

Community Service-Learning Laurier Centre for CSL

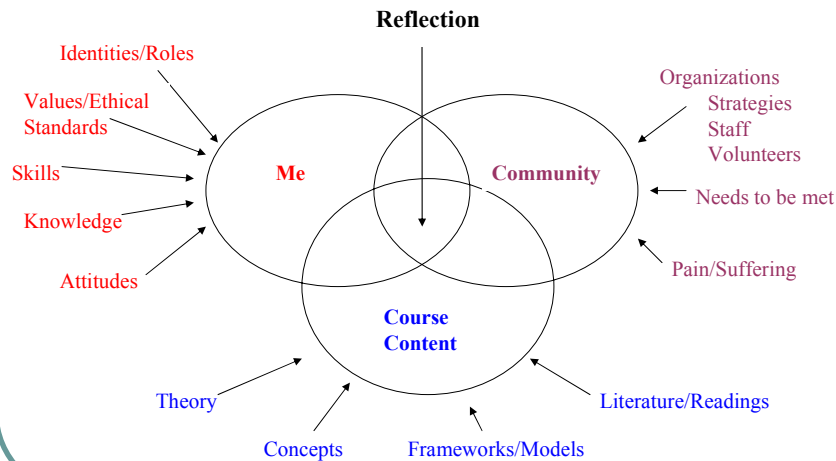
Faculty Teaching Day
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Presented by LCCSL
Anita Abraham, Coordinator
Dr Mark Baetz, Associate Director
Paul Davock, Director
www.wlu.ca/cslprogram

Elements of CSL

- Carefully designed community service activity meeting **both** community and academic needs
- Reciprocal learning partnership between university and community organizations
- Structured reflection

Reflection: Making connections



Organizational Behaviour course concepts

Individual Behaviour

- Positive and Negative Reinforcement
- Modeling/ Social Learning Theory
- Positive or Negative Affectivity
- Personality factor
 - Conscientiousness

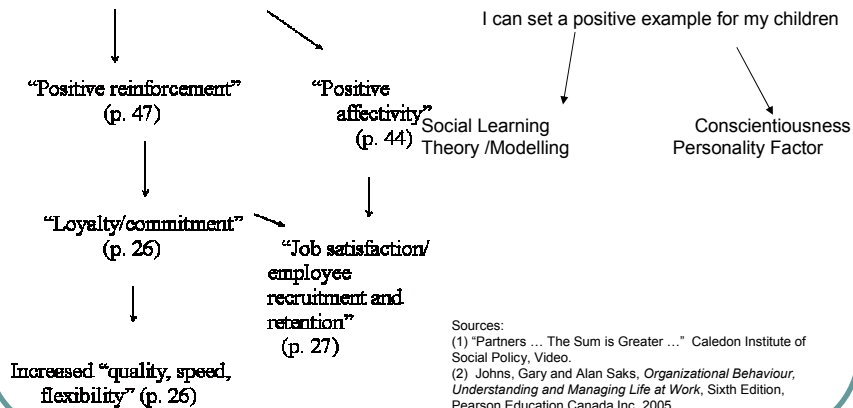
Organizational Behaviour

- Employee Loyalty/Commitment
- Job Satisfaction
- Absenteeism

- Source: Johns and Saks, Organizational Behaviour, Sixth Edition, Pearson Prentice Hall, 2005

Reflections of employee

"I feel I want to tell everyone where I work because they encourage community events and I feel lucky just to work there"



Your own reflections

Assume that you will use CSL in your course.

What have you done or might you do to model your reflections on connections between yourself, the community and your knowledge?

Community Service-Learning

Definition :

Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems and, at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves.

Source: Eyster & Giles , *Wheres the Learning in Service-Learning*, 1999

Principles of Good Practice

- Academic credit is for learning, not for service
- Do not compromise academic rigor
- Set learning goals for students
- Establish base criteria for service placements

Principles of Good Practice- cont'd

- Provide mechanisms to maximize learning from service (experiential education models)
- Provide supports for students to learn “how to learn” from their service experiences
- Move instructional role to one of facilitation and guidance
- Maximize the community engagement orientation of the course

Source: Service-Learning Course Design Workbook
Michigan Journal of CSL, 1993

Understanding CSL

Recipient ← Beneficiary → Provider
Service ← Focus → Learning



Source: Furco, Andrew, "Service-Learning : A Balanced Approach to Experiential Education," *Expanding Boundaries: Service and Learning*. Washington DC: Corporation for National Service, 1996, 2-6

What it is NOT:

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Logging a set number of community service hours in order to graduate
- Compensatory service assigned as a form of punishment by the courts or by school administrators
- One-sided: benefiting only students or only the community

Source: National Commission on Service-Learning(U.S)

Benefits of CSL

Students

- Engages students in active learning that demonstrates the relevance and importance of academic work for their life experience and career choices
- Strengthens student understanding of academic curriculum and improves comprehension and retention of course content

Faculty

- Transforms students into engaged, invigorating, participatory critical thinkers
- Creates new areas of research and scholarship
- Allows classroom to become a link to the global community and issues the world is facing

Source: This information is a compilation of various service-learning findings

Benefits of CSL – cont'd

Campus

- Builds reciprocal lasting partnerships with the community
- Supports the institutional mission and reinforces the value of the scholarship of engagement
- Gains respect from students, staff and community for looking beyond the ivory tower and understanding the local needs

Community

- Provides resources to meet educational, human, safety and environmental needs of communities
- Shapes tomorrow's citizen leaders by fostering civic participation and the value of service
- Provides organization staff with a unique mentoring opportunity

Source: This information is a compilation of various service-learning findings

Partnerships

Necessary to Successful Partnerships:

- Established infrastructure to support a CSL program
- Administrative buy-in and support at university
- History of town/gown relationship
- Trust and accountability
- Clear goals and expectations

Source: Furco, Andrew, Self-Assessment rubric for the institutionalization of service-learning in higher education. Campus Compact

What has happened at Laurier

- Psychology field placement program started in 1971
- Required for three developmental courses, educational psychology, community psychology and the psychology of exceptional individuals
- Option for abnormal and clinical psych

Process

- About 350 students per term were placed into community organizations and schools
- minimum of 2 hours per week for 10 weeks across the semester
- mechanism in each course to encourage students to relate their experience to the theory and content of the course.

Evaluation and Assessment

Enjoyment of the Placement	1-5, not at all enjoyable to very enjoyable	4.30
Satisfaction with the Placement	1-5, very dissatisfied to very satisfied	4.16
Quality of Supervision in the Community Organization	1-5, very poor to excellent	3.97

Evaluation

How Much Student Learned about Him or Her Self	1-5, nothing to very much	3.72
How Much Students Learned about the Individuals they Worked With	1-5, nothing to very much	3.86
Helpfulness of Placement in Applying Class Learning (Putting Theory into Practice)	1-5, Not at all helpful to very helpful	3.45

Evaluation

Field Placement Influenced Career Choice	Yes	54.8%
	No	45.0%
Student Plans to Continue the Placement on His or Her Own	Yes	36.3%
	No	30.0%
	Maybe	33.7%

Integrating CSL into your course

- Course goals/learning outcomes
 - all or selected
- Type of service placement
 - episodic or continuous, duration,
 - individual or group
 - various host organizations
- Percentage of grade allocated
 - mandatory or optional

Integrating CSL into your course

- **Defining and Understanding Roles**
 - faculty, CSL staff, students, community organizations
- **Reflection**
 - private written, public oral
 - time assigned
 - grading criteria

CSL at Laurier in the future

- **Project based CSL placements** – A group of students are encouraged to take on a specific project with a community organization that will have long-term implications (volunteer recruitment plan, environmental scan etc.)
- **New interdisciplinary CSL course**

Resources

- Canadian Association for Community Service-Learning
www.communityservicelearning.ca
- Campus Compact www.compact.org
- National Service-Learning Clearinghouse
www.servicelearning.org
- Michigan Journal of Community Service-Learning www.umich.edu/~mjcs/

Contact information

Laurier Centre for Community Service-Learning

Anita Abraham

Coordinator

Ext 3911

aabraham@wlu.ca

Mark Baetz

Associate Director , Faculty Partnerships

Ext 2564

mbaetz@wlu.ca