

SERVICE-LEARNING CONSULTATION

Westmont College
Saturday, September 29, 2007

Joseph A. Favazza, Ph. D. and F. Michael McLain, Ph. D., Wabash Center Consultants

9:00 - 9:30

Welcome/Introductions

Discussion with Westmont faculty: What issues does service-learning theory and practice raise for you?

9:30 - 10:15

The Perspective of the Consultants.

- I. Learning Can and Should Be "Transformative".
- II. Transformation Requires "Engaged or Active Learning".
 - A. Cognitive Science and Research Supports This Conclusion.

Handout:

"Major Findings of Cognitive Science and Research on Teaching and Learning")

- B. Forms of "Active" Learning (AAC, 1994)
 1. Electronic and Interactive Media
 2. Undergraduate Research, e.g. Community-Based Learning.
 3. Collaborative Learning.
 4. Problem-Based Learning.
 5. Academic Service-Learning.
- C. Caveat: "Traditional" teaching methods, such as, the close, interactive reading of texts can be "transformational". It is the transmission of information to passive learners that is being challenged by current educational research and reform proposals.
- D. The Dewey/Kolb Theory of Experiential Learning. A theoretical basis for service-learning

Handouts: The handouts summarize the results of studies on the impact of service-learning and the current research agenda.

"How Service Learning Affects Students", Alexander Astin et. al.

Research at a Glance: "What We Know about the Effects of Service-Learning on Students, Faculty, Institutions and Communities, 1993-1999", Janet Eyler, Dwight E. Giles, Jr. and Charlene J. Gray.

"Current Service-Learning Research Agenda", Michael McLain.

III "Best Practices" Model of Service-Learning Pedagogy

- Conceptualization/Planning
- Operationalization/Implementing
- Collaboration/Partnering
- Assessment/Evaluating

10:15-10:30

Break

10:30 - 11:15

Conceptualization/Planning: The Vital First Step. Connecting course learning outcomes to a service activity. (small group work).

Group Feedback on Connecting Learning Outcomes to Service.

11:15 - 11:45

Operationalization/Implementing: Monitoring the connection between service and learning. Strategies and pitfalls. (small group work).

Special Issues in Operationalizing Service-Learning.

- Models of Structured Reflection

Handout:

"Reflection Activities" adapted from [A Practitioner's Guide to Reflection in Service-Learning](#), Janet Eyler, Dwight E. Giles Jr, & Angela Schmiede

11:45 - 12:45

Working Lunch

Collaboration/Partnering

- S-L as a Reciprocity of Expertise
- Community Partners: Collaboration, collaboration, collaboration.
- Westmont's Institutional Support
 - Resources and relationship
 - Student involvement
 - Liability issues

Handouts

"Benchmarks for Campus/Community Partnerships", Jan Torres and Julia Schaffer

"The State of the 'Engaged Campus': What Have We Learned About Building and Sustaining University-Community Partnerships", Barbara A. Holland and Sherril B. Gelmon (To be distributed)

12:45 - 1:45

Assessment/Evaluating: Strategies for Process and Outcome Assessment of Service-Learning courses. (small group work)

Handouts

"A sample journal entry;" "Bradley's Criteria for Assessing Levels of Reflection;" and "Relationships of Perry's Model of Student Development, King & Kitchener's Reflective Judgment Model, and Core Problem-Solving Skills", Janet Eyler and Dwight Giles

"Reflection in Service Learning: Making Meaning of Experience", Robert A. Bringle and Julie A. Hatcher

1:45 - 2:00

The Big Picture: The Four Pillars of Service-Learning: Student- Faculty – Institutional Mission - Community.

The Promise of Service-Learning: The Whole Student: Student Development

- The Uses of Knowledge
- Civic Engagement
- Vocation
- The Wider Values of Service-Learning.

Handout:

"Wider Values of Service-Learning", Michael McLain

Handout:

"Essential Service-Learning Resources", Campus Compact

WORKSHOP EVALUATION