

University Without Walls: University in the Community



Tulane
University

Center for Public Service

Building Strong Communities Through Civic Engagement

Auburn University
February 8, 2012

Public Service at Tulane

- Post-Katrina Engagement
 - Community Health Clinics
 - City Center/Urban Build
 - Social Entrepreneurship
 - Public Education Initiatives
 - Center for Public Service
- Tulane Empowers

Center for Public Service

- Public Service Graduation Requirement
- Community Portal for University Resources
- Community Service Engagement
- Leadership Programming
- Faculty Development

Public Service Graduation Requirement

Part 1:

Service Learning

Part 2:

Service Learning

Internship

Honor's Thesis

Research Project

Capstone

Why Engage?

- Institutional
- Students
- Faculty
- Community

Institutional: Why Engage?

- Recruitment
 - Student Applications
 - Faculty
- Curricular Engagement
 - Academic Rigor
- Retention
- Community Connection

Faculty: Why Engage?

- New teaching pedagogy – Renewal
- Access to Resources
 - Potential for research
- Student engagement

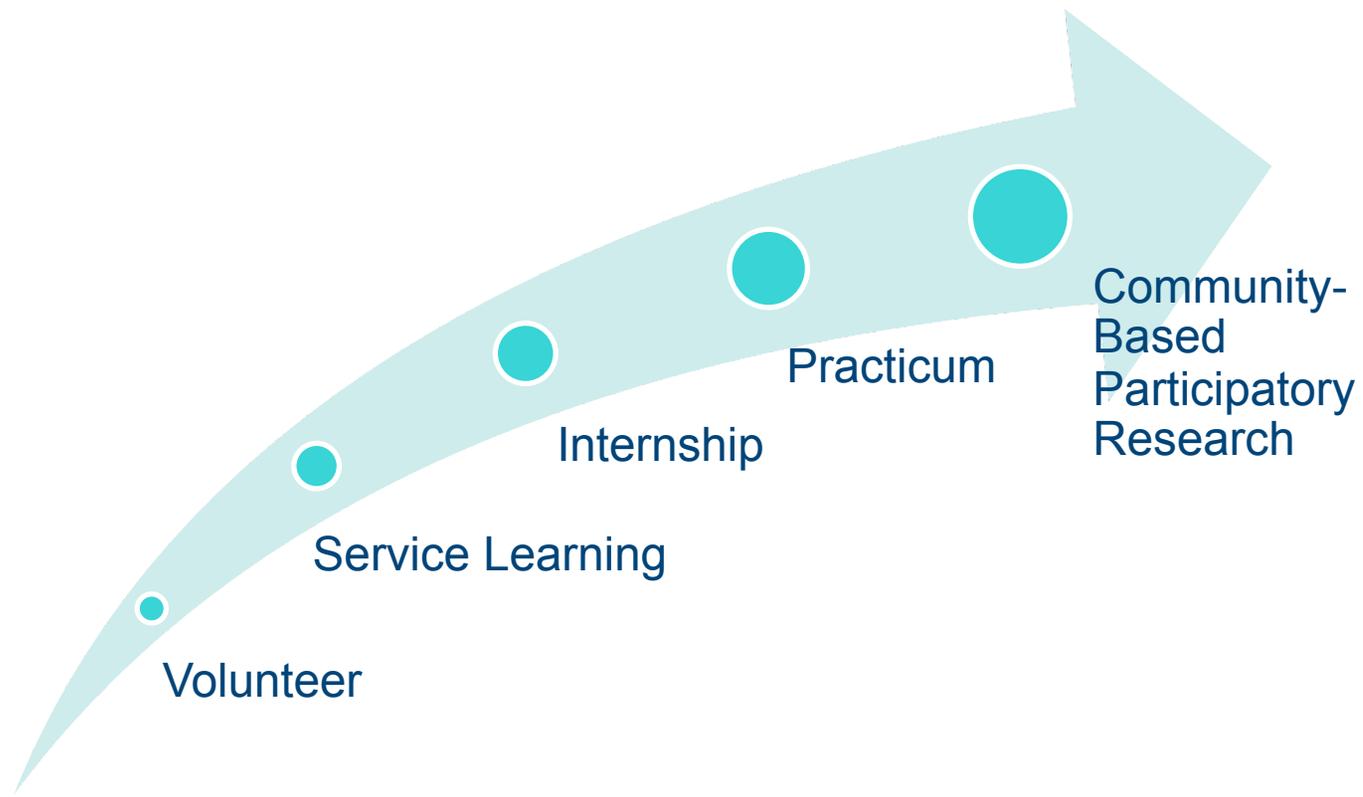
Student: Why Engage?

- New way of learning?
 - Previous Experience
 - Academic Inquiry
- Career Exploration
- Opportunity for Community Involvement

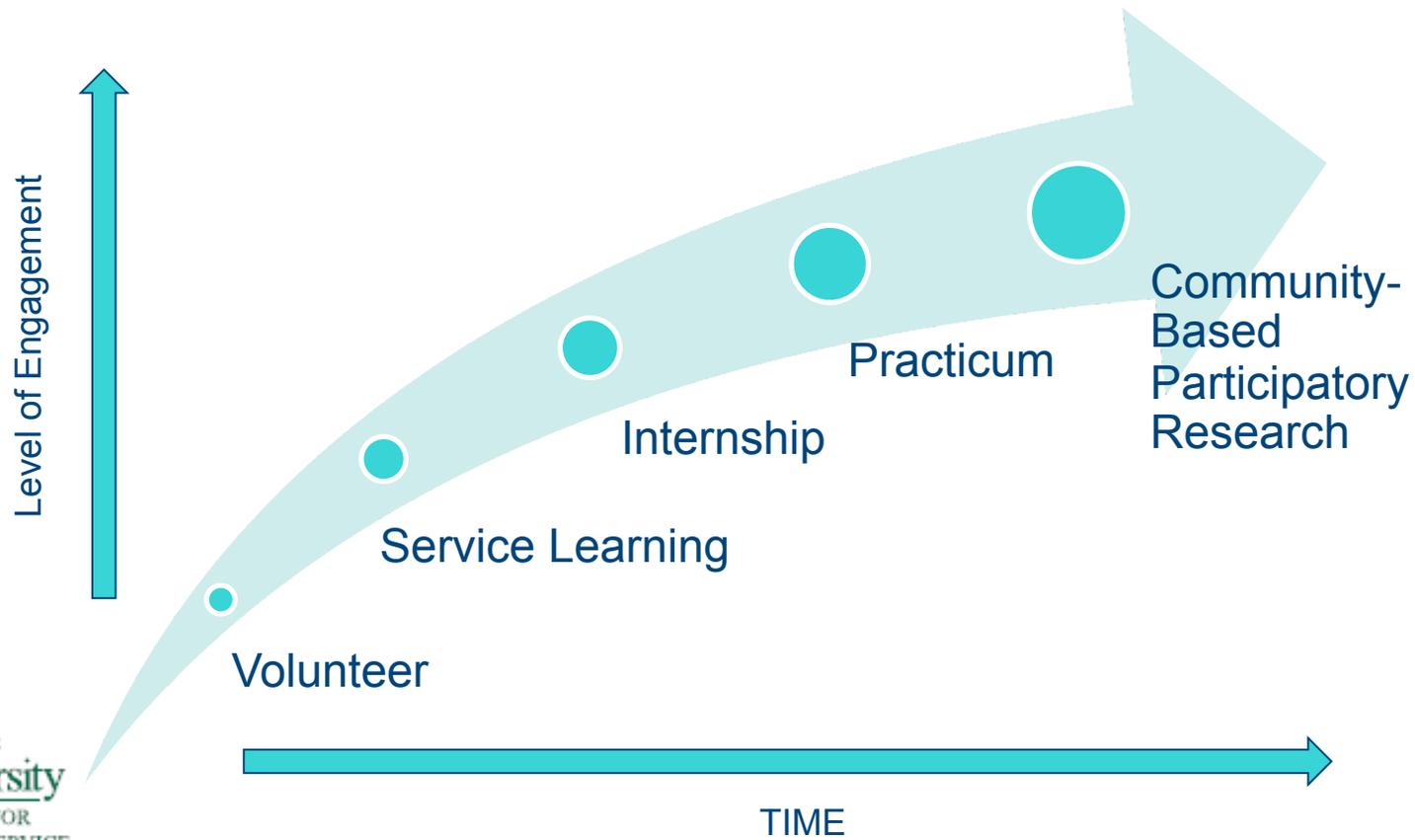
Community: Why Engage?

- Access to Resources
 - Faculty and Students
 - Training
 - Facility
- Shared Knowledge and Expertise

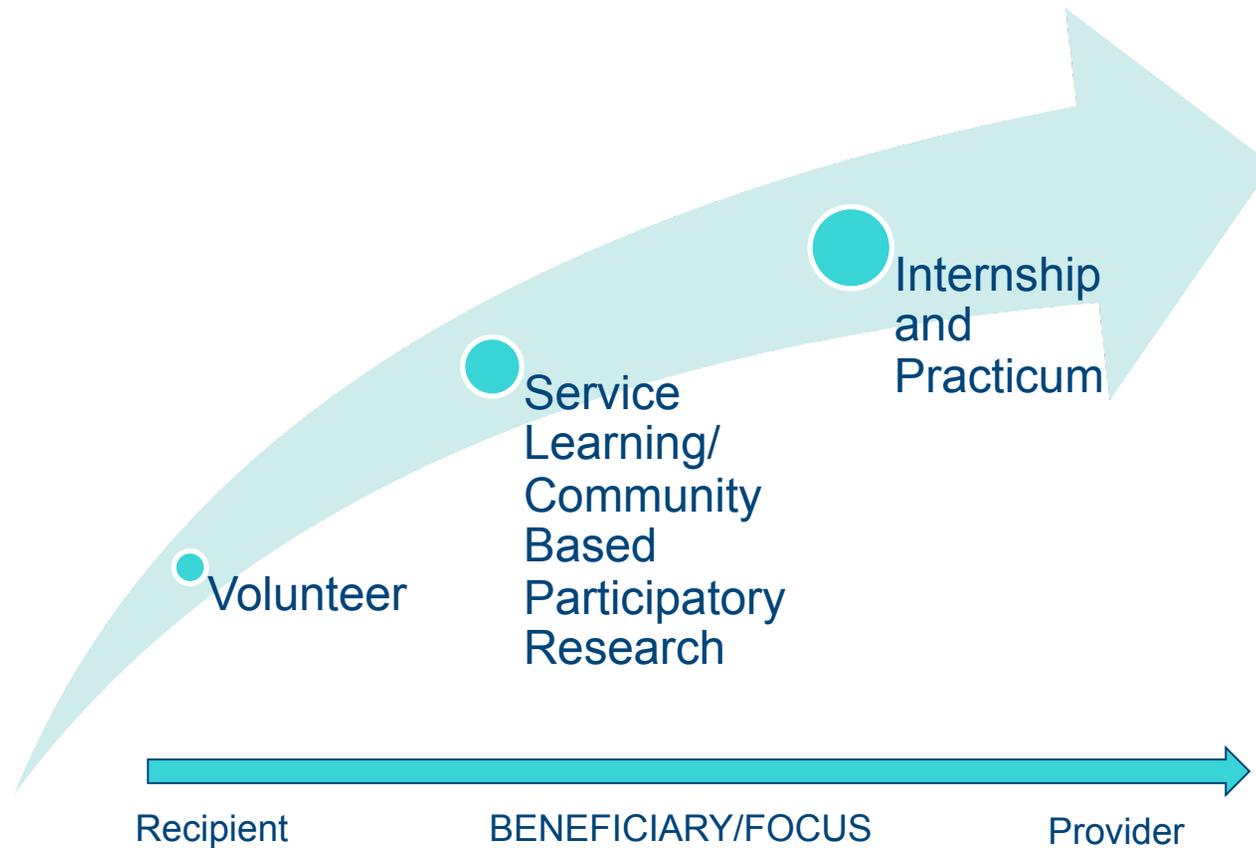
Engaging the Community



Partnering with Higher Education Institutions



Beneficiary and Focus



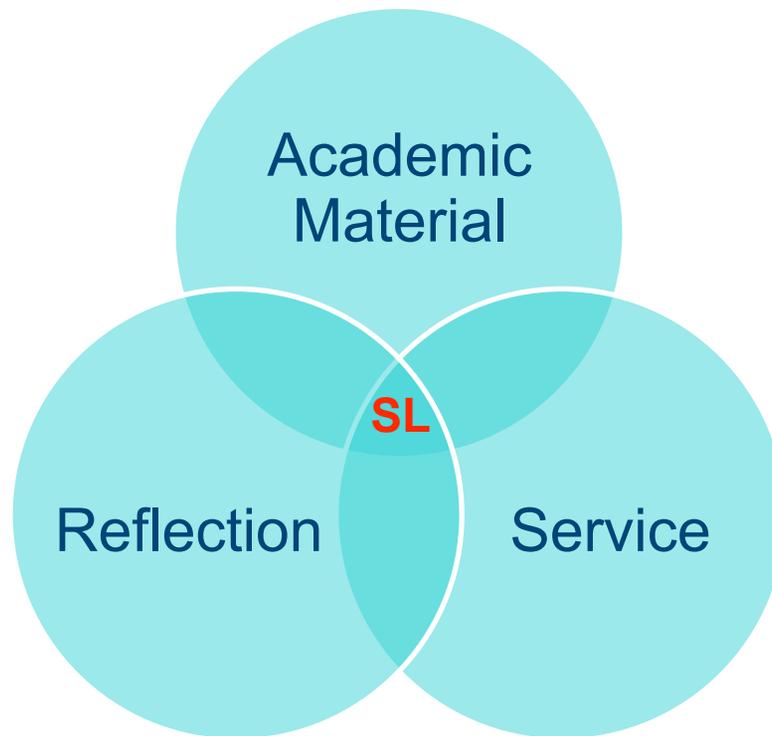
Service Learning

- ❑ An educational experience based upon a collaborative partnership between the university and the community
- ❑ "Learning by doing" enables students to apply academic knowledge and critical thinking skills to meet community needs
- ❑ Students can be presented with a transformational experience which brings academic learning into focus with the outside world. These experiences can build citizenship and community commitment in students.

Why Service Learning?

- Alternative method of knowledge acquisition
 - Academically rigorous
 - Increases classroom discussion
- Increases student retention
- Increases student civic engagement beyond college years
- Bridges the gap between university mission and community concerns

Component of Service Learning



Components for Successful Service Learning

- ❑ **Pedagogical connections** - Integrating learning into a service project is key to successful service learning. Academic ties should be clear, and build upon existing disciplinary skills.
- ❑ **Clear learning objectives** – Syllabi and instructor expectations should be easily accessible. Assessment should be clear and relate to service, without sacrificing academic rigor.
- ❑ **Student voice** - Beyond being actively engaged in the project itself, students have the opportunity to select, design, implement, and evaluate their service activity, encouraging relevancy, transformation, and sustained interest .

Components for Successful Service Learning

- ❑ **Community relevance** – Strong partnerships with community agencies build social capital and deep connections through respect. Meaningful service helps students learn about their community, while benefiting the community. Local community members' involvement in determining the significance and depth of the service is paramount to successful service learning.
- ❑ **Reflection** – Through the experience of examining and describing their service, students gain deeper understanding of course content and the importance of civic engagement .
- ❑ **Conclusion** – Students should have an opportunity to assess their service through presentation or celebration of their work. Community partners should also be able to share and receive assessments of the students' service.

What is “Reflection” exactly?

- ❖ Since you are organizing it, it’s really “structured reflection”

“The term *structured* reflection is used to refer to a thoughtfully constructed process that challenges and guides students in

(1) examining critical issues related to their service-learning project

(2) connecting the service experience to coursework

(3) enhancing the development of civic and ethical skills and values

(4) assisting students in finding personal relevance in the work.”

- Campus Compact, www.campuscompact.org

Characteristics of Reflection

- Continuous
 - Implemented throughout; exploration of issues
- Connected
 - to course goals and objectives; deliberate
- Challenging
 - Require critical thinking; safe space
- Contextualized
 - Addresses course context within community experience

Reflection in Service Learning



Examples of Reflection

- ✦ Journals (Group, Individual, and Structured)
- ✦ Case Studies, Interviews
- ✦ Portfolios (Electronic, End of Semester, etc.)
- ✦ Presentations (Classroom, Community, etc.)
- ✦ Interpretation (Performances, Painting, Photos, etc.)
- ✦ Discussions (Round Tables, Rap Sessions, etc.)

Types of Service Learning Courses

Course Type	Model	Facilitation Responsibilities
<u>Service Learning</u>	<i>Pure Service Learning</i>	<ul style="list-style-type: none"> •Requires regular structured reflection •Reflection fully integrated •Focus: concept of service itself
	<i>Discipline-based</i>	<ul style="list-style-type: none"> •Requires regular structured reflection •Reflection fully integrated •Focus: Relationship of service to course concepts
	<i>Problem-Solving</i>	

Designing a Service Learning Course

- ❖ ***Step One:*** Contact other colleagues/resources for assistance. You are not alone!
 - ❖ Participate in training seminars
 - ❖ Consult professional associations
 - ❖ Service Learning Websites
 - ❖ National Service Learning Clearinghouse
 - ❖ Campus Compact

Designing a Service Learning Course

- ❖ **Step Two:** Develop a community partnership. Community partnerships are built in many ways. However, there are several vital ingredients:
 - ❖ Clear communication
 - ❖ Meaningful service
 - ❖ Well implemented planning
 - ❖ Monitoring and feedback

Designing a Service Learning Course

- ❖ ***Step Three:*** Once you have identified and discussed potential service opportunities for your course, you can incorporate the project into your syllabus.
 - ❖ Be sure to explain how your students will achieve the learning objectives through their participation.
 - ❖ How will they be graded?
 - ❖ Determine the role of your community partner.
 - ❖ Knowledge Provider Issues? Power Issues?

Designing a Service Learning Course

- ❖ ***Step Four:*** Critically review your planned service learning course, consider and plan for these possible complications:
 - ❑ Safety – Unsupervised students, dangerous workplaces, etc.
 - ❑ Liability – Will the Community Partner have insurance?
 - ❑ Legal Concerns – Confidentiality, Background checks, etc.
 - ❑ Monitoring Students & Partners
 - ❑ Health Concerns – Vaccinations, Screenings, etc.

Designing a Service Learning Course

- ❖ ***Step Five:*** Implement your course.
 - ❖ Limit the student “shock factor”
 - ❖ Have your course listed as a service learning course by your registrar.
 - ❖ Advertise your course
 - ❖ Post your syllabus
 - ❖ Check with university guidelines on teaching service learning courses

Designing a Service Learning Course

❖ *A Footnote:* You are not alone!

Designing and implementing a service learning course can be tough the first time out. Remember that you will have many resources to turn to for guidance and assistance. When you begin to see the effect service learning can have in your classroom, it will all be worthwhile.

Evaluating a Service Learning Course

- Step 1: During the course,
 - Keep in touch with your community partner and assist in solving student-related issues
 - Assess progress of student activities through reflection and classroom discussion
 - Don't be afraid to go off script! It's OK, your students will appreciate it

Evaluating a Service Learning Course

- Step 2: Before the end of the course, have students:
 - Evaluate the service learning experience
 - Recommend changes to the course and to the experience
 - Explain what they enjoyed about this experience
 - Celebrate the partnership

Evaluating a Service Learning Course

- Step 3: Evaluate the partnership.
 - Community partners can provide you valuable insight from a different perspective.
 - Discuss community partner role in the partnership
 - Aside from supervision, community partners become co-educators in service learning courses

Evaluating a Service Learning Course

- Step 4: Review and make changes to your syllabus based on evaluations by students and community partners.

Service-Learning Resources

- ❖ Campus Compact
<http://www.compact.org>
- ❖ National Service-Learning Clearinghouse
<http://www.servicelearning.org>
- ❖ National Society of Experiential Education
<http://www.nsee.org>
- ❖ Community College National Center for Community Engagement
<http://www.mc.maricopa.edu/other/engagement/>
- ❖ Miami-Dade Community College
<http://www.mdc.edu/cci/default.asp>
- ❖ Tulane's Center for Public Service
<http://cps.tulane.edu>

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