Incorporating Service Learning into the Curriculum

Auburn University
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What is Service-Learning?

A pedagogical model that intentionally integrates community service, academic learning, and civic learning.
## Understanding Academic Service Learning

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<tr>
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<th>Meaningful Community Service</th>
<th>Enhanced Academic Learning</th>
<th>Purposeful Civic Learning</th>
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</thead>
<tbody>
<tr>
<td>Volunteering</td>
<td>Yes</td>
<td>No</td>
<td>No</td>
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<tr>
<td>Internship</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Co-Curricular Service-Learning</td>
<td>Yes</td>
<td>No</td>
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<tr>
<td>Academic Service Learning</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
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Adapted from *Michigan Journal of Community Service Learning, Service-Learning Course Design Workbook, Companion Volume Summer 2001*, Jeffrey Howard, Editor MJCSL
Processes of Academic Service Learning

- **Engagement** in service activities with a selected community partner in a mutually beneficial relationship based on a spirit of collaboration.

- **Reflection** upon larger issues that affect communities through readings and submission of weekly structured reflections.

- **Integration** of community engagement and academic learning through in class discussions and experiential activities, critical thinking papers, and a final presentation.
Benefits of Service Learning for Students

For Students

• “Brings books to life and life to books"
• Enhances academic learning
• Raises self awareness
• Helps with career choices
• Increases awareness of current societal issues
• Broadens perspectives on diversity
• Enhances critical thinking skills.
• Improves interpersonal and professional skills
• Develops civic responsibility through active community involvement
Benefits of Service Learning for Faculty

- Enlivens teaching and learning.
- New areas for research and scholarship
- Opportunities for professional recognition and reward.
- Improves undergraduate student success
- Increases civic responsibility as emphasized in QEP initiatives
Benefits of Service Learning for Community

- Student energy and enthusiasm applied for benefit of local communities.
- Creates tomorrow’s civic leaders.
- Increases connection with the campus
- Links campus and community resources
Service-Learning Resources

- [www.uab.edu/service-learning](http://www.uab.edu/service-learning)
- Tips and tools for Faculty & Staff, Students, Community Partners
- Sample service-learning syllabi for every discipline
- Highlighted UAB Community Partners for service learning
- Useful forms for structuring Service-Learning Experience
- Reflection and Assessment tools
- Upcoming Service-Learning Events
The **Service Learning Course Rubric** is designed to help analyze the extent to which a course satisfies each of the required elements.

- Enhanced Academic Learning
- Purposeful Civic Learning
- Relevant and Meaningful Service with the Community
- Integration Strategies
## Service-Learning Course Rubric

<table>
<thead>
<tr>
<th>Quality Indicator</th>
<th>Strong (Element is in place and operating at effective level)</th>
<th>Emerging (Element is present but needs improvement for effective practice)</th>
<th>Minimal (Element is missing)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhanced Academic Learning</td>
<td>*Course intentionally relates service to student academic learning &lt;br&gt; *Partners, specific service activities, and duration of service enhance academic learning &lt;br&gt; *Credit is awarded for student demonstration of academic learning</td>
<td>*Service experience incidentally relates to academic learning &lt;br&gt; *Partners, service activities and duration of service do little to contribute to academic learning &lt;br&gt; *Some credit is awarded for academic learning but mainly credit is awarded for service</td>
<td>*Service is not related to student academic learning in course &lt;br&gt; *Credit is awarded solely for doing service or for quality of service</td>
</tr>
<tr>
<td>Purposeful Civic Learning</td>
<td>*Course intentionally helps students understand community needs, the context of their service, and how they can impact their community &lt;br&gt; *Credit is awarded for demonstration of the above</td>
<td>*Course incidentally helps students understand community needs, the context of their service, and how they can impact their community &lt;br&gt; *Credit is not awarded for demonstration of the above</td>
<td>Course does not help students understand community needs, context of their actions, and how they can impact their community</td>
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<tr>
<td>Relevant and Meaningful service with/for the community</td>
<td>Student service: &lt;br&gt; *Is well organized &lt;br&gt; *Correlates with course academic and civic learning goals &lt;br&gt; *Responds to a community need as identified by the community</td>
<td>Student service: &lt;br&gt; *Is fairly well organized &lt;br&gt; *Correlates somewhat with academic and civic learning goals &lt;br&gt; *Somewhat responds to a need identified by the community</td>
<td>Student service: &lt;br&gt; *Is not well organized &lt;br&gt; *Does not correlate with academic and civic learning goals &lt;br&gt; *Does not necessarily respond to a need identified by the community</td>
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<td>Integration strategies support learning from service experiences and enable its use towards meeting course objectives (i.e. learning activities that encourage integration of experiential and academic learning)</td>
<td>Ongoing integration activities promote critical reflection and analysis include &lt;br&gt; *Classroom discussions &lt;br&gt; *Individual structured reflections (journals) &lt;br&gt; *Presentations &lt;br&gt; *Paper assignments</td>
<td>Integration activities exist but not on an ongoing basis e.g. include only a final paper or presentation</td>
<td>Students may be required to record their service activities but there are no activities for integration experiential and academic learning</td>
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Designated Service-Learning Courses

- Biology Field and Lab Science Education and Mentoring BY 399
- Capstone in Psychology PY 490
- Civic Engagement SBS 303
- Community and Service: Using Media for Social Change DCS 350
- Community-Based Practicum in Psychology PY 397
- Dollars and Sense: An Introduction to Business, Economics, and Personal Finance LCB 101
- Ethnographic Film-Making DCS 401/HON 316/ARS 406 & 407
- **Exploring Birmingham LCS 101-607 Freshman Seminar
- Food Security National and Global Issues SOC 490
- Foreign Language Internship/Service Learning FLL 333
- Geriatric Services & Social Work SW 205
- Health Sciences Management Internship AHS 481
- Homelessness: Its Causes and Consequences SOC 472
- Impacting Community through Service Learning LCSL 101-618
- **Intermediate Writing and Poetry EH302
- Leadership and Community GCLH 301
• Nursing Honors Sequence NUR 368 NUR 484 NUR 486
• Pathfinders: The Path from Sophomore to Professional UNIV 204-56
• Peer Education HE 490
  Physical Activity Programming for Individuals with Disabilities PE 450
  Practicum in Social Work SW 490
  Public Health Nursing Theory Practicum NUR 395 and 396
  Respiratory Therapy Directed Study in Respiratory Care III RST 432
• SCT Tech Honors: Internships/Community Projects STH 396
  Service-Learning/Sociological Practice SOC 488
  Social Work Values Lab SW 222
• Perceptions of Poverty in America CAS 399 Special Topics
• **Student Success in Nursing NUR 100
• Untold Stories: Finding and Telling Stories You Haven't Been Told In
  History Class HY291 DCS 291
• Using and Preserving Historic Places as Primary Sources: Studying the
  Multi-Cultural Heritage of the Southeastern Coast HY 292/392/682
Course Objective – Civic Responsibility

• Develop a collaborative relationship with a community partner

• Develop an understanding and appreciation of the issues and needs of the populations served by our selected community partners

• Work with a community partner to identify a specific need that can be addressed through student involvement

• Develop an awareness and understanding of one’s multiple roles and responsibilities as a citizen of a community
Course Objective: Effective Communication and Relationship Skills

- Explore foundational concepts of healthy relationships, including empathy, assertiveness, and personal responsibility.
- Develop increased self-awareness and understanding of personality and emotional intelligence.
- Develop awareness, knowledge and skills for working with special and diverse populations.
- Demonstrate use of non-verbal and verbal skills in a helping relationship.
Impacting Community through Service Learning-
A Freshman Learning Community Seminar
Course Objective: First Year Experience

• Develop critical and analytical thinking abilities and oral and written expression

• Equip students with academic survival skills

• Provide students with resources and information to assist with successful transition into the college experience
Civic Responsibility - Service

Students work with a selected community partner for 2 hours/week for 8 weeks for a total of 16 hours for the semester.
Integrating Service-Learning Experience

- Community Partner Commitment Form and Service-Learning Agreement
- Weekly Structured Reflections
- Mid-Term Critical Thinking Paper
- Time Log
- Mid-Semester Joint Assessment
- Final Evaluation by Community Partner
- Final Power Point Poster Slide Presentation
UAB National Alumni Society
Service-Learning Poster Competition

• Opportunity for students to highlight their service-learning experiences
• Panel of three judges select winners
• Judges choose PPT slides to be printed as posters and exhibited at the Service-Learning Awards
• TIME LINE:
  • UAB Online Drop Box submissions of PowerPoint poster slides opens Wednesday December 1, 2010
  • Deadline for submissions Friday January 21, 2011
  • Service-Learning Awards Celebration
  • Thursday February 17, 2011 at 4:00 p.m.
  • First Prize - $300
  • Second Prize - $200
  • Third Prize - $100
The Exceptional Foundation was started in 1993 with only five mentally challenged participants. Today that number has grown to over three hundred and fifty members. My main role in volunteering was to help provide social activities for the mentally and physically disabled. This included playing many sports, helping with art classes, and also keeping a healthy environment for all members. I also had the goal to help the members gain more self-confidence and learn basic skills, such as better communication, to help them live a better life. The community is impacted by The Exceptional Foundation by dismissing all negative stereotypes of the mentally challenged. Also, The Exceptional Foundation helps raise awareness about how special and exceptional these people are.

I have become more aware of all the different types of disabilities, but also how much more fun they usually have in a day than I do. I may smile a few times a day, but many of the members never stop smiling. I have grown by seeing how much joy they have in their lives, and I hope I can learn from them on how to get it.

I plan on becoming an optometrist, which means I would have many mentally and physically disabled people as diseases, such as Autism, are growing everyday. Volunteering with many of these people already will have increased my awareness and given me a basis of communication.

Many of the mentally challenged communicate in various ways, including many I did not understand. However, through time and patience I learned how to communicate with everyone, even if it meant a crash course in sign language.

It was a challenge for me to go into an environment never knowing what really to expect. However, there was a reward in this by learning how to really be an individual. It gives me so much joy to see so many people just being themselves, and not caring what society says. They are who they are, plain and simple.

Being Assertive- Sometimes competition got the best of the participants, so it was important to be assertive and talk to the members before relations got too strained.

Stereotypes- The mentally disabled are usually associated with many negative stereotypes, but through my volunteering I discovered them all to be untrue.

Empathy- Putting myself in the members shoes really helped me in communicating with them.

Social Capital- The Exceptional Foundation is hinged on increasing the mentally challenged ‘s Social Capital

The Exceptional Foundation for letting me become closer to so many special individuals and have fun every single time I volunteered.
Eugene Rogers for giving me the opportunity to volunteer and always being there when I needed something
Norma-May Isakow for always being supportive and wanting every student to grow through Service-Learning.
• Course Objectives:
  • Develop an understanding of a spectrum of socio-economic issues relating to poverty in the United States;
  • Develop critical and analytical thinking skills regarding federal and state policies toward working families; and
  • Explore strategies to address poverty in the United States.
CAS 399: Community Partners

- Impact Alabama Save First Initiative to provide essential tax preparation services to members of our local community
- Alabama Possible Blueprints College Access Program to create college-positive culture in Woodlawn High School
- Another pre-approved initiative of the student’s own choice
"Service learning has completely revolutionized my educational experience at UAB. I have been given the opportunity to gain knowledge and experience that directly relates to my future career goals while interacting with amazing UAB faculty and community members whose wisdom and guidance have greatly advanced my academic and personal development."

- Jonathan Woolley
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