

OCCC Student Life Service-Learning Center
Engaging Students, Enhancing Learning, Changing Lives


Energize Your Course with Service-Learning

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Spring 2009



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.



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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




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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



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Volunteerism or Service-Learning


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



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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



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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 Service Survey, Conducted January 2005



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.



Faculty Examples: Nursing Courses

- Course Requirements:

After completing required service (8 hours total) the student will complete a 2 page APA typewritten 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.



Faculty Examples: Leadership

- Humanities 2163, Largent
- Learning Objectives:
 - Explore the concept of servant leadership vs. power/ego-centric leadership.
- Course Requirements:
 - You are to complete 10 hours of service at an agency provided in class and write a brief essay which may include the following elements:
 - Where you did your service, dates of service and a brief description of the agency.
 - A description of what you did.
 - Choose one or two "stand out" moments or learning experiences you had while at the agency.



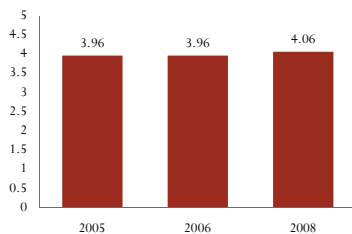
Community Outcomes

- 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



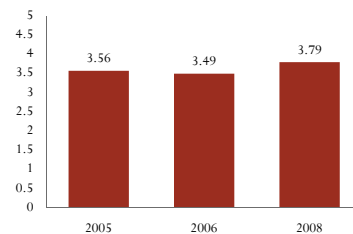
What We Know

The service increased my awareness of the larger community.



What We Know

The service helped me reflect on my life and goals.



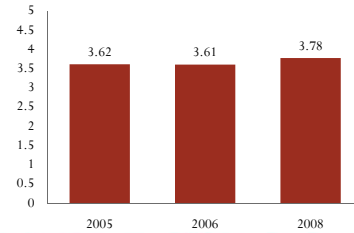
What We Know

The service helped me decide on career and life goals.



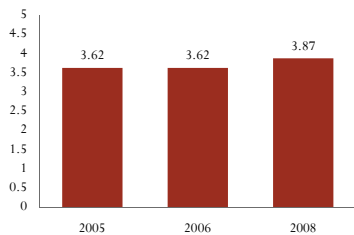
What We Know

The service has increased my interest in doing further service.



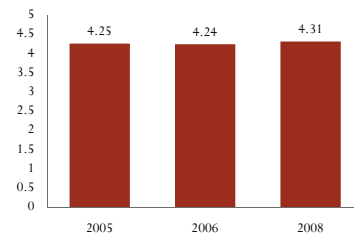
What We Know

I would recommend this activity to my friends.



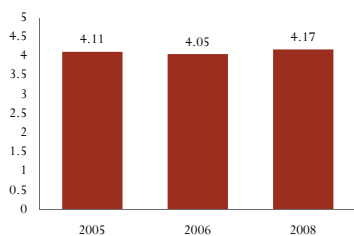
What We Know

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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