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A Pedagogy to Promote Civic Learning Presentation

Jesuit Universities Humanitarian Action Network (JUHAN)

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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)

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See Also:

Campus Compact Web Site: www.compact.org