Energize Your Course with Service-Learning

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Service-Learning at OCCC

- How can faculty members add a new dimension to courses?
- Incorporating service-learning as a component of your course is an easy yet extremely powerful way to improve learning outcomes.
- Service-learning can be incorporated into any course in any discipline. The Student Life Service-Learning Center offers program elements, tools for reflection, and methods for incorporating Service learning into your courses.

Session Objectives

- Understand the basic tenets of service-learning
- Distinguish between service-learning and volunteering
- Understand how the Student Life Service-Learning Center can provide faculty with support and tools for inclusion of service-learning as a teaching and learning tool in their courses
- Be encouraged to look for opportunities to include service-learning in OCCC courses

What is Service-Learning?

"Service-learning means 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."

- AAHE Position Statement

Volunteerism or Service-Learning

- Volunteerism
  - No Reciprocity
  - Little intentional learning
  - No Reflection
- Service-Learning
  - Reciprocity with agencies
  - Intentional design to facilitate learning
  - Reflection

Benefits of True Service-Learning

- Enhance learning
- Connect theory to practice
- Promote critical thinking
- Foster civic responsibility
- Encourage life-long commitment to service
- Enhance employability
- Break down barriers/promote understanding
OCCC Campus Climate

- 62% of students have not participated in a service opportunity during college
- 32% indicated that the inclusion of service would affect their decision to enroll in a course
- 58% indicated that service was equally as educational as time spent in the classroom
- Students are, on average, very interested, in future service opportunities

Student Life Service-Learning Center

- The Student Life Service-Learning Center is designed to be a campus resource offering a number of options for both student and faculty participation in service-learning
- Our mission is to promote, advise, and support the inclusion of service-learning as a teaching and learning tool at Oklahoma City Community College.

How does service-learning work?

- The Student Life Service-Learning Center works to support the inclusion of Service-Learning in courses at OCCC by making the process as easy as possible for faculty.
- Faculty are responsible for the learning component of service-learning.
- Service-Learning Center is responsible for the management and support of service-learning.

As a faculty member, what am I responsible for with service-learning?

- The Center’s programs are designed to be flexible and allow faculty to choose which elements and to what degree service-learning is appropriate for their courses.
- Faculty members are responsible for:
  - Choosing appropriate academically based service-learning opportunities for students
  - Choosing approved agencies, or suggesting new agencies for approval
  - Providing students with opportunities for reflection
  - Giving credit for learning associated with service
  - Distributing appropriate materials to students
  - Completing brief reports to the Service-Learning Center

What are the Service-Learning Center’s responsibilities?

- Act as chief campus contact for students, faculty, and interested community partners.
- Assist with syllabus and learning outcome development
- Provide forms and paperwork for service-learning:
  - Liability release forms
  - Student expectations and guidelines
  - Student timesheets
  - Faculty instructions & suggestions for reflection
  - Designating partner agencies that match learning objectives
  - Serving as liaison to partner agencies
  - Maintaining records on service-learning activities

What are students’ responsibilities?

- In general, students complete their service-learning activities just as they would complete any other assignment.
- Students are responsible for:
  - Arranging service with designated partner agency
  - Providing faculty with proof of service
  - Completing reflection assignments as outlined by faculty
  - Completing student service-learning evaluation
Faculty Examples: Nursing Courses

- **Learning Objectives:**
  - Provide opportunities for enhanced awareness of community needs, problems, and interventions.
  - Increase appreciation of potential roles for nurses in the community and society.
  - Incorporate (appreciate) certain inherent values of nursing, including integrity, empathy, self-motivation, self-confidence, teamwork and diplomacy, respect, and client advocacy.
  - Assume responsibility and accountability for providing quality care with indirect supervision by faculty and direct supervision by others in a community setting.

- **Course Requirements:**
  - After completing required service (8 hours total) the student will complete a 2-page APA typed evaluation paper.
  - Describe how the service-learning project enhanced your personal awareness of community needs, problems, and interventions. Specifically describe what needs and/or problems you identified and the effectiveness of the interventions which you observed. Identify any alternative interventions you believe might be effective.
  - Describe the nursing roles that you identified in the project. These should include actual and potential roles which did/might address the community needs or problems.
  - Select two values/affective qualities of nursing and describe how your appreciation of each was enhanced by the experience.

Community Outcomes

- Total students: more than 1,200 annually
- Hours completed: more than 13,000 to date
- Community impact: $250,000 (at $19.51 per hour)
- Agencies served: 78 and counting

What We Know

The service increased my awareness of the larger community.

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What We Know

The service helped me reflect on my life and goals.

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<th>Year</th>
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<tbody>
<tr>
<td>2005</td>
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What We Know

The service helped me decide on career and life goals.

What We Know

The service has increased my interest in doing further service.

What We Know

I would recommend this activity to my friends.

What We Know

My experience with the community agency was positive.

What We Know

My experience with the Service-Learning program has been positive.

How do I get started?

1. Complete the course development worksheet and faculty interest form. Integrate service-learning into course plans.
2. Discuss your course objectives with the service-learning staff. Let us know if you already use service-learning and/or what we can do to support your work with service-learning.
3. Distribute forms and information to students. Schedule a service-learning orientation for your class if desired.
4. Prepare students for their service-learning experience. Consider pre-reflection opportunities to enhance learning.
Ideas & More

- http://www.compact.org/syllabi/
- http://www.servicelearning.org
- http://www.aacc.nche.edu
  (select "Horizons Service Learning" from the "AACC Projects & Partnerships" drop-down menu on the left)
- http://www.independentsector.org
- http://www.occc.edu/volunteer

Questions?

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