Center for Community Involvement and Service-Learning
www.sds.tcu.edu/community

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Service-Learning Definition

- Academic Service-Learning is a *pedagogy* based on the principles of experiential education, which integrates community service with academic study. Faculty, in collaboration with representatives from community organizations, design service projects that enhance the student learning and help meet community needs. Through structured reflection, students consider relationships between the service experience, the academic content of the class, and its impact on their personal values and professional goals.

If students remove trash from a streambed, they are providing a service to the community as volunteers.
When students remove trash from a streambed, analyze what they found, share the results and offer suggestions for the neighborhood to reduce pollution, and then reflect on their experience, THAT is ***service-learning****!*

Essential components:

- Community as LIVE TEXT: Students learn and develop through *active* participation in organized service that *meets community needs* and is a *coordinated* effort between community and the education institution;
- INTENTIONAL link to academic content: Service activities are connected to classroom *learning* outcomes, *enriching the quality* of the students' learning experience rather than adding to or removing from pre-determined curricular content; and
- TRANSFORMATIONAL: Learning includes structured time for *reflection* on the experience and *integration* of lessons learned to academic professional development.

Benefits:

- Hands-on use of skills and knowledge that increase relevance of academic skills
- Opportunities that incorporate different learning styles
- Analytical skills, and social development
- Interaction with people of diverse cultures and lifestyles
- Increased sense of self-efficacy
- Valuable career guidance and experience
- Opportunities for meaningful involvement with the local community
- Increased civic responsibility

Types of Service-Learning

- Direct Service

These activities involve students working alongside community members to produce desired outcomes. Examples: students in an English course work with residents of a nursing home to create oral histories; students in a nutrition course creating a community garden with local residents; accounting students help community members fill out their tax forms.

- Indirect Service

These activities usually happen away from the community site; however students meet with community members to assess needs and get feedback on the product being developed. Examples: students in a language course write children's books in Spanish to be donated to hospitalized Latino children; students in a journalism course develop communication materials to be used by non-profit agencies wishing to disseminate information on their services; students in a geology course conduct a greenhouse gas emission inventory for their campus.

- Advocacy

These activities involve students working to raise awareness about particular issues, or seeking support to help address a particular community problem. Examples: students in a civic literacy course make a presentation to City Council in support of a specific policy; students in a nursing course launch a PR campaign about a health issue; students in an environmental studies course write a newspaper article about environmentally friendly actions that help lower pollution at a local natural resource.

Other examples: http://www.fiu.edu/~time4chg/Library/ideas.html

Services Offered:

- Consultation and technical assistance
- Online searches (e.g. syllabi, awards, RFPs)
- Resource library (e.g. Faculty Guide)
- Partnership facilitation
- Networking with peers
- Newsletter/ Website
- Professional Development
    - Nov 1-2 Service-Learning Workshop
    - Nov 16- Teaching and Learning Conversation (CTE)
- Funding
    - Faculty Grants- Deadline Nov 7
    - Undergraduate Assistantships- Spring 2008

Faculty Steering Committee (2006-2007)

Tony Burgess *College of Science and Engineering* *Professor of Professional Practice*	Lyn Dart *Nutritional Sciences* *Assistant Professor*
Jennifer Engler *Theatre* *Associate Professor*	Tracy Dietz *Social Work* *Associate Professor and Director of Field Education*
Suzy Lockwood *Harris School of Nursing* *Assistant Professor*	Mary McKinney *Spanish Department* *Instructor*
Linda Moore *Social Work* *Professor and Department Chair*	Mary Martin Patton *School of Education* *Associate Dean of Undergraduate Studies*
David Whillock *Radio-TV-Film* *Professor and Associate Dean of College of Communications*	Stuart Youngblood *Management Department* *Professor of Management*
Catherine Wehlburg *Assessment and Quality Enhancement* *Executive Director*	Jeff King *Center for Teaching Excellence* *Director*

Recipients Service-Learning Grants 2006-2007:

1. **Sharon B. Canclini RN, MS, FCN**
   Harris College of Nursing and Health Sciences: Nursing
   Title of Proposed Course/Initiative for which Funding is Sought: Children and Families in the Faith Community Prepare for Emergencies
   Name of Community Agency/Partner:
   Saint Alban's Episcopal School and Holy Rosary Catholic School
   Overview:
   The proposed program builds on an initial assessment and educational intervention provided by senior baccalaureate nursing students (Spring 2006) in response to community concerns after Hurricanes Katrina and Rita. Students partner with the community to improve emergency preparedness while learning about the role of public health nursing in faith communities.

2. **Billie Hara**
   English / Center for Writing
   Title of Proposed Course/Initiative for which Funding is Sought: ENGL 10803: Oral Histories from the Historians of Fort Worth
   Name of Community Agency/Partner:
   Broadway Plaza Healthcare Center
   Overview:
   The aim of this service-learning project is to engage college students with elderly residents of long-term care facilities of Fort Worth, giving two potentially opposite groups an opportunity to experience the past together and learn from each other. The oral histories contributed by the older residents and captured by students will be put into a book form so that histories are maintained and

passed along to other residents, family members, the TCU community, or the Fort Worth community at large.

3. **Dr. M. Francyne Huckaby, PhD**
School of Education
Title of Proposed Course/Initiative for which Funding is Sought: EDEC 30234: Early Childhood Social Studies
Name of Community Agency/Partner:
Woodway Elementary School, Seminary Hills Park Elementary School, Bruce Shulkey Elementary School, and 9 community members
Overview:
In Early Childhood: Social Studies, pre-service teachers develop social studies lessons that merge the needs and interests of elementary school students and their communities with academic requirements. TCU students enter an urban community, meet community members, and conduct lessons with elementary school students that provide services to the community.

4. **Dr. Mary McKinney, PhD**
Spanish
Title of Proposed Course/Initiative for which Funding is Sought:
Spanish for Healthcare (30603)
Name of Community Agency/Partner:
JPS Health Network with Robert Early, Senior Vice-President of Government Affairs and Advocacy, April Ciccarello, Director Health Promotions and Community Outreach Department, John Hayes, Director Guest Services
Overview:
Spanish for Healthcare (SPAN 30603), offered in spring 2007, meets the needs of healthcare professionals dealing with Spanish speaking patients. Language, cultural barriers, and awareness are addressed. Students develop an activity/ educational tool for preventative healthcare, supply first aid kits, and offer needed services to the Hispanic community at the county hospital.

5. **Dr. Lyn Dart, PhD, RD, LD and Pamela Frable ND, RN**
Department of Nutritional Sciences (Dart) and Nursing (Frable)
Title of Proposed Course/Initiative for which Funding is Sought:
Community Gardening for Active Citizenship: Evaluation by Journey Mapping
Name of Community Agency/Partner:
The Resource Connection of Tarrant County
(Judith Ketchum, Director)
Overview:
Nursing and nutrition students participate in *Community Gardening for Active Citizenship*, a community-based participatory research pilot study that explores community gardening as a service learning strategy for effectively fostering civic skills and engaging undergraduate students in helping Resource Connection staff and clients achieve individual and public health benefits from gardening.

6. **Dr. Amiso M. George, PhD, APR**
Journalism
Title of Proposed Course/Initiative for which Funding is Sought:
Writing for Advertising and Public Relations
Name of Community Agency/Partner
Greater Fort Worth Boys and Girls Clubs
Overview:
Writing for Public Relations and Advertising is an instructional and writing practice course designed to develop the professional level writing skills required in public relations and advertising. Students are able to produce near professional quality contents of a media kit that would enable the organization to engage the media as a partner in reaching its target audience.

Learning Outcomes as of May 2007

- As a group the 69 students enrolled in the four courses performed over 400 hours of service. A Student Outcomes Survey was developed and sent to students registered in the five courses implementing projects in the Spring. Results are summarized below:
  - Initially, 102 students contacted via email, and 39 completed the survey. After further contact with faculty responsible for the courses, one course was removed from the analysis per request of the faculty leader who felt the project was not implemented as planned due to unforeseen changes in the way the course was organized.
  - The revised database consisted of 69 students in four courses, of whom 28 completed the survey, for a response rate of 40.6%
  - The great majority were female (96.4%) and upperclassmen (92.8%). Of these students, about 57% indicated having taken a Service-Learning course before.
  - Students appeared to associate the Service-Learning experience with positive academic, personal and interpersonal outcomes. Questions regarding outcomes were answered on 5 point Likert scale, with 5 being the highest score and 1 the lowest. The first section consisted of 18 questions regarding the contribution of the Service-Learning experience to the student's academic learning, personal and interpersonal skills, and civic responsibility. The median for 16 of the questions was 4 (significant contribution). One question had a median of 5- "functioning as a team." The questions with the highest percentage of students rating the experience as impacting their skill development "very significantly" were those related to interpersonal skills (39.3%), such as communicating with others (39.3%), building relationships and working as a team (53.6%). Other skills rated frequently as "very significantly" impacted were the ability to commit to community service (35.7%), express ideas (32.1%) and use knowledge/skills in a work situation (32.1%).
  - Questions regarding satisfaction with the overall Service-Learning experienced also yielded positive responses. All six questions received a median of 4 (significantly). Furthermore, over one third considered the experience to have had a "very significant" (highest rate = 5) impact on community members. Students also rated the experience as contributing very significantly to their willingness to continue lifelong services in the community (42.8%) and helping them integrate learning in the classroom to real world applications (42.8%). Close to 40% considered the Service-Learning as very significantly contributing to the overall TCU experience, followed by another 28% who rated the contribution as "significant."
  - When asked whether or not they would take another Service-Learning course in the future, 78.6% said yes, with the remainder saying they would take it if required. No one replied "No" to this question.
  - When asked about their interest in continuing to work with a community site, 35% reported being "very interested", with the remaining saying they were "somewhat interested." Again in this question, no student chose the "not interested" option.
  - The majority of students (75%) said they felt they would not have learned as much had the course not included the Service-Learning experience.