

1-1-2013

A Pedagogy to Promote Civic Learning Presentation

Jesuit Universities Humanitarian Action Network (JUHAN)

Repository Citation

Jesuit Universities Humanitarian Action Network (JUHAN), "A Pedagogy to Promote Civic Learning Presentation" (2013). *Enduring Questions - Teaching Resources*. Paper 7.

<http://digitalcommons.fairfield.edu/enduringquestions-teachingresources/7>

This Conference Proceeding is brought to you for free and open access by the Phase II Toolkit at DigitalCommons@Fairfield. It has been accepted for inclusion in *Enduring Questions - Teaching Resources* by an authorized administrator of DigitalCommons@Fairfield. For more information, please contact digitalcommons@fairfield.edu.

Service Learning: A Pedagogy to Promote Civic Learning



Teagle Launch Meeting – August 2013
Fairfield University



What is Service Learning?

“Service-learning is a pedagogical approach that links academic study and community-based service so that each is strengthened and both are transformed.”

(Ehrlich, 1996)

Core Components of Service Learning

- Relevant and meaningful service
- Academic Learning
- Reflection
- Purposeful Civic Learning
- Evaluation and assessment



What Distinguishes Service Learning

OBJECTIVES→ ↓ PROGRAMS	Service to the Community	Specific Enhanced Academic Learning	Purposeful Civic Learning	Guided Critical Reflection
Independent Volunteering/ Community Service	YES	NO	NO	NO
Co-Curricular Service Learning	YES	MAYBE	MAYBE	MAYBE
Internships	MAYBE	YES	MAYBE	MAYBE
Professional Practica/ Pre-Service	MAYBE	YES	MAYBE	MAYBE
Academic Service Learning	YES	YES	YES	YES

Relevant and Meaningful Service

- **Course-objective based; relevant to the course**
- **Reciprocal relationships**
- **Sustainable**
- **Assets-based approach**
- **Service as a “text for the course” integrated throughout the semester**



Academic Learning

- **Clear learning objectives connecting service to the course material**
- **Course enhanced by the service experience**
- **Students as active learners**
- **Community partners as co-educators**

Reflection

- **Continuous**
- **Connected**
- **Challenging**
- **Contextualized**

The 4 C's (Reflection Guide)

Civic Learning

**“Knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation”
(Michigan Journal)**

Sample areas for civic learning:

- Academic
- Democratic citizenship
- Diversity
- Political
- Leadership
- Inter- and intra-personal
- Social responsibility

Assessment & Evaluation

- **Assessment foci**
 - student learning
 - faculty experience
 - Community partner relationship
 - community impact
- **Use feedback to make changes in the course**

Service Learning at Fairfield

- Office of Service Learning founded in 2006
- 35+ courses per year, 250+ students per semester
- SerL course designation
- Professional Development
 - Course development grants for faculty
 - Co-mentor group
- Service Learning Associates
- Community partnership development
- Community-Engaged Scholarship

Service Learning – the next generation

- Student Learning
 - Developmental arc, progressive civic learning outcomes from introductory to cumulative projects
- Community
 - Greater emphasis on understanding community outcomes
 - Working toward more democratic engagement with communities – from a transactional mode to a transformative mode
- Institutional culture and policies
 - Faculty support and rewards

Service Learning and JUHAN

- Tool to help students connect theory with practice
- Avenue to support and advance the development of global civic partnerships
- Work backwards from objectives to inform
 - Course design – for example, mandatory or optional
 - Community experience – direct service, organizational development, advocacy
- Intentionally integrate civic learning objectives

Resources Available through the Office of Service Learning

- Course Development Grants
- Partnership/ Community Knowledge
- Faculty network/ [sample syllabi](#)
- Professional development – SL Brown bags
- [Website](#): articles, resource links, etc.
- Course designation process
- 1:1
- Service Learning Associates (SLA)
- Logistical support

Resources & Bibliography

Reflection Resources:

http://www.servicelearning.org/instant_info/fact_sheets/he_facts/he_reflection/ (Learn and Serve America's National Service Learning Clearinghouse)

<http://www.compact.org/disciplines/reflection/> (Campus Compact)

http://www.uvm.edu/~dewey/reflection_manual/ (Facilitating Reflection: A Manual for Leaders and Educators)

Eyler and Giles (1996) Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections

Bibliography:

Astin, A. & Sax, L. (1998). How Undergraduates Are Affected by Service Participation. *Journal of College Student Development*, 39(3), 251-263.

Astin, A., Sax, L., & Avalos, J. (1999). Long-Term Effects of Volunteerism During the Undergraduate Years. *The Review of Higher Education*, 22.2, 187-202. Retrieved April 2, 2005, from Fairfield University Muse

Barber, B. and Battistoni, R., (1993). A Season of Service: Introducing Service Learning into the Liberal Arts Curriculum. *Political Science and Politics*, 26, 235-262.

Boss, J. (1994). The Effect of Community Service Work on the Moral Development of College Ethics Students. *Journal of Moral Education*, 23(2) 183-198.

Resources & Bibliography

Bringle, R. & Hatcher, J. (1996). Implementing Service Learning in Higher Education. *Journal of Higher Education*, 67(2), 221-239.

Dewey, John. (1916). *Democracy and Education*. Toronto, Ontario: Collier-Macmillan Canada, Ltd.

Campus Compact Profession Development Institute for Service Learning Professionals Conference Curriculum. Brown University, Providence, RI. July 24-29, 2006.

Cohen, J. & Kinsey, D. (1994) 'Doing Good' and Scholarship: A Service-Learning Study. *Journalism Educator*, Winter, 4-14.

Dewey, J. (1944). *Experience and Education*. New York: Touchstone.

Ehrlich, T. (1996). *Service-Learning in higher education, concepts and practices*. San Francisco, CA: Jossey-Bass Publishers.

Eyler, J. & Giles, D. (1999). *Where's the Learning in Service-Learning*. San Francisco: Jossey-Bass.

Eyler, J., Giles, D.E. Jr., and Schmiede, A. (1996). *A Practitioner's Guide to Reflection in Service-Learning: Student Voices and Reflections*. Nashville, TN: Vanderbilt University.

Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Continuum International Publishing Group, Inc.

Gelmon, S., Holland, B., Driscoll, A., Spring, A., Seanna, K. (2001) *Assessing Service-Learning and Civic Engagement: Principles and Techniques* Providence, RI: Campus Compact

Resources & Bibliography

Howard, J. (1998). Academic Service-Learning, A Counternormative Pedagogy. In Rhoads, R. & Howard, J. (Eds.), *Academic Service-Learning: A Pedagogy of Action and Reflection* (pp. 21-30). San Francisco: Jossey-Bass.

Howard, J. (2001). Service-Learning Course Design Workbook [special issue]. *Michigan Journal of Community Service Learning*.

Jacoby, B. (1996). Service-Learning in Today's Higher Education. In Jacoby, B. (Ed.) *Service-Learning in Higher Education: Concepts and Practices* (pp. 3-25). San Francisco: Jossey-Bass.

Kahne, J. and Westheimer, J. (1996). In the Service of What? The Politics of Service-Learning. *Phi Delta Kappan*, May, pp. 593-599.

Kendall, J. et. al. (1990). *Combining Service and Learning: A Resource Book for Community and Public Service*. Raleigh, North Carolina: National Society for Internships and Experiential Education.

Kolb, D.A. (1984). *Experiential Learning*. Englewood Cliffs, NJ: Prentice Hall.

Kraft, R. (1996). Service Learning: An Introduction to Its Theory, Practice, and Effects. *Education and Urban Society*, Vol. 28(2), 131-159.

Stanton, T., Giles, D., & Cruz, N. (1999). *Service-Learning: a movement's pioneers reflect on its origins, practice, and future*. San Francisco: Jossey-Bass.

See Also:

Campus Compact Web Site: www.compact.org