

**EDCP 74XX
PEDAGOGY AND PRACTICE OF SERVICE LEARNING**

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Room: Tupper 106
Time: Thursday, 4:00 – 6:00PM
Office Hours: Tuesday and Thursday, 10am to Noon (41A Lindley)

Required Texts: Jacoby, B. (2014). *Service-learning essentials: Questions, answers, and lessons learned*. San Francisco, CA: Jossey-Bass

Overview

Service-learning has been identified as a high impact educational practice in both higher education and K-12 settings. This course focuses primarily on the mechanics and politics of implementing service-learning in higher education. While students will focus primarily on the practice in the United States, they will also have opportunities to learn about service learning in global contexts as well as frameworks for developing global service learning experiences for students. This course is a service-learning course; therefore, course requirements include 20 hours of service work in a non-profit setting (Good Works, Inc). The service provided at Good Works will be an essential aspect of the course, as we will be referring to this experience in our classroom discussions and in course reflections. In general, I expect this course will provide a strong foundation for students who have an interest in applying service-learning practices in their professional work as faculty members or administrators.

Course Outcomes

At the conclusion of this course, students will:

- Possess a clear understanding of definitions, models and educational practices associated with service-learning pedagogy
- Be able to plan, develop and execute a service-learning program.
- Understand the administration of a service-learning program in a college or university
- Become aware of international perspectives on the practice of community engagement and service-learning

Student Academic Honesty: Cheating, submitting work completed by others without proper authorship attribution, and/or plagiarism may result in penalties ranging from an "F" in the course to expulsion from the University, depending on the severity of the offense. Please refer to the "Academic Misconduct" section of Inside Ohio University: Student Handbook for more detailed information. Please also see: <http://www.outreach.ohio.edu/onlinecomplete/orientation/policies.htm>

Disabilities: If you are registered with the Office of Disability Services (<http://www.ohio.edu/disabilities/>) and need for the professors to make any sort of accommodation, please notify them at your earliest convenience to discuss arrangements.

Class Attendance: All class sessions are required. Students are expected to read assigned material to participate in class. Students are expected to complete assignments on or before the due dates.

Assignments:

Service Experience at Good Works

All students will be involved in a service experience at Good Works, Inc. This will include two components: 1) two Saturdays (6 hours each day) of direct service; and 2) consultancy (i.e., interviews, group work, and report writing). Our second class session (9/3) will be held at Good Works on Luhrig Road. In total, students are expected to spend 20 hours on service project, including both the direct service activity and the consultancy exercise.

The service experience with Good Works is considered a text for the course. While you will not be evaluated based on how hard you work (e.g., how many shovels full you move in an hour), you will be evaluated on the connections you make between the service work and the theories and ideas included in other texts and lectures from the class.

Reflections

Service-learning reflections can take many forms. We will employ many of these throughout the semester. Prompts will be available on Blackboard each week, where students are prompted to reply. Your weekly written reflection will be due by Wednesday, the day before class, each week. You'll see that reflection prompts vary depending upon the point in the semester (for example, before, during and after specific experiences). You will be asked to provide reflections in different forms (e.g., story, media creation, detailing events, analysis of theory and practice connection). It is recommended that you read the reflection prompt at least one week before it is due so you can give adequate attention to it.

Assessment Rubric for Reflections

Reflections will constitute a large portion of the grade for the course (40%). I will use the following rubric adapted from Bradley [See Bradley, J. (1995). *A model for evaluating student learning in academically based service*. In M. Troppe (Ed.). *Connecting Cognition and Action: Evaluation of Student Performance in Service Learning Courses*. Denver, CO: Education Commission of the States/Compass Compact.]

Level One 1. Gives examples of observed behaviors or characteristics of the client or setting, but provides no insight into reasons behind the observation; observations tend to become dimensional and conventional or unassimilated repetitions of what has been heard in class or from peers. 2. Tends to focus on just one aspect of situation. 3. Uses unsupported personal beliefs as frequently as “hard” evidence. 4. May acknowledge differences of perspective but does not discriminate effectively among them. (Grade: C+ to B-)

Level Two 1. Observations are fairly thorough and nuanced although they tend not to be placed in a broader context. 2. Provides a cogent critique from one perspective, but fails to see the broader system in which the aspect is embedded and other factors that may make change difficult. 3. Uses both unsupported personal belief and evidence but is beginning to be able to differentiate between them. 4. Perceives legitimate differences of viewpoint. 5. Demonstrates a beginning ability to interpret evidence. (Grade: B to B+)

Level Three 1. Views things from multiple perspectives; able to observe multiple aspects of the situation and place them in context. 2. Perceives conflicting goals within and among the individuals involved in a situation and recognizes that the differences can be evaluated. 3. Recognizes that actions must be situationally dependent and understands many of the factors that affect their choice. 4. Makes appropriate judgments based on reasoning and evidence. 5. Has a reasonable assessment of the importance of the decisions facing clients and of his or her responsibility as a part of the clients’ lives. (Grade: A to A-)

Prompts

On Session 3, you should submit a reflection prompt related to a course topic. In addition to listing the prompt, state the learning outcome related to the prompt, and provide a discussion of how you have employed a reflection model, and service-learning theory from the reading in developing the prompt. This assignment should be approximately ½ to 1 full page. This is worth 10% of the course grade.

Cross-cultural Interview and Presentation

Interview someone who spent the majority of their educational experience outside of the United States. What relationship did the school have with the community it was in? Did the students engage in curricular or co-curricular engagement activities? Was it formalized? What was it called? How was it valued? Using your knowledge of service-learning philosophy, pedagogy and practice in the United States, what can be learned

from an alternative approach? Prepare a 15-20 minute presentation on what you learned from the interview.

Consultation Activity

One product of our service activity will be a consultation with Good Works. This will constitute 30% of the course grade and will include several sub-components/activities:

- A- Observation Journal – You will document your specific observations from the service activity. This will include noting what you saw; who you were working with (and for); and another other detailed observations from your experience. This may be included in other reflections (see above). (10 points)
- B- Interview Notes – You will be involved in various interviews of staff and students. The entire class will be interviewing/discussing aspects of your experience with Good Works staff. You should take notes from these experiences, and include additional questions you have. Students will also be broken down into teams to interview faculty members and students who have volunteered with Good Works. The interview protocol will be developed collectively in class. Additional interviews will be conducted with staff from other organizations. (10 points)
- C- Final Products (20 points)
 - a. The first report will serve as a resource for the Center for Campus and Community Engagement to provide for faculty who are interested in putting together a service-learning course. There will be a summary sheet of best practices as well as a more comprehensive written report.
 - b. The second report will be developed to provide to Good Works and other partner organizations. It will be a summary of findings, with a summary of what prospective partner organizations should know about working with the University in service-learning courses.

Discussion Participation

All students are expected to have done the readings for the week and to come to class prepared for an active discussion. Specifically, you should be prepared with one critical question for each class. The question should be included at the end of your weekly journal entry and should be submitted on the day prior to class. (20 points)

Schedule of Classes

Session 1, 8/27

TOPICS: Course Intro

DUE FOR TODAY: Jacoby 1

Session 2, 9/3

TOPICS: Good Works/Organizational Partners

DUE FOR TODAY: Review Good Works' website; Jacoby Ch. 3; Review <https://ccph.memberclicks.net/principles-of-partnership>

**Meet at 4pm on 4th floor of Baker to travel together to Goodworks.*

Session 3, 9/10

TOPICS: S-L Reflection

DUE FOR TODAY: Jacoby 2; Bringle & Hatcher (Bb); Cooper (Bb); Coulson & Harvey (Bb)

Session 4, 9/17

TOPICS: Appalachia (Mike Hess, Guest)

DUE FOR TODAY: TBD

Session 5, 9/24

TOPICS: S-L in the Co-curriculum

DUE FOR TODAY: Jacoby 5

Session 6, 10/1

TOPICS: S-L in the Curriculum

DUE FOR TODAY: *Jacoby 4*

Session 7, 10/8

TOPICS: S-L Assessment; S-L as Mentoring Community

DUE FOR TODAY: Mather, Marvel & Nelson (Bb); Jacoby, Ch. 6

Session 8, 10/15

TOPICS: S-L Developmental and Learning Outcomes: **Multicultural Competencies; cross-cultural perspectives on community engagement**

DUE FOR TODAY: Mather et al. (Bb); Jones et al. (Bb); Erasmus, M. (2011). A South African Perspective on North American International Service Learning.

Session 9, 10/22

TOPICS: Consulting Project Check-In

DUE FOR TODAY: Interview Summaries

Session 10, 10/29

TOPICS: Developmental and Learning Outcomes: Other Psychosocial & Cognitive Development

DUE FOR TODAY: Mather, Karbley, & Yamamoto (Bb); Eyer & Giles (Bb)

Session 11, 11/5

TOPICS: Institutionalizing and Administering Service Learning

DUE FOR TODAY: Butin (Bb); Jacoby Ch. 7

Session 12, 11/12

TOPICS: Asset-based Community Development; International Programs

DUE FOR TODAY: Mather & Konkle (Bb)

Session 13, 11/19

TOPICS: Consulting Project Check-in

DUE FOR TODAY: Draft Recommendations

Session 14, 11/26

Off for Thanksgiving Break

Session 15, 12/3

Recapitulation

DUE: Final Project (12/7)