A stylized, light blue illustration of a plant with several leaves and a cluster of small, round buds or flowers, positioned on the left side of the slide against a dark blue background.

# SERVICE- LEARNING: TEACHING, LEARNING AND MAKING A DIFFERENCE

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# Workshop Outcomes

- Define Service-Learning
- Describe its benefits to...  
Students, Faculty, Community and College
- Create a potential service component in your course and discuss next steps and opportunities
- Provide further resources and support







"Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities."

(Learn and Serve America National Service Learning Clearinghouse).



# Must be Connected to Learning Outcomes



[“Service-Learning at QCC”](#)



## What Service Learning Is Not...

- Offering community service opportunities to students without connecting the service back to the course curriculum and outcomes
- Sending students to for-profit organizations
- Having students fill in as “extra employees” at a non-profit

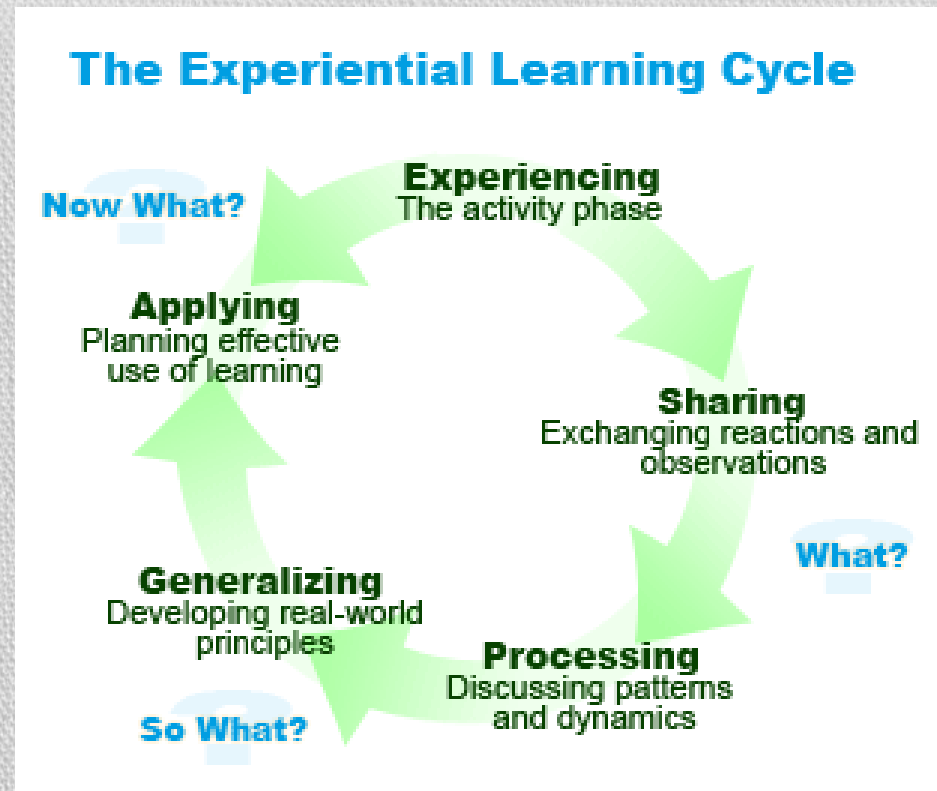


# Reflection

Reflection is the key to relating the service project to the academic course content.

## Critical Reflection –

- analyze
- consider implications
- draw conclusions
- push personal boundaries



*Model taken from the Corporation for National and Community Service, rooted in Eyler, Giles, Dewey, and Kolb.*



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# BENEFITS

What are the service-learning benefits to

Students?

Faculty?

Community/Agency?

College?



# Benefits to Students

- Enhance learning
- Connect theory to practice (academic content comes to life)
- Promote critical thinking
- Strengthens interpersonal and communication skills
- Explore majors & careers
- Foster civic responsibility
- Encourage life-long commitment to service
- Break down barriers/promote understanding
- Job offers, scholarships, self-esteem,....



# Benefits for Faculty

- **Enhanced student learning (more engaged students)**
- **Reinvigorated teaching**
- **Improved relationships with students**
- **Professional development**
- **Research/publishing opportunities**
- **Enhances Tenure/Promotion Dossier**
- **Making a difference**



# **Benefits to the Community**

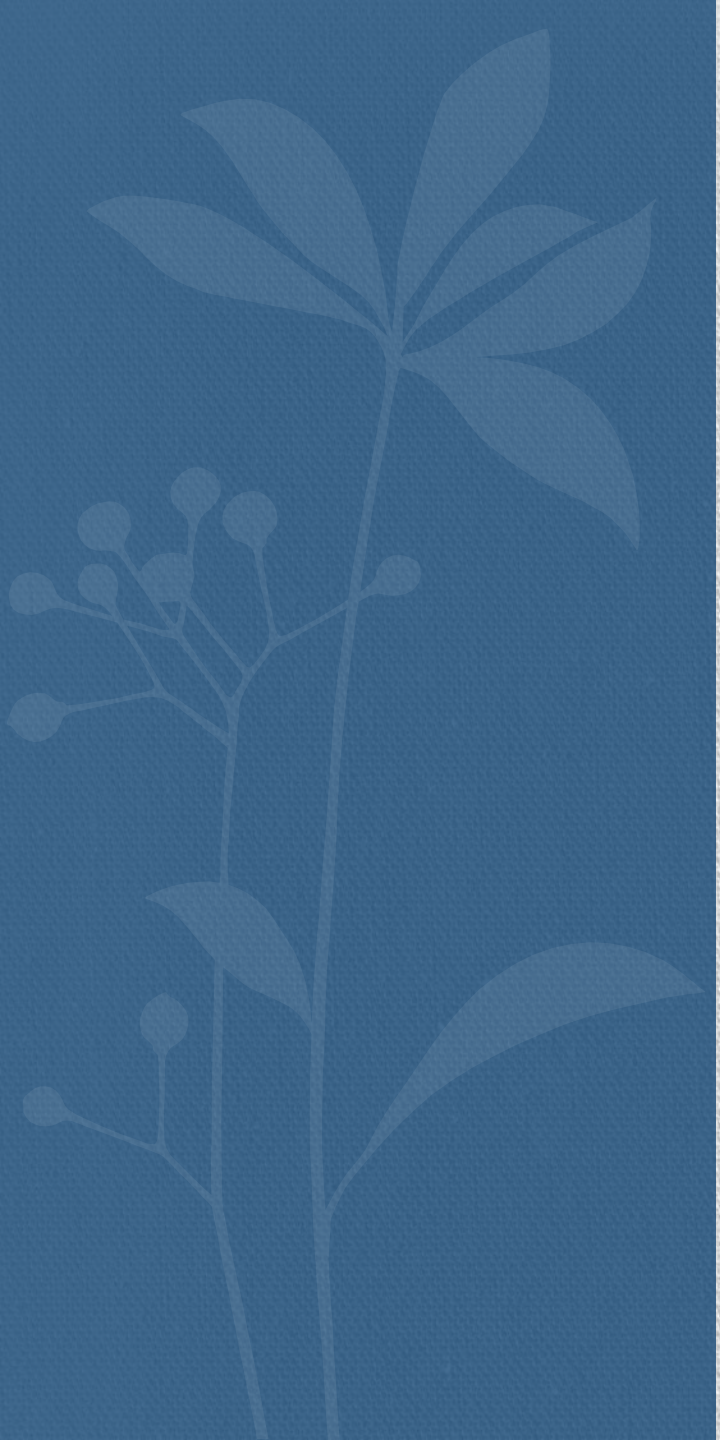
- **Infusion of people power to help**
- **Client/agency needs met**
- **More informed/involved citizenry**
- **New ideas and energy**
- **Potential New interns/employees**
- **Access to college resources**
- **Reinvigorate supervisors/staff**



# Benefits to the College

- **Fulfillment of Mission**
- **True partnership with tangible results**
- **Higher quality graduates**
- **Increased community support**
- **Public relations/publicity**
- **Improved learning**
- **Benefit all stakeholders**





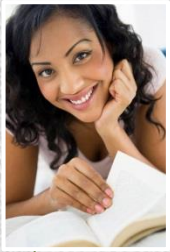
# WHAT DOES THE RESEARCH SAY?



# Why Service Learning Matters?

Celio, Durlak, & Dymnicki, 2011

Meta-Analysis of 62 Studies  
11,837 Students in Total



More positive attitudes  
toward self and school



Higher Civic  
Engagement



Better Social Skills



Higher Academic  
Achievement



# Service-Learning's “High Impact”

Astin, Vogelgesang, Ikeda, & Yee (2000): positive effects of adding service to learning:

- academic performance (GPA, writing skills, critical thinking)
- civic engagement
- plans to participate in service after college.



# Service-Learning's “High Impact”

Kuh (2008): high impact practices, including service-learning, facilitate student

- learning of academic content
- achievement of general education objectives
- retention
- most striking for the historically underserved, students with lower incomes and lower academic scores.



# Impact on the Community College Student

Prentice & Robinson (2010): service-learning is a predictor of increased student

- career and teamwork
- civic responsibility
- academic development
- educational success





## FORMS & EXAMPLES OF SERVICE LEARNING





# What Will Service Learning Look Like at MCC? (Required or Extra Credit)

- **Direct Service:** Performs hours of service (minimum of ten with the option for more) at Community Partner Site
- **Indirect Service:** Projects/Community-based Action Research completed in class or as homework to support Community Partner's needs



# Service-Learning Examples

- **Marketing** students create and implement a marketing plan for a non-profit or create marketing materials for non-profit
- **Accounting** students help low-income residents with tax returns, creating budgets etc.
- **Business** students study minority entrepreneurs, create a publication and coloring book, and present to low-income school children
- **History** students complete oral histories with senior citizens, create booklet, and hold event to celebrate the participants



## Service-Learning Examples (cont.)

- **English** composition students help non-profit write manuals/brochures; organize writing contest on civic responsibility for high school students; chose an issue, serve, and do all their writing about that issue and their service...
- **Community Health** - students could come up with ideas to advocate healthy eating habits for adolescents and find ways to implement them.
- **Environmental Science** students teach school children lessons about protecting the environment.
- **Intro to Computers** students help teach at a local technology center



# Pilot Classes

## Spring 2017

- SOC131 Contemporary Social Problems
- ENG121 Introduction to Composition

## Fall 2017

- SOC131 Contemporary Social Problems
- ENG121 Introduction to Composition
- ENG096 Integrated Reading and Writing



# Brainstorming

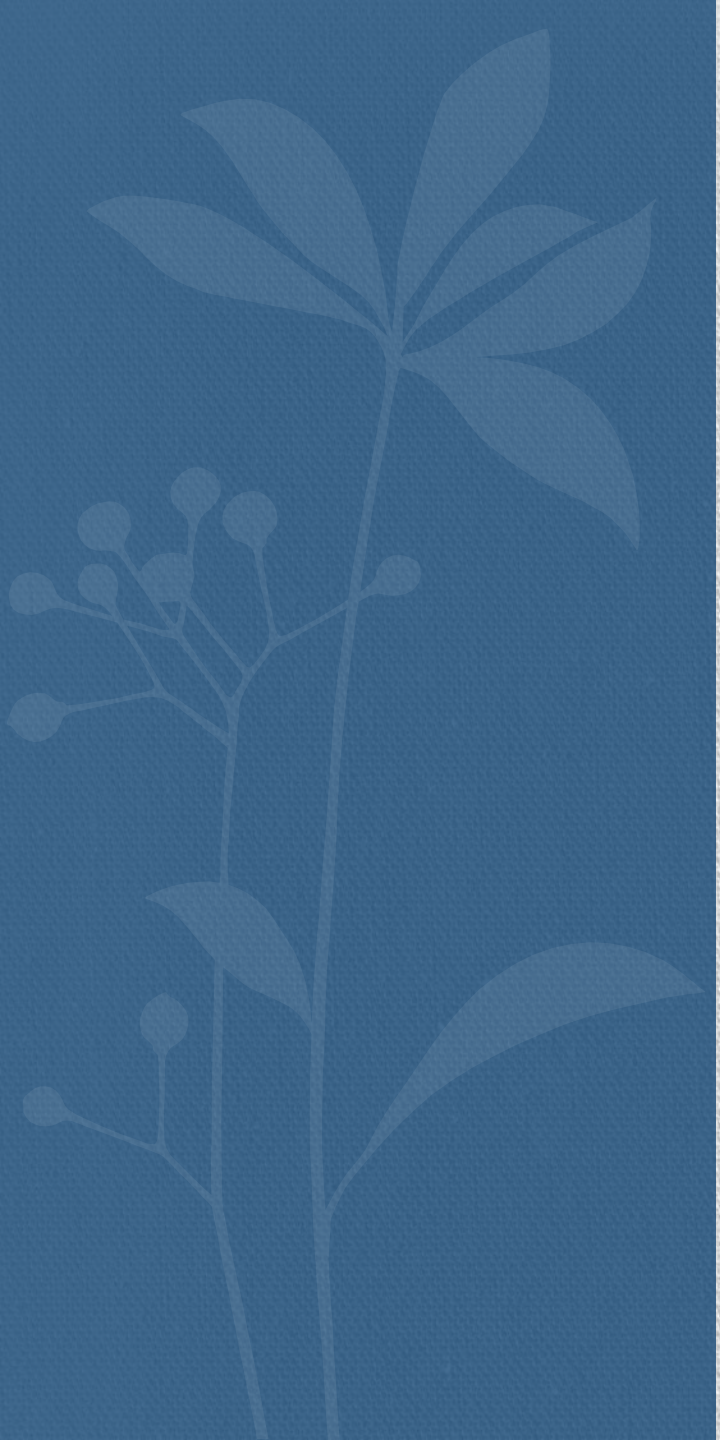
## Steps In Developing a Service Learning Project

1. Course
2. Project
3. Identifying Community Partner
4. Reflection

Linking it Back to Learning Outcomes







# RESOURCES



# Supports on Campus

## -Arianna Illa, Coordinator of Experiential Learning and Civic Engagement

### Service Learning

- Developing community partnerships and placement opportunities for students
- Creating forms, handbooks and workshops to guide students and partners
- Running Reflections

### Other Responsibilities – Democracy House, Internships and Cooperative Education

## -Jenn Altman and Alex Fields, Faculty Service Learning Coordinators

- Provide curricular ideas and support on integrating service into your classes
- Support and Advise Coordinator
- Provide trainings
- Chair advisory board





Questions?



Toolkits or handbooks that other colleges and universities have put together for their faculty, students, and community partners?

- [Service Learning Curriculum Development Resource Guide for Faculty](#), California State University, Long Beach
- [Faculty Guide to Service-Learning](#), Miami-Dade Community College
- [Community-Based Learning Toolkit for Faculty and Staff](#), Weber State University
- [Service-Learning Community Partner Workshop](#), Miami Dade College



# Additional Resources

- Campus Compact  
<http://www.compact.org/>
- AACC Service Learning Clearinghouse,  
<http://www.aacc.nche.edu/Resources/aaccprograms/horizons/Pages/default.aspx>
- Campus Outreach Opportunity League (COOL)  
<http://learningtogive.org/papers/paper181.html>
- Corporation for National Service, <http://www.cns.gov>
- National Service-Learning Cooperative Clearinghouse  
<http://www.nicsl.coled.umn.edu>
- The Service Learning Files, <http://csf.colorado.edu/sl>
- Community College National Center for Community Engagement  
<http://www.mc.maricopa.edu/other/engagement/>
- National Service-Learning Exchange  
<http://www.nslexchange.org/>