Service Learning and Your Learning Community

Learning Community Institute Session
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Overview
- Why do service-learning?
  - Definition, key components, benefits
- Examples of service-learning, within
  - Kinesiology
  - Food Science and Human Nutrition
- Resources
  - Books, websites, organizations, conferences

Service Learning Defined
“A method under which students learn and develop through thoughtfully organized service that:
- is conducted in and meets the needs of a community and is coordinated with an institution of higher education, and with the community;
- helps foster civic responsibility, is integrated into and enhances the academic curriculum of the students enrolled;
- and includes structured time for students to reflect on the service experience.”
The National and Community Services Trust Act of 1993 definition.

The 3 Parts to Service Learning
1- Preparation
  - Deciding what skills are to be learned, and planning projects that enhance learning and ensure that work is completed
2- Action
  - Students participating in service learning projects
3- Reflection
  - Students analyzing and identifying lessons learned from the experience

Benefits of Service Learning
- Increased learning and motivation
- A deeper understanding of the subject and of the complexity of social issues
- An increased ability to apply course content to real-life
- Closer relationships to peers and faculty
- Increased leadership skills
- Increased tolerance of diversity
- Greater self-knowledge

Examples of Service Learning:
Kinesiology (KIN) 254 course
First Service-Learning Assignment:
- Write a reflection paper that describes your previous volunteer efforts and what you learned from them. We want to better understand your past experiences so we can help you build toward your future careers.
- Using the descriptions in the class handout from Chapter 1 and our discussion in class, describe the activities you have participated in and how you would categorize them: volunteering, community-service, or service-learning. Tell a brief story of each type of project or activity you were engaged in and the role you played.
Examples of Service Learning: Kinesiology (KIN) 254 course

- When talking about your role in the projects, give some indication as to time commitment, whether you were in charge of certain aspects of the projects, organized other group members, etc.
- What did you learn from being involved in these activities and why did you participate? This might include what you learned about yourself (emotions, values or skills) what you learned about others (their problems, expectations or abilities) or issues facing the larger society.
- In order to be prepared for your future career, what are some skills that you need to acquire or sharpen and what kind of experiences would help you practice those skills?

Examples of Service Learning: Kinesiology (KIN) 257

Examples of Service Learning: Kinesiology (KIN) 254 course

2. What did you learn from being involved in these activities and why did you participate? This might include what you learned about yourself (emotions, values or skills) what you learned about others (their problems, expectations or abilities) or issues facing the larger society.

3. In order to be prepared for your future career, what are some skills that you need to acquire or sharpen and what kind of experiences would help you practice those skills?

Examples of Service Learning: Kinesiology (KIN) 254 course

- Blood pressure training
- Beloit recreation activities
- Blood drive

Story County Volunteer Center options
- Mary Greeley Medical Center
- Parks and recreation
- Health care opportunities

Reflection Questions for Chapter 3

Reflect on your strengths and weaknesses in these important transferrable skills. Consider how service learning could contribute to building these skills.

- Does the concept of being an “intentional learner” change your view about the role of college in preparing you for your career?
- Do you think you are already an “intentional learner”? If so, provide an example. If not, comment on how you might try to become one.

Course Focusing on Service Learning: Kinesiology (KIN) 257

Examples of class discussions and companion book:

Overview
- What are transferrable skills?
  - Lifelong learning skills
  - Decision making and critical thinking skills
  - Interpersonal skills
  - Communication skills

Service learning involves:
- ...some problems
- ...more contexts
- ...someone to people who possess experience and experiences not found in school.
### Course Focusing on Service Learning: Kinesiology (KIN) 257

#### Becoming an Intentional Learner
- Seeing (and finding) connections among seemingly disparate types of information
- Applying skills learned in one situation to problems encountered in another
- Recognizing connections and applications to life

Service learning provides opportunities for you to become an intentional learner and helps to develop transferable skills.

### Examples of Service Learning: Food Science and Human Nutrition

1. **Preparation for more in-depth discussions**
   - Nickel and Dimed required readings, small group discussions during FSHN 110 class
   - Waging a Living film during FSHN 110 class

2. **Action**
   - Collaboration with Horticulture LC for Apple Gleaning project in late fall (picked, bagged, and delivered apples to food assistance programs)

3. **Reflection**
   - Guided questions for in-class small group discussions and individual written reflections
   - Plus-Delta reflection immediately following apple bagging
   - Written paper submitted for FSHN 110 class

### Reflection Examples
- Small group discussions related to Nickel and Dimed
  - What suggestions would you provide for a family to continue to select healthy food choices on a limited budget?
  - What food assistance programs are you familiar with and how do they assist people who are food insecure?
  - How can unhealthy eating and inadequate intake of quality food affect performance and abilities of adult workers as well as their children?

- Individual reactions to the film
  - Describe a time when you assessed a situation from another person’s perspective.
  - While watching the Waging a Living film, I was surprised by...

### Written paper focused on responses to the following questions:
- After reading Nickel and Dimed, what are your thoughts about complaints of the working poor that they can’t make ends meet on minimum wage?
- If proper nutrition is so important for individuals to be well-functioning members of society, what can society do to guarantee its citizens proper nutrition?
- As a future professional, why would it be important for you to be engaged in political discussions related to social issues?
Guidelines for a well-written paper:
- Make clear and concise connections to the reading; incorporate current issues related to poverty and the poor
- Write in-depth thoughts; address multiples aspects of a multi-part issue; consider alternate points of view
- Make connections with your own experiences; recognize implications for yourself
- Evaluate the usefulness for yourself and society, and provide support for your evaluations
- Demonstrate understanding of real-world problems; indicate consequences of choices and decisions

Examples of Service Learning:
Food Science and Human Nutrition

1. Preparation (spring)
   - Students identify a group service learning project
   - Peer mentors organize and facilitate planning committees

2. Action
   - Students prepared and served a soup supper to raise awareness and donations for an organization

3. Reflection
   - Plus-Delta reflection immediately following the event
   - Written reflection paper submitted for FSHN 167 class

Examples of Service Learning:
Food Science and Human Nutrition

Reflection Example (FSHN 167)

- What did I hope to learn from the experience I chose?
  - Relate the experience to your assumptions about hunger, malnutrition, nutrition in general, and to your action plans for developing habits of thinking.

- What I did during my service learning experience:
  - What did I learn from this experience; how did this relate to my learning goals for my habits of thinking?
  - How did this experience relate to my mind map of human nutrition?
  - How did this experience affect my empathy for others and their nutritional circumstances?

E-Portfolios
http://www.celt.iastate.edu/lt/eportfolio.html

E-Portfolios – Student View

Resources - Books

Service-Learning and Learning Communities: Tools for Integration and Assessment
- By Karen K. Oates and Lynn H. Leavitt (Portfolio Rubric)

Service-Learning Companion
- By Dawn Duncan and Joan Kopperud

Learning Through Serving: A Student Guidebook for Service-Learning Across the Disciplines
- By Christine M. Cress, Peter J. Collier, Vicki L. Reitenauer and Associates
Resources - Websites

Connect with organizations that already have volunteer opportunities available:

- Mary Greeley Medical Center
  - http://www.mgmc.org/
- Food At First
  - http://foodatfirst.com/
- ISU Pre-Physical Therapy Club
  - http://www.stuorg.iastate.edu/preptclub/

Resources - Websites

Story County Volunteer Center
http://www.vcstory.org/

Resources - Websites

Student Activities Center http://www.sac.iastate.edu/

Resources - Websites

CELT Service Learning
http://www.celt.iastate.edu/ServiceLearning/resources.htm

Resources - Websites

Student Organizations
http://sodb.stuorg.iastate.edu/

Resources - Conferences

July conference:
Community – Campus Partnerships for Health (CCPH)
See website for more info,
  - http://depts.washington.edu/ccph/servicelearning.html

Fall conference:
14th Annual National LC Conference
“Student Engagement for Social Change”
Nov. 12-14, 2009 in Marietta, Georgia
See ISU LC website for more info.