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Ohio Association of Gerontology and Education Conference

Breakout Session Two

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Learning Through Serving: Learning Service-Learning Pedagogy to Enhance your Teaching

Paul Valdez
Bowling Green State University, paulv@bgsu.edu

Laura Landry-Meyer
Bowling Green State University, landrym@bgsu.edu

Kate Magsamen-Conrad
Bowling Green State University, kmagsam@bgsu.edu

Denise Niese
Wood County Committee on Aging

Jeanette Dillon
Bowling Green State University, jmdillo@bgsu.edu

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Service-Learning Resource Handout

OAGE 2015 Conference – Bowling Green State University

Paul Valdez, Laura Landry-Meyer, Kate Magsamen-Conrad, Jeanette Dillon, and Denise Niese

Getting Started with Service-Learning

1. Consider which type of service-learning you would like to conduct. See the models below.

Campus Compacts Six Model's of Service-Learning

Pure	These are courses that send students out into the community to serve. These courses have as their intellectual core the idea of service to community by students. They are not typically lodged in any one discipline.
Discipline-based	Students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis through the semester using course content as a basis for their analysis.
Problem-based	Students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need.
Capstone Courses	These courses are generally designed for majors and minors in a given discipline and are offered almost exclusively to students in their final year. Capstone courses ask students to draw upon the knowledge they have obtained through their course work and combine it with relevant service work in the community.
Internships	Like traditional internships, these experiences are more intense that typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. Service internships have ongoing reflective opportunities that help students analyze their new experiences using discipline-based theories.
Community-based Action Research	Community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

2. Identify how adding community service to your course will enhance student learning?
    a. What are your academic/discipline learning outcomes? Consider the following:
        i. Course-specific academic learning
        ii. Generic academic learning
        iii. Learning how to learn
        iv. Community learning
        v. Inter- and Intra-Personal learning
    b. What are your civic learning outcomes? Consider the following:
        i. Democratic citizenship learning
        ii. Diversity learning
        iii. Political learning
        iv. Leadership learning
        v. Inter- and Intra-Personal learning
        vi. Social responsibility learning

c. What outcomes are related to relevant and meaningful service with the community?
   i. What are community needs?
   ii. How is student community service addressing these needs?
   iii. What will be the impact for community partners?

3. Identify Community Partner(s)
   a. Connect with your campus Office of Service-Learning or Office of Community Service.
   b. Ask your colleagues across campus for leads to community partners.
   c. Attend community events and meetings to connect with potential community partners.
   d. Set up informational interviews with community partners to establish if course learning outcomes are a fit for their needs.

Resources

Ohio Campus Compact
http://www.ohiocampuscompact.org/

- Funding
- Program models

Current Member Schools:

Antioch University
Bowling Green State University
Baldwin Wallace University
Defiance College
Central State University
Columbus State Community College
Capital University
Cuyahoga Community College
Case Western Reserve University
Central Ohio Technical College
Lourdes University
Lorain County Community College
Kent State University
John Carroll University
Hiram College
Marietta College
Mt. St. Joseph University
Mercy College
Miami University
Muskingum University
Ohio Northern University
Ohio Wesleyan University
Otterbein University
Owens Community College
Ohio University
Oberlin College
The Ohio State University
University of Akron
University of Cincinnati
University of Dayton
University of Findlay
University of Mount Union
Wittenberg University
Wilmington College
The College of Wooster
Wright State University
Xavier University
Walsh University

Campus Compact
http://www.compact.org/

- Funding
- Syllabi Database
- Publishing

American Association of Colleges & Universities

- Civic Engagement Rubric
- https://www.aacu.org/civic-engagement-value-rubric

National Service-Learning Clearinghouse

- Free online resources for K-12, higher education, community-based organizations and tribal communities.
- https://gsn.nylc.org/clearinghouse

Faculty Toolkit for Service-Learning in Higher Education

- https://ccsr.ku.edu/sites/csl.drupal.ku.edu/files/docs/HE_toolkit_with_worksheets-4.pdf

References

Campus Compact. (n.d.). The Six Models of Service-Learning. Retrieved from http://www.compact.org/initiatives/syllabi/syllabi-introducation-page-3/

Howard, J. (Ed.). (2001). Service-learning course design workbook. [Special Issue]. *Michigan Journal of Community Service-Learning.* Available online: http://ginsberg.umich.edu/mjcsl/content/service-learning-course-design-workbook