problem
- **Dispositions:** *Valuing community engagement:* understanding the importance of serving others, and being actively involved in communities to address social issues. *Self-Efficacy:* having a desire to take personal action, with a realistic view that the action will produce the desired results. *Social trustee of knowledge:* feeling a sense of responsibility and commitment to use the knowledge gained in higher education to serve others.

Culturally Inclusive

Challenge:
Think broadly about Service Learning Experiences.
* Can we consider opportunities on our campus for Service Learning?
* How do we feel about Service Learning within students' own communities?



Authentic Setting

Service Learning meets this goal naturally.
We got this!



Professionalism

What are our rubrics for this in Service Learning?
Logging time
Punctuality
Engagement
Reflections
Student Code of Conduct



Practice

Thinking carefully about what activities are appropriate for our courses.

Alignment is key

"Shared 'site' for faculty exchange of ideas, information on sites, experiences.



Reflective Practitioner

Reflection is integral to Service Learning!

- Journal
- Interview
- Response Paper
- "What I would do differently" essay

*How did you meet the student learning outcome?

*What tasks did you do to meet this outcome?

*What is the impact of what you learned?

- How does your service learning experience relate to the learning objectives of the course?
- What did you observe?
- What did you learn?
- How has the experience affected you (how did you feel)?
- What has been particularly rewarding about your service?
- What would you change about your service learning agency site that would make it more meaningful for you or other service learning students?
- What have you learned about yourself?
- Has your service learning experience influenced your career choice in anyway?
- What have you learned about your community?
- What values, opinions, beliefs have changed?
- How has your willingness to help others changed?

Knowledge

Again, linking to Student Learning Outcomes of Course and Program.

"High Impact Practice" for learning.



One Example of a Program Level Assessment: Portfolio to Assess Service Learning

- Course(s) Information
- Learning Narrative Introduction
- Learning Narrative
 - Student Learning Outcomes (SLOs) = Section headers
- Documentation
 - Referenced in narrative
 - Can include: letter of verification from an expert or employer attesting to learning outcomes, PowerPoint presentations, work products (reports, spreadsheets, websites, strategic plans, etc.), audio or video recordings of the student performing specific tasks/skills
- Learning Narrative Conclusion



Assessment Plan: Considerations

By Course

- Repository: Where to keep data? IR?
- Shared space for reflection on SLOs
- Regular review cycle?
- Feedback loops from Chairs, Deans

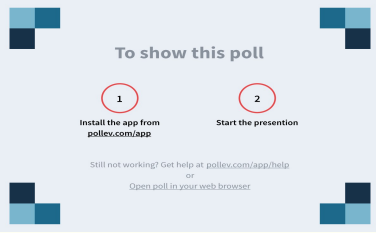
Per Program

- Repository
- Responsibility lies with Chair? Dean?
- Committee to evaluate and report
- Measurement of student experience?
 - Qualitative (surveys, interviews)
 - Quantitative (retention & grade data)

Exercise: 3 Minute Paper

What do you NOT want to happen with assessment of Service Learning?

- Text to 22333
- PAULASMITHHA218
- Type in your answer



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Open poll in your web browser

Decisions going Forward: Faculty Impact Framework

Curriculum choice (See Next Steps)
 Faculty Checklist: How to?
 Advocate or Liaison
 Vetting agencies, feedback
 Review process for feedback, quality control
 Form completion
 Record Retention
 Trouble-shooting
 Staff support
 Registration



Decisions going Forward: Student Impact Framework

Agency selection (degree of choice)
 Forms (logs)
 Fees
 Checklist for students: How to?
 Student Conduct & Student Protections



Next Steps for this Team: Service Learning Action Plan

- 1) Consensus point: Concise definitions of Work Education Experience?
- 2) Decision point: Which type of curricular offering Service Learning will be at NMHU SoE?
- 3) Decision point: Assessment methodology?
- 4) Decision point: Would we have a committee (or Chairs) to review projects against our Traits?
- 5) Consensus point: What are our feedback loops?

FINAL Q & A

What do we need to move forward?

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