

GETTING STARTED WITH COMMUNITY-ENGAGED TEACHING



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Office of
Service-
Learning

The Ohio State
University

OHIO STATE'S COMMITMENT TO SERVICE



“The university’s engagement with the community – extending our knowledge and scholarship to improve lives and society – is really the heart of our founding purpose as a land-grant university.”

– Michael V. Drake

OHIO STATE'S COMMITMENT TO SERVICE

Ohio State's mission/vision statement highlights our commitment to service:

The University is dedicated to:

- *Creating and discovering knowledge to **improve the well-being of our state, regional, national and global communities**; ...*
- *Preparing a diverse student body to be leaders and **engaged citizens**;*
- *Fostering a **culture of engagement and service**.*

WHAT IS SERVICE-LEARNING?



“... 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.”

Seifer & Connors, National Service-Learning Clearinghouse, 2007

WHAT IS SERVICE-LEARNING?

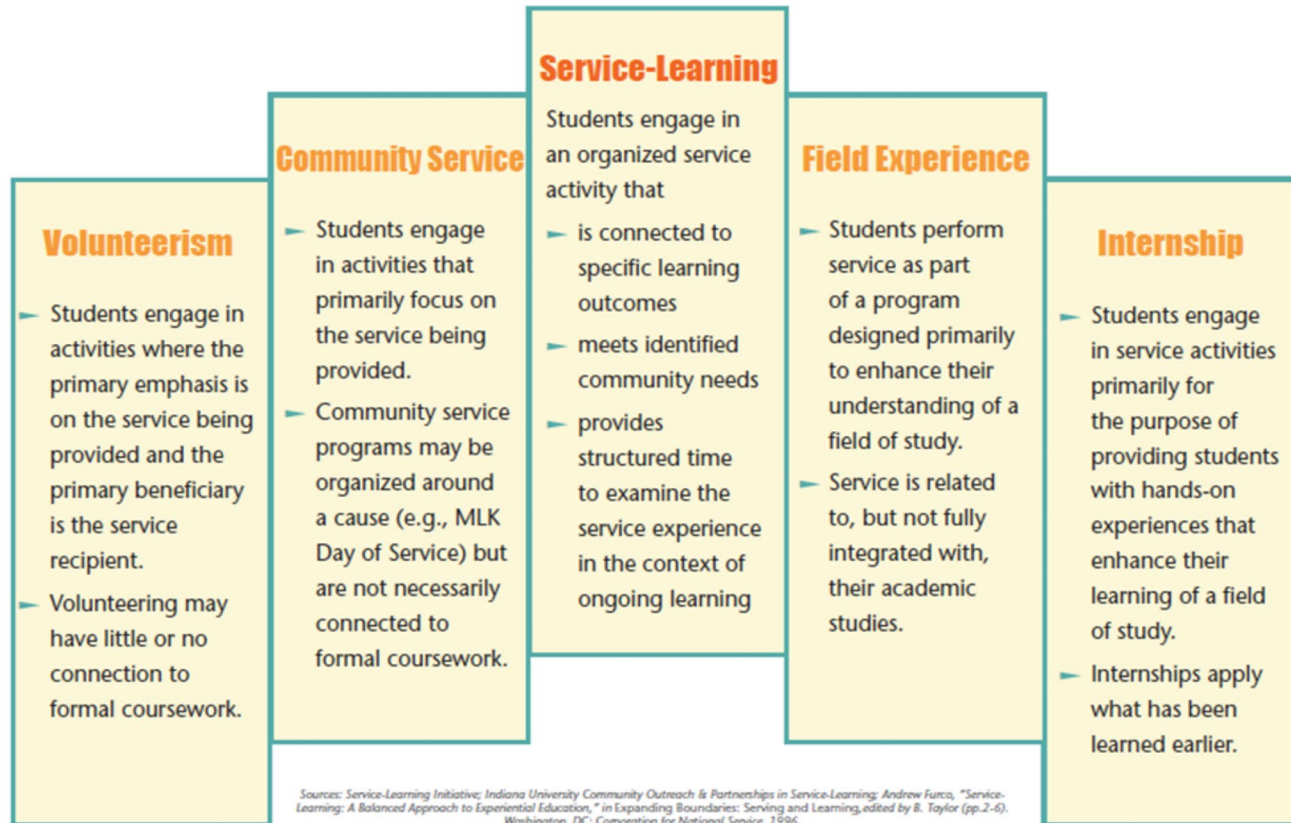


“...a form of experiential education where learning occurs through a cycle of action and reflection as students. . . seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development.”

- Eyler and Giles

THE EXPERIENTIAL EDUCATION CONTINUUM

What's the Difference? Continuum of Experiential Education



Sources: Service-Learning Initiative; Indiana University Community Outreach & Partnerships in Service-Learning; Andrew Furco, "Service-Learning: A Balanced Approach to Experiential Education," in *Expanding Boundaries: Serving and Learning*, edited by B. Taylor (pp.2-6). Washington, DC: Corporation for National Service, 1996.

WHAT DOES SERVICE-LEARNING DO FOR STUDENTS?

Service-learning is recognized as a high impact practice. It offers many benefits, including:

- Creates close interaction between faculty and students
 - Helps students see practical applications and impact of your topics
 - Engages students cognitively, behaviorally, emotionally, and socially
 - Improves student academic outcomes and student motivation
 - Helps build resiliency in students
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- **How do you want your students to be different after taking your course?**

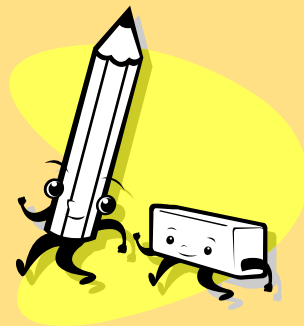
WHY DO FACULTY MEMBERS CREATE SERVICE-LEARNING COURSES?

Service-learning offers many benefits, including:

- Improves student academic outcomes and student motivation
 - Attract driven students who seek out service-learning courses
 - Connect to your passion while improving town-gown relations
 - Publish in new ways via service-learning and community-engaged research and diversify your CV
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- **Why are you interested in service-learning?
Thinking about the ‘why’ will help frame your broad course goals.**

WRITE AND DISCUSS

What's your idea for a service-learning course?



THE 6 R'S OF SERVICE-LEARNING:

- Reciprocity and Relationship-building
- Relevant and Responsive Service
- Rigorous Learning
- Reflection
- Risk and Reality
- Recognition and Celebration

RECIPROCITY AND RELATIONSHIP-BUILDING

- A good service-learning partnership is **mutually beneficial**
- An organization willing to host a service project
- Typically, but not always, non-profit agencies
- **True partnership takes time!**



Goal: Develop safe, trustworthy, collaborative, power-sharing, sustainable learning communities

Why do community partners participate?

In a series of interviews with 67 community agencies that host service-learners, the following answers were provided:

- To provide students with an educational opportunity
- To help students gain empathy and “put a face” on community problems
- They want students to understand community organizations and the non-profit field
- They hope that service-learning students will eventually become non-profit leaders or advocates for community solutions
- To help students develop career skills while also doing good work on behalf of their agency

Stoecker and Tyron, Unheard Voices (2009)

RELEVANT AND RESPONSIVE SERVICE

The service activity your students engage in can take many forms.

- **Research-based**
 - Examples: Oral history projects, Needs assessments, Organizational analysis
- **One-on-one interaction**
 - Pairing students with individuals from agencies for conversation, mentoring, and shadowing activities
- **Project-based**
 - Examples: Community garden development, Homeless shelter mural
- **Resource development**
 - Examples: Curriculum creation, Website development, Brochure design
- **Direct service**
 - Students assigned specific, daily tasks by on-site supervisors
- **Teaching others**
 - Examples: Tutoring, Music lessons, In-class workshops

Service Styles

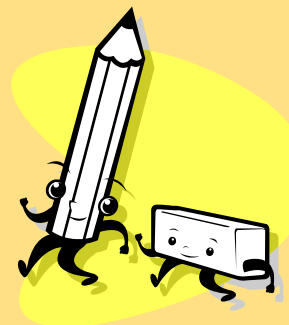
There are a variety of ways to organize your service and partnership:

- **Short-term service-learning**
 - Single semester projects not tied together over time
- **Long-term service-learning**
 - Ongoing project with either same or different students
- **Professional skill service-learning**
 - Ex: Clinical education, FECP
- **Trip-based service-learning**
 - Service trip at the end of a course
 - Fall course, winter break trip OR
 - Spring course with spring break trip



WRITE AND DISCUSS

- Is your course:
 - short-term
 - long-term
 - professional
 - trip-based
- Is it just one, or a combination?
- Is there a sustained engagement?
- How does this impact your planning?



RIGOROUS LEARNING

- Course materials should be applied to the student service experience, and the service should be brought back to the classroom to enhance academic dialogue
- Consider including readings from service-learning and civic engagement scholarship
- The Expected Learning Outcomes:
 - Students make connections between concepts and skills learned in an academic setting and community-based work
 - Students demonstrate an understanding of the issues, resources, assets, and cultures of the community in which they are working.
 - Students evaluate the impacts of the service-learning activity.

REFLECTION: THE HYPHEN IN SERVICE-LEARNING

- Reflection brings together the service experience and academic learning.
- Without **guided** reflection activities, service-learning may “**reinforce stereotypes**, decrease participants’ motivation to engage in future service activities, and **exacerbate power differentials between social and cultural groups.**” (Furco, 2011)



Example types of reflection:

- Journals
- Scrapbooks
- Essays or project reports
- Portfolios
- Video/Audio/Multimedia projects
- Small group discussions
- Presentations or public speaking

RISK AND REALITY

- Leaving the classroom environment involves risk
 - Be prepared and flexible
- Confronting reality may be stressful for your students, but ultimately rewarding
 - Develop critical thinking skills
 - Expanded worldview
 - Build career skills
- **Know we can make a difference!**



ENGAGING REALITY

The Active Citizen Continuum

EXPOSURE
What?

UNDERSTANDING
So What?

ACTION
Now What?

MEMBER



VOLUNTEER



CONSCIENTIOUS
CITIZEN

ACTIVE CITIZEN

Not concerned with her/his
role social problems

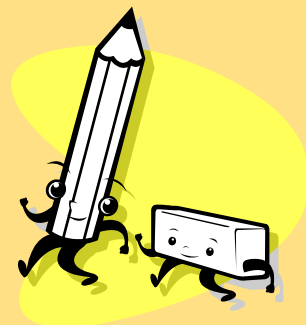
Well-intentioned but not
well educated about social
issues.

Concerned with discovering
root causes; asks *why?*

Community becomes a
priority in values and life
choices.

WRITE AND DISCUSS

- What do you want students to gain from your course?
- How will they demonstrate that they have met these outcomes?



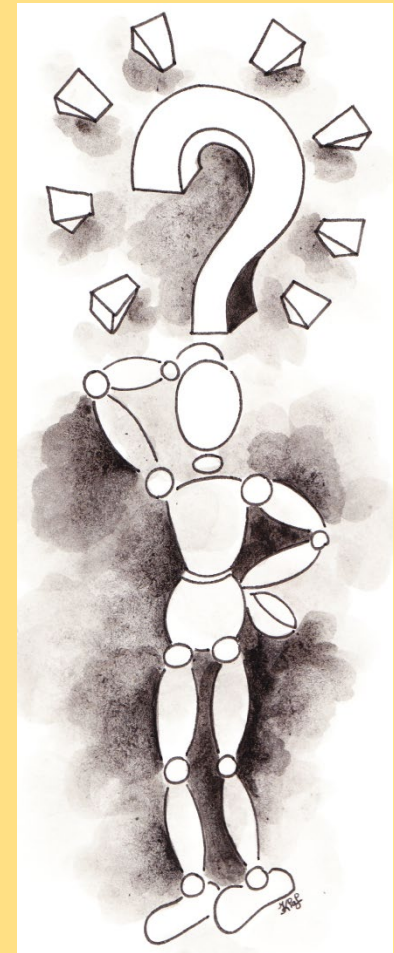
RECOGNITION AND CELEBRATION

- Don't forget to share your students' work with the community



WHAT CAN THE OSL DO FOR YOU?

- S-designation support
- Course development resources:
 - Lending Library
 - Grants
- Workshops and other events
- One-on-one consultation
- Course listing and promotion
- The Service-Learning Scholars Roundtable (SLSR) listserv



THE S-DESIGNATION & THE NEW GE

The S-designation (Course XXXXS):

- Assigned via a committee appointed by the Office of Service-Learning as part of curriculum.osu.edu
- Appears on service-learning courses in the official course catalogue, searchable by students
- S-L courses are also included in the Integrative Practices options in the Themes portion of the new General Education curriculum

THE S-DESIGNATION & THE NEW GE

THE OHIO STATE UNIVERSITY
GENERAL EDUCATION PROGRAM STRUCTURE
32-39 HOURS TOTAL

Launch Seminar 1 HR

THEMATIC PATHWAYS 8-12 HOURS COMBINED

Citizenship for a Diverse and Just World 4-6 HRS	+	ONE OF	Lived Environments 4-6 HRS	Health and Well-being 4-6 HRS
			Sustainability 4-6 HRS	Open Theme(s) 4-6 HRS

Reflection Seminar 1 HR

FOUNDATIONS 22-25 HOURS COMBINED (ALL STUDENTS)

Race, Ethnic and Gender Diversity 3 HRS	Social and Behavioral Sciences 3 HRS	Historical OR Cultural Studies 3 HRS	Writing and Information Literacy 3 HRS
Literary, Visual and Performing Arts 3 HRS	Natural Sciences 4-5 HRS	Mathematical and Quantitative Reasoning OR Data Analysis 3-5 HRS	

WORLD LANGUAGES (Required only for students in specific colleges and programs)

SERVICE-LEARNING COURSE DEVELOPMENT GRANTS

- Faculty grants of up to \$4,000 for development or enrichment of service-learning courses
 - Support for one-time costs to establish a course
 - Course Design Institute
 - **Applications due early February each year**
- Columbus Metro Libraries partnership option

COLUMBUS METROPOLITAN LIBRARIES PARTNERSHIP

- Columbus has one of the best public library systems in the nation
- They have an ambitious agenda to develop literacy and success among local youth



- <https://www.youtube.com/playlist?list=PL5OsWkSKz9joUj0hIleQAT7Ipw8cSG-sh>
- Together we have piloted a model for OSU service-learning courses to support CML homework help centers

CML COURSE OUTLINE TEMPLATE

- A service-learning opportunity for courses that primarily enroll juniors and seniors
- OSU Students complete a minimum of 15 hours of service
- Serving the Homework Help Center provides an experience helping k-12 students with homework; students will be assigned to one of our locations
- Opportunity to present a final project as a program/activity in the Homework Help Center
- Projects should be a natural extension of what the OSU student is learning in class that engages students in the Centers
- Transportation to and from location is the responsibility of the students

Prior to First Class	Paperwork and link to the Volunteer Application are emailed prior to class; students complete the application Class Roster shared with CML Volunteer Manager
Week 1	Paperwork is reviewed and turned in Branch Snapshot shared with students Syllabus shared with HHC staff at CML library locations, preferably in meeting with faculty member to share expectations
Week 2	Preliminary list of student placements from CML Volunteer Manager Streamlined Orientation 30-40 minutes + Q&A Cultural Competency training Potential field trip to Linden Branch as introduction to library environment
Week 3	Students start in the Homework Help Centers Branch-specific orientation with Homework Help Center Specialist
Week 4	Students serve at HHC
Week 5	Students serve at HHC
Week 6	Students serve at HHC
Week 7	Students serve at HHC
Week 8	Students serve at HHC
Week 9	Students serve at HHC
Week 10	Students serve at HHC 20 minute project discussion with host Homework Help Center Specialist and class group to determine implementation.
Week 11	Students serve at HHC / Projects shared in the HHC
Week 12	Students serve at HHC / Projects shared in the HHC
Week 13	Students serve at HHC / Projects shared in the HHC

THANKS FOR COMING!

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