DESIGNING SERVICE-LEARNING INTO YOUR COURSE

NOVEMBER 10TH, 2015
“Each and every day, I am reminded of the incomparable power and promise of higher education and the pivotal role played by Ohio State. To provide the fundamental energy to change lives and enrich communities is truly a meaningful and noble mission.”

– Michael V. Drake
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
THE EXPERIENTIAL EDUCATION CONTINUUM

What's the Difference?
Continuum of Experiential Education

recipient ← beneficiary → provider

service ← focus → learning

Volunteerism
- Students engage in activities where the primary emphasis is on the service being provided and the primary beneficiary is the service recipient.
- Volunteering may have little or no connection to formal coursework.

Community Service
- Students engage in activities that primarily focus on the service being provided.
- Community service programs may be organized around a cause (e.g., MLK Day of Service) but are not necessarily connected to formal coursework.

Service-Learning
- Students engage in an organized service activity that is connected to specific learning outcomes.
- Meets identified community needs.
- Provides structured time to examine the service experience in the context of ongoing learning.

Field Experience
- Students perform service as part of a program designed primarily to enhance their understanding of a field of study.
- Service is related to, but not fully integrated with, their academic studies.

Internship
- Students engage in service activities primarily for the purpose of providing students with hands-on experiences that enhance their learning of a field of study.
- Internships apply what has been learned earlier.

AN EFFECTIVE SERVICE-LEARNING COURSE SHOULD:

- Connect service to academic learning
- Analyze the connection between learning and service
- Provide mutual benefit to all involved
- Include student preparation and support
- Include a plan for assessment
- Include a plan for stability
- Identifying an opportunity to involve service in a new or existing curriculum
- Identifying a community partner and work with them to develop the service component
- Work together to ensure that service activities meet the course learning goals and the needs of the community partner
A good service-learning partnership is **mutually beneficial**

An agency willing to host a community service project

Typically but not always non-profit agencies

**True partnership takes time!**
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)*
Example types of reflection:

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

Connect

Service – Academics
What’s your idea for a service-learning course?
The Ohio State University has over 90 courses that provide service-learning content, with an average of ~40 provided per semester. There are dozens of ways to participate!

To think about how service-learning opportunities work, let’s break them down into 4 groups:

- **Short-term service-learning**
- **Long-term service-learning**
- **Professional skill service-learning**
- **Trip-based service-learning**
SHORT-TERM SERVICE-LEARNING
NAOMI ADANIYA – GEOGRAPHY 5200S

https://www.youtube.com/watch?v=1NDVjD1o0c4
Takes place over a single semester

Students partner with local agencies and stakeholders to work on specific short-term projects

Makes up the majority of service-learning course options

Some short-term service learning courses:

- AFAM&AST 5198S: Community Development in Urban African-American Districts
- MOLGEN 4591S: DNA Finger-Printing Workshops in Columbus Public Schools
- ART EDU 2520S: Introduction to Digital Art
LONG-TERM SERVICE-LEARNING

- May take place over one semester, or may continue over multiple semesters.
- Students partner with community members and stakeholders to contribute to an ongoing community project.
- Sometimes restricted by program.
- Less-common but popular service-learning option.

Some long-term service learning courses:
- ESHESA 2771-070: Peer Power (Girl’s Circle)
- ARTS&SCI 1102H: LeFevre Fellows
- The Shakespeare and Autism Program
TRIP-BASED SERVICE-LEARNING
SARA WATZMANN – ENGINEERING 4629.01S

https://www.youtube.com/watch?v=S6uQsf1gZ1Q
TRIP-BASED SERVICE-LEARNING

- Generally takes place over one semester, culminating in service trip
- Many are open to all majors, though some are restricted by program
- Very popular service-learning option, but not as commonly offered

Some trip-based service-learning courses:
- ASC1101H: New Orleans Service Trip
- ECON 3900.01: Economics of Immigration (site in Mexico)
- ENGINEER 4629.01 Service-Learning in Engineering (site in Honduras)
THOUGHTS ON COURSE FORMAT

- 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?
WHAT SHOULD STUDENTS (AND FACULTY) GAIN FROM A SERVICE-LEARNING COURSE?

- Acquire disciplinary knowledge
- Develop a community commitment
- Develop critical thinking skills
- Expanded worldview
- Build career skills
- Know we are making a difference!
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.
What do you want students to gain from your course?
How will they demonstrate that they have met these outcomes?
The S-designation (Course XXXX-S):
- 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-courses also can be General Education Open Option, fulfilling elective requirements for undergraduates

Goal for the Service-Learning Open Option:
“Students gain and apply academic knowledge through civic engagement with communities.”
HOW TO APPLY FOR THE S-DESIGNATION

- Talk to us about your idea
- Develop service component together with partner
- Work with your department’s curricular contact to fill out and submit S-Designation Request form
- Courses are evaluated via S-Designation Rubric
- Your course is approved!
Individual grants of up to $4,000 for development or enrichment of service-learning courses
- Focus on one-time costs to establish sustainable course offering
- Mandatory participation in Course Design Institute

Deadline to apply: Wednesday, February 3, 2016

Grant information sessions:
- Thursday, November 12, 2015, Hale Hall, Rm 110A
- Tuesday, December 8, 2015, TBD

Grantees will be notified in March and publicly announced in conjunction with the University Engagement Awards on Wednesday, May 3, 2016.
WHAT CAN THE OSL DO FOR YOU?

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