



# *Designing Effective Community- Based Learning*

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Wisconsin Campus Compact

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UW-La Crosse

# About WiCC

- To strengthen civic engagement and service-learning partnerships between Wisconsin's postsecondary institutions and the communities they serve.
- ❖ Wicampuscompact.org
- ❖ @wicampuscompact
- ❖ Facebook.com: Search "Wisconsin Campus Compact" (<https://www.facebook.com/wicampuscompact/>)



# About us: Member campuses

- ❖ Alverno College
- ❖ Cardinal Stritch University
- ❖ Carthage College
- ❖ Concordia University-WI
- ❖ Edgewood College
- ❖ Lawrence University
- ❖ Marquette University
- ❖ Mount Mary College
- ❖ St. Norbert College
- ❖ Medical College of Wisconsin
- ❖ UW-Eau Claire
- ❖ UW-Green Bay
- ❖ UW-La Crosse
- ❖ UW-Madison
- ❖ UW-Milwaukee
- ❖ UW-Oshkosh
- ❖ UW-Parkside
- ❖ UW-Stevens Point
- ❖ UW-Superior
- ❖ UW-Whitewater
- ❖ Gateway Technical
- ❖ Madison College
- ❖ Milwaukee Area Technical
- ❖ Moraine Park Tech
- ❖ Nicolet College
- ❖ Northeast WI Technical
- ❖ Western Technical

**Representing over 70% of  
FTE students in WI**





# About Us: Our Work

1

## GRANTS/SPECIAL OPPORTUNITIES

1. Campus engagement projects (MLK Day of Service, Campus Election Engagement)
2. Content-specific projects
3. Developments in the field (e.g. Pathways to Public Service, service-learning studies)

2

## NETWORKING / COLLABORATION

1. Professional development sessions
2. Special gatherings / convenings
3. Connection with other statewide efforts
4. Mini-regional, State, Multi-State Regional, and National meetings

3

## TECHNICAL SUPPORT / CONSULTATION

1. Campus visits
2. Strategic planning
3. 1:1 Feedback and Consultation
4. Trainings

4

## COMMUNICATIONS & ADVOCACY

1. Communicating community engagement projects to external stakeholders
2. E-Newsletters
3. Social media
4. Press releases
5. Awards

# How? Typology of Community-Based Experiences

Type	Examples
Community Outreach	Volunteering, Philanthropy, Community Services (e.g. , summer camps, health fairs, departmental outreach initiatives), public performances in underserved locations, little sibs day, etc.
Community Immersion	Urban “plunge,” alternative breaks, some forms of study abroad, diversity, global education
Community-Based Instruction	Service-learning (both thematic and project), civic engagement projects, Capstone projects, public awareness/education activities. Some forms of learning communities
Community-Based Apprenticeship	Performance or competency-based internships, field placements, supervised practicum models, job coaching, and mentoring
Community-Based Research	Action research, participatory research, some forms of capstone research projects, some types of undergraduate research, or program impact studies

# HOW? Focus on Service- / Community-Based Learning

Positive Results\* in...

- Spiritual development
- Ethical development
- Attitudes toward self
- Attitudes toward school learning
- Civic engagement
- Prosocial skills
- Academic achievement
- Retention
- Cultural competence

*Astin, Vogelgesang, Ikeda, & Yee, 2000; Barrett, 2015; Berger, 2015; Brandenberger & Bowman, 2015; Bringle, Hatcher, & Muthiah, 2010 ; Celio, Durlak, & Dymnicki, 2011; Eyler & Giles, 1999; Gallini & Moely, 2003; Hébert & Hauf, 2015; Levesque-Bristol, Knapp, & Flsher, 2010;; Lockeman & Pelco, 2013; Keup, 2005-6; Nigro & Farnsworth et al., 2009; Reed et al., 2015)*

# Critical steps to quality service-learning experiences

## Recommended Practices

- ❖ 1 – Student voice (giving them buy-in and motivation)
- ❖ 2 – Community voice (effective, reciprocal partnerships)
- ❖ 3 – Reflection, assessment, and celebration
- ❖ 4 – Linked to curriculum (Including Civic Learning &/or Essential Learning Outcomes)



# Service-Learning – Making it High-Impact

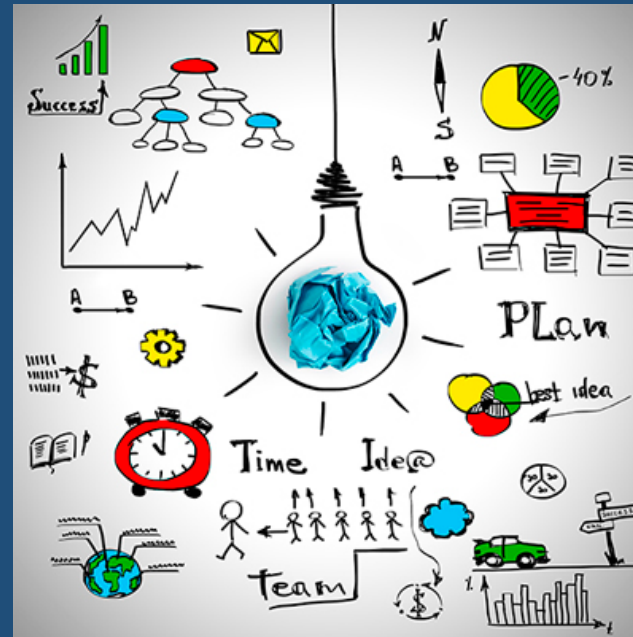
- 1) Reciprocal partnerships and processes shape the community activities and course design.
- 2) Community activities enhance academic content, course design, and assignments.
- 3) Civic competencies (i.e., knowledge, skills, disposition, behavior) are well integrated into student learning
- 4) Diversity of interactions and dialogue with others across difference occurs regularly in the course.
- 5) Critical reflection is well integrated into student learning
- 6) Assessment is used for course improvement





# Implementing Service-Learning, IPARD

- Investigate
- Preparation/planning
- Action
- Reflection
- Demonstration/celebration



# \*Positive Results only when...

**Table 2**

*Use of Recommended Practices and Student Outcomes*

Number of recommended practices	<i>N</i>	Mean ES	95% CI
None	13	0.17*	0.03–0.30
One	21	0.30*	0.19–0.41
Two	9	0.27*	0.12–0.43
Three	10	0.33*	0.16–0.50
Four	9	0.35*	0.18–0.52

Note. *N* = total sample size; ES = effect size; CI = confidence interval.

\*Denotes that the mean effect is significantly different from zero at the 0.05 level.

*Celio, Durlak, & Dymnicki, 2011*



# Typology of Service-Learning

Type	Examples
“Pure” Service-Learning	Sending students out into the community to serve (not placed into any discipline) – E.g. FYE Introduction to Multiculturalism + Diversity
Discipline-Based Service-Learning	Students expected to have a presence in the community throughout the semester; using course content as basis for analysis + understanding
Problem-Based Service-Learning	Students (or teams) relate to the community as “consultants” working for “clients.” They try to understand and address a community problem or need
Capstone Courses	Designed for majors and minors; use knowledge from entire body of course work and combine it with relevant service work. Goal could be to explore a new topic or synthesize student understanding of discipline
Service Internships	Intensive placement; reflection throughout internship using discipline-specific theories
Undergraduate CB Action Research	Students learning research methodology; intensive work with communities to define research questions; advocacy-inspired

# Student Voice + Motivation

Motivational Theory Constructs Supported by Quality Service-Learning:

- ❖ Autonomy – Allow students to select sites, project, or service activities
- ❖ Relatedness – Help students to see how their service can help others and build their sense of connectedness to the outside community
- ❖ Competence – Service opportunities that allow students to use their learning can build their confidence in course material...time service well and make sure they're prepared!
- ❖ Value – Connect service to concept of building “real world” skills
- ❖ Interests – Help students connect service to larger issues of importance to them



(Rockenbaugh, Kotys-Schwartz, & Reamon, 2011)

# Effective partnerships

## PRINCIPLES OF PARTNERSHIPS

- Balance power among partners
- Clear and open communication: **MOU**
- Principles and processes established with the input and agreement of all
- Feedback among all
- Shared benefits
- A plan for closure if/when they dissolve

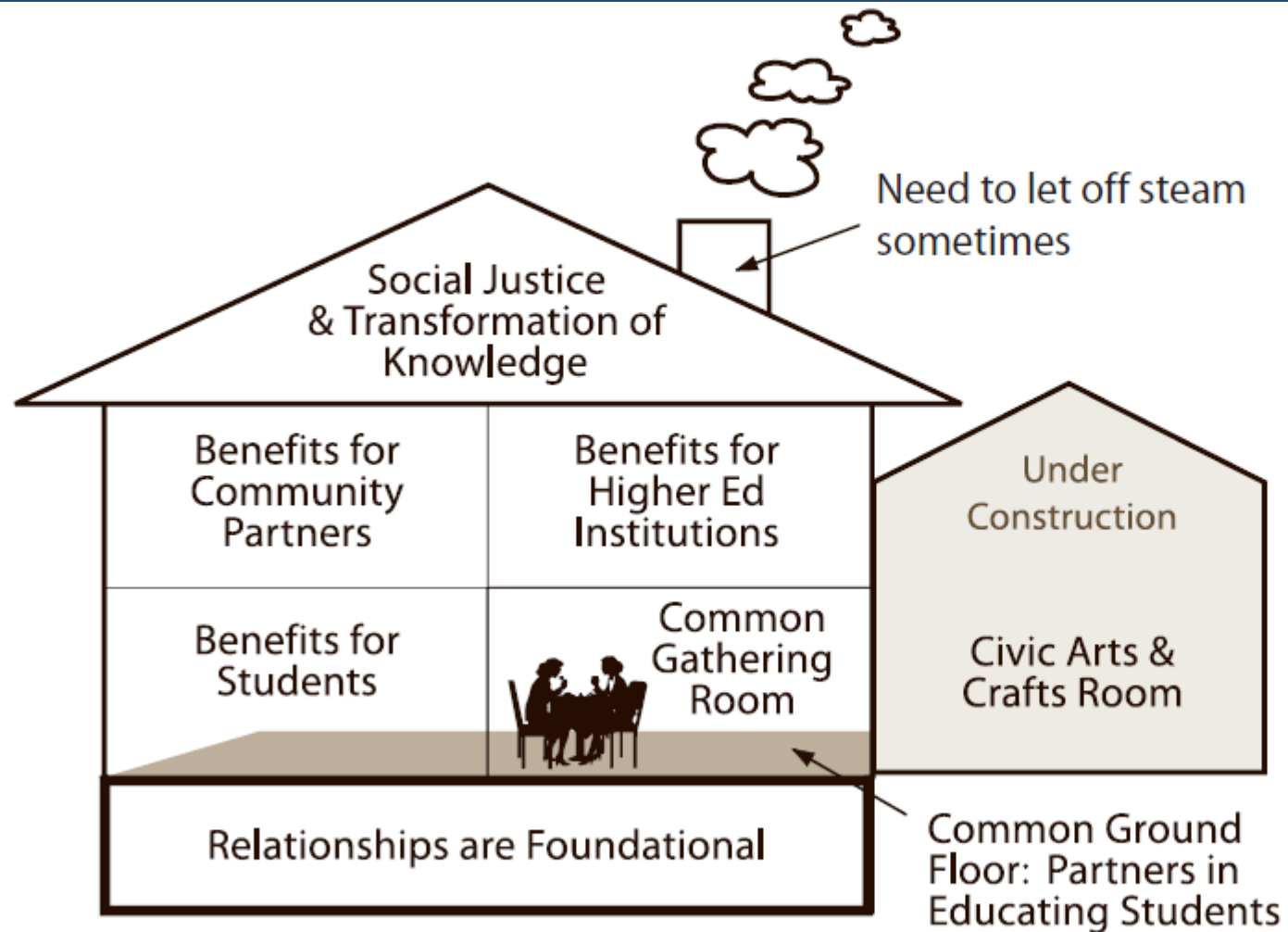


(Community-Campus Partnerships for Health, 2013)

# COMMUNITY VOICES (Tryon & Stoecker, 2008)

- “They’re on campus doing their thing, and we’re out here, doing our thing...”
- “You lose ‘em” [during breaks]
- “. . . and I just happened to see her [the faculty member] at a different event and she said, ‘Oh, did the students do a good job?’”
- “It was just a bad fit”
- “To be perfectly honest with you, I was never really sure what we were supposed to provide.”
- “I do have some students that will . . . call at 4:00 and [the activities] start at 5:00, and will say, ‘Oh, I can’t come, I have an exam tomorrow.’”

# The House that Partnerships Built... (Sandy, 2007)



# Acknowledging Power Differentials + Building Reciprocity

- Co-created syllabus
- Formal recognition (credentials, course credit, stipends, campus benefits)
- Consider building long-term leaders, not 1-time participants
- Co-writing or presentation opportunities
- Remember the simple things: Can the partner access a campus parking space? Can they navigate campus buildings? Consider community partner ambassadors.
- Share norms / expectations for campus & community environments

Inspired by Stanley, 2013



# Elements of a service-learning syllabus

- ❖ Include service as an expressed goal
- ❖ Describe how the service will be measured
- ❖ Specify the student role in the service experience
- ❖ Define the community needs being met
- ❖ Specify how students will demonstrate learning from the service experience
- ❖ Outline assignments that link the service with course content



(Heffernan, 2001)

# Different Ways to do Service-Learning

Model	Description
<b>Placement Model</b>	Students choose from among several placements that have been chosen from their courses.
<b>Presentation Model</b>	Students in certain courses (e.g. Physics 1001), take material that they are learning in class and create presentations for audiences in the community.
<b>Event Model</b>	students all work with the same organization and put on a fair, or a mini-conference, that includes several learning stations or short workshops.
<b>Product Model</b>	In some courses, Service Learners - working alone or in groups - produce a tangible product for their agencies.
<b>Project Model</b>	Working in groups, Service Learners collaborate with community members to devise and implement a project. (Heffernan, 2001)

	Nursing	Engineering	Exercise Physiology	Computer Technology	Chemistry
Direct	Lab Draws	Device design for specific partner (ie: disabled user, science museum, etc)	Health Screenings	Helps seniors learn computer skills	Complete activities with K-12 students
Indirect	Extra projects at the clinic – Running labs when it isn't there. Quality testing in lab Toiletry drive	Corrosion Assessment of local structure. Energy assessment of campus buildings.	Write a PSA	Build an app for a nonprofit partner	Design activities for K-12 classes/create videos
Advocacy	Health advocacy in Haiti - training lay midwives as health care	Building codes (Green practices)	Contact a legislator about wellness legislation	Advocate for wifi access	Environmental Advocacy

	Nursing	Engineering	Exercise Physiology	Computer Technology	Chemistry
Single Lesson	Health screening in Homeless camp – listen to their stories Toiletry drive	Static analysis of local playground equipment (in class from pictures) – may build to larger projects	Health Screening Adapted PE	Typing classes Tax programs	Water experiment for kids - conservation
Single Assignment		Assessment of corrosion on local structure in Material Science – picture report to owner	Public Service Announcement		Review Videos Demo/Hands on activity Development
Mini Project			Older adult exercise program Health promotion program	Student lead community computer training sessions	Purify water in developing countries (lab)
Substantial Project	Service at fee clinic (20 hours)	Freshmen design – redesign of games for the disabled.		App development for NP	Projects passed from semester to semester Environmental testing
Class Focus	Service in health clinic in Haiti	Senior Design – device development for local nonprofits			Design chem method for other agencies

	Nursing	Engineering	Exercise Physiology	Computer Technology	Chemistry
Independent Study	Senior project in Haiti – training lay midwives as health care		Exercise programs for people with special needs		
Consulting	Resource guide for clinic (referrals, exercise)	Design device for nonprofit partner			Long term partners Projects passed from semester to semester
Individual Placement	Volunteer in a health setting		Volunteer in a senior home		
Optional Placement/ Extra Credit	Extra projects at the clinic – Running labs when it isn't there. Quality testing in lab		STEM outreach table –exercise science.		
Service Immersion	Service in health clinic in Haiti	Design implementation in the 3 <sup>rd</sup> world			

# Linked to Curriculum / Learning Outcomes

## **Civic Learning Outcomes (AAC&U)**

- Diversity of communities / cultures
- Analysis of knowledge
- Civic identity / commitment
- Civic communication
- Civic action & reflection
- Civic contexts / structures

## **Essential Learning Outcomes**

- Personal and social responsibility **(especially)**
  - Civic knowledge and engagement—local and global
  - Intercultural knowledge and competence
  - Ethical reasoning and action
  - Foundations and skills for lifelong learning

# Reflection is key

Reflection  
"facilitates the  
students making  
connections  
between their  
service experiences  
and their learning"  
(Eyler and Giles,

- Describe, Examine, Articulate Learning  
MODEL
- What? So What? Now What?
- Teagle Foundation: Statement of the  
issue/activities, Academic/applied learning,  
Moral and civic engagement, Change /  
commitment



# REFLECTION IS CRITICAL, or else...

- Reinforce stereotypes
- Deficit thinking
- Reinforce power structures
- Students of color in your courses have different experiences that may (or may not) mirror service sites. They have reported extra burdens in the classroom.



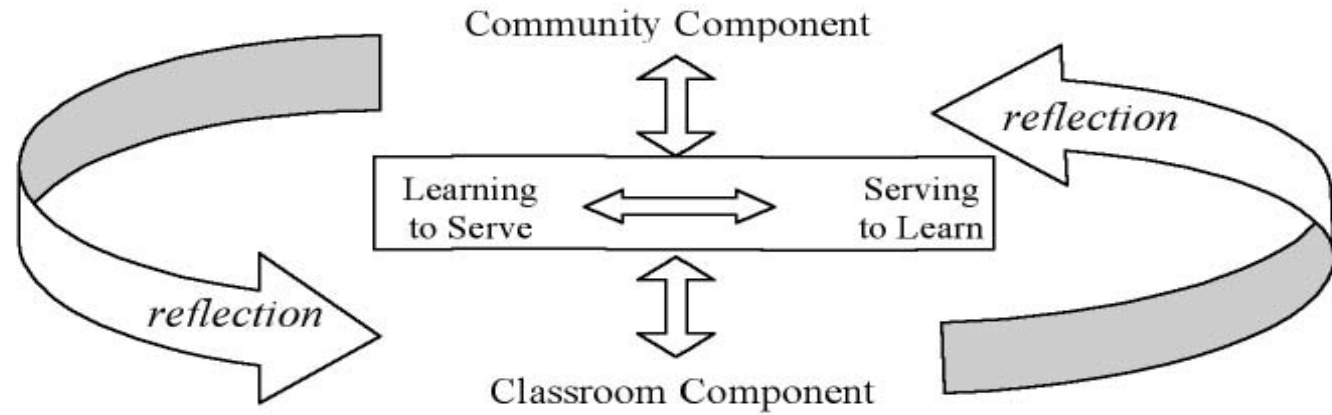
**D**escribe experience, **E**xamine experience, **A**rticulate **L**earning



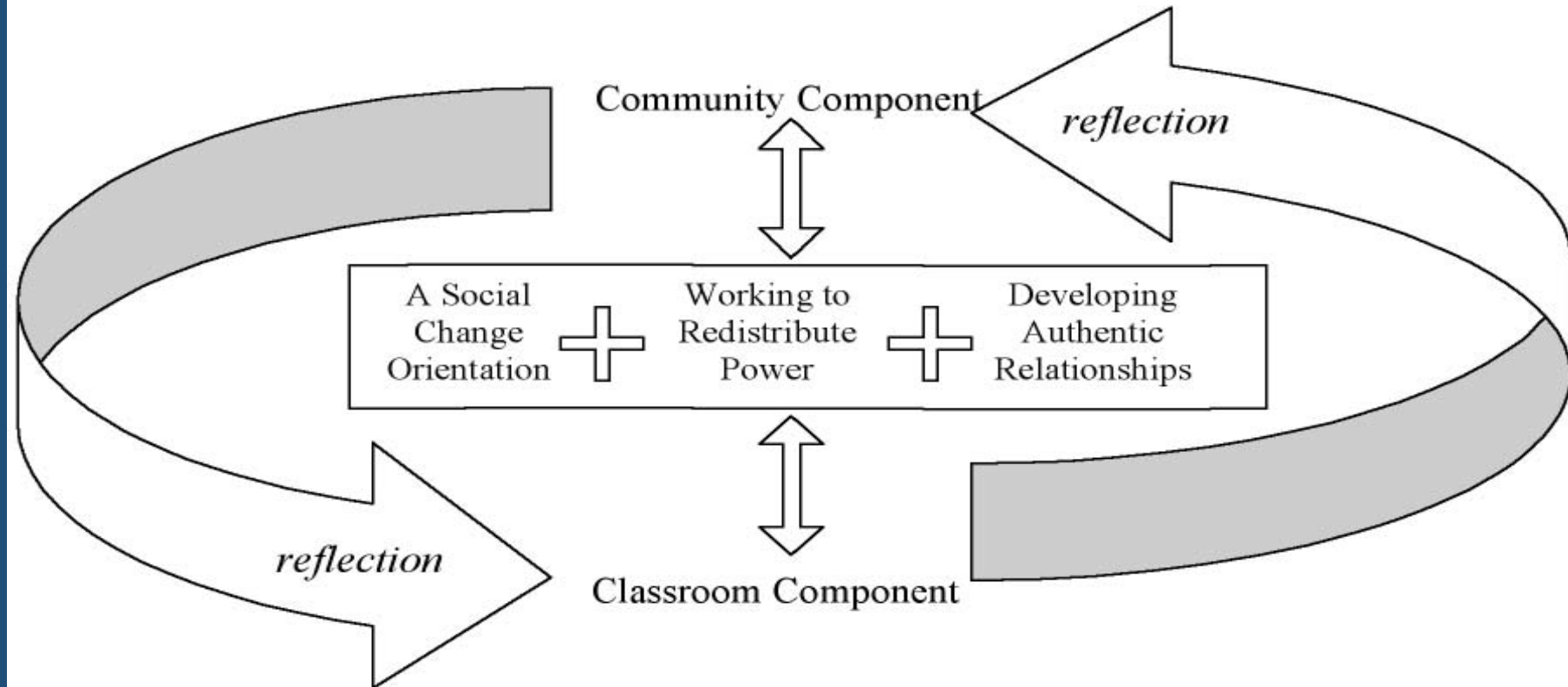
# Critical Service-Learning

(Mitchell, 2008)

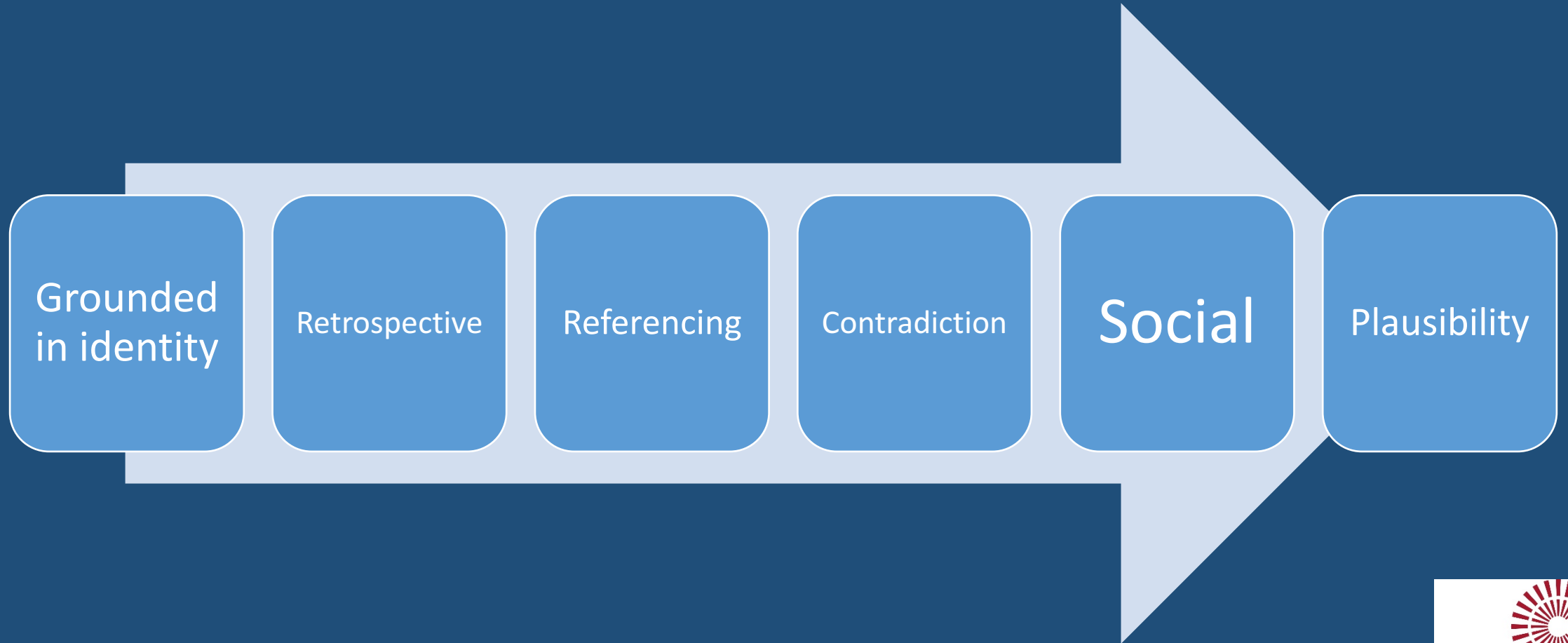
## Traditional Service-Learning



## Critical Service-Learning



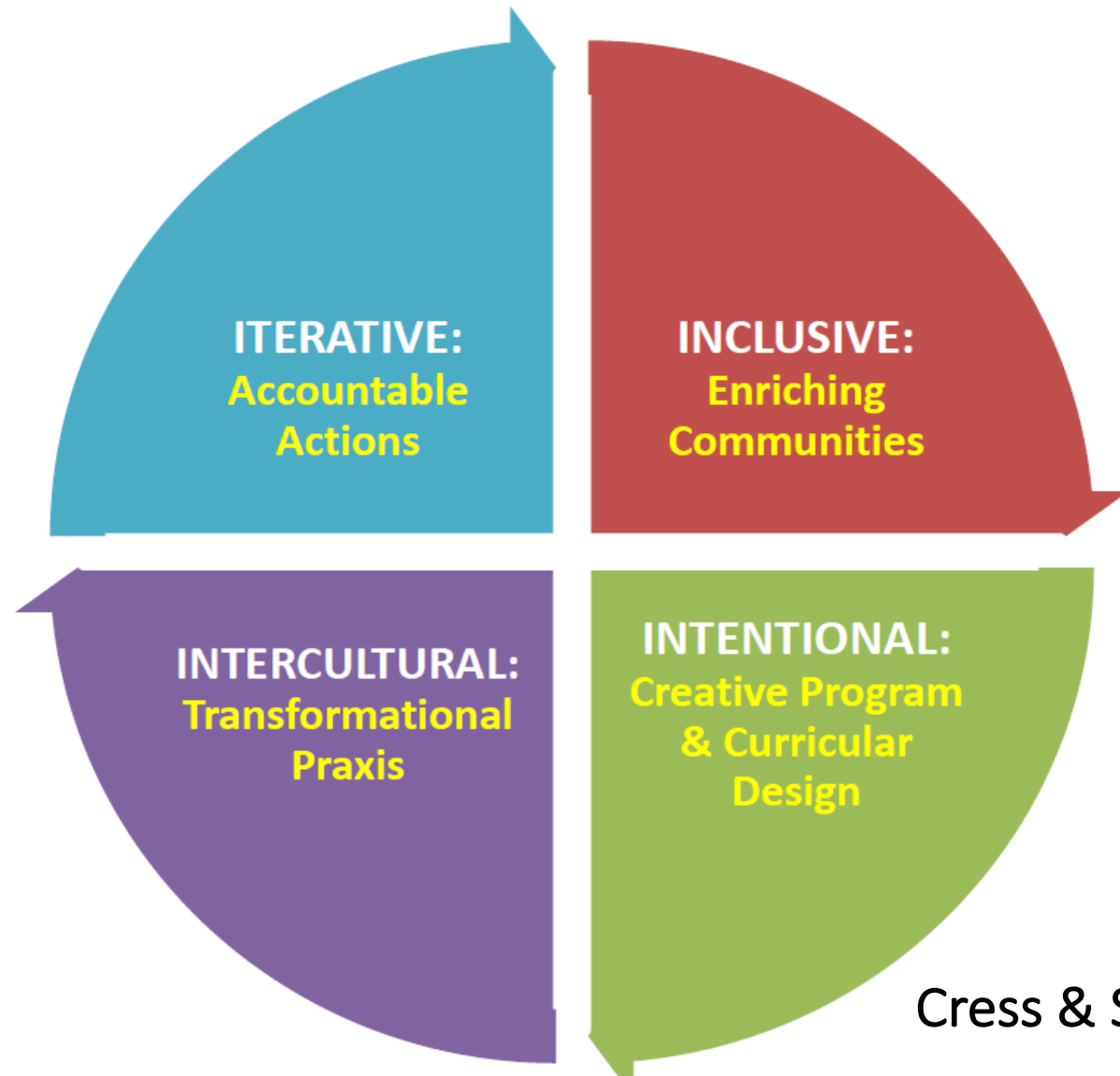
# Social Justice Sense-Making (Mitchell, 2014)



Property	Description
Grounded in Identity	Sensemaking begins with self-awareness (Weick, 1995). Identity ground sensemaking allows students to understand themselves and their relationship to the concept of social justice. Who we think we are (identity) shapes our actions and our interpretations (Weick et al., 2005).
Retrospective	Social justice sensemaking is based in experience (Weick, 1995). Individuals reflect on their experiences to reconsider their thoughts on and action towards social justice. This process allows individuals to evaluate their views and (re)align their actions to be consistent with their beliefs.
Referencing	Based in the notion of self-authorship (Kegan, 1994), referencing looks at the sources (reading, individuals, experiences) a person includes in her conception of social justice. Referencing is either isolated or integrated: isolated meaning the description of justice includes sources without benefit of the persons voice and/or perspective; integrated meaning outside sources inform the conception of justice but an individual's understanding is primary.
Contradiction	The discrepancy between the actual condition (Jasso, 1998) and an individual's expectations of community/society/the world triggers sensemaking (Glanz, Williams, & Hoeksema, 2001). The uncertainty and discomfort fostered by contradiction encourages and inspires a reconstruction of meaning and action.
Social	Sensemaking is based in our interactions with others (Kegan, 1994; Weick, 1995). The process of dialogue and relationship building allows for the introduction and integration of multiple perspectives as well as the collaborative construction of meaning which often brings validity to the process.
Driven by Plausibility	Plausibility relies on confidence more so than accuracy (Weick, 1995). Rather than dependence on the "right answer," social justice sensemaking pushes individuals to develop a conception in which they are confident enough to take action on these beliefs (Eckel & Kezar, 2003).

# Handouts

## ***Service-Learning Equity Empowerment Model***



Cress & Stokamer, 2015



# Inclusive

## Reciprocal Relationships

Awareness: community agencies are aware of campus goals for civic engagement and the range of opportunities available.

Mutual Understanding: campus and community representatives understand each other's needs, timelines, resources, and capacity for implementing activities and there is general agreement regarding mutual goals.

Leadership and Voice: agency representatives are encouraged to advocate on campus for civic engagement, express their community's needs, and recruit faculty and student participation.

Critical reciprocity: Charity (I have, you need) vs solidarity (seeking to empower everyone)





# Intentional

- **Community Partner/Site Description**
  - Service Project Description Hours/Outcomes
  - Activities/Responsibilities
  - Professional Expectations/Ethics
- **Community Clients/Population**
  - Readings, Research, Lectures
- **Clarity of Instructor Role**
- **Clarity of Class Community**
- **Explicit learning outcomes related to diversity and inclusion**

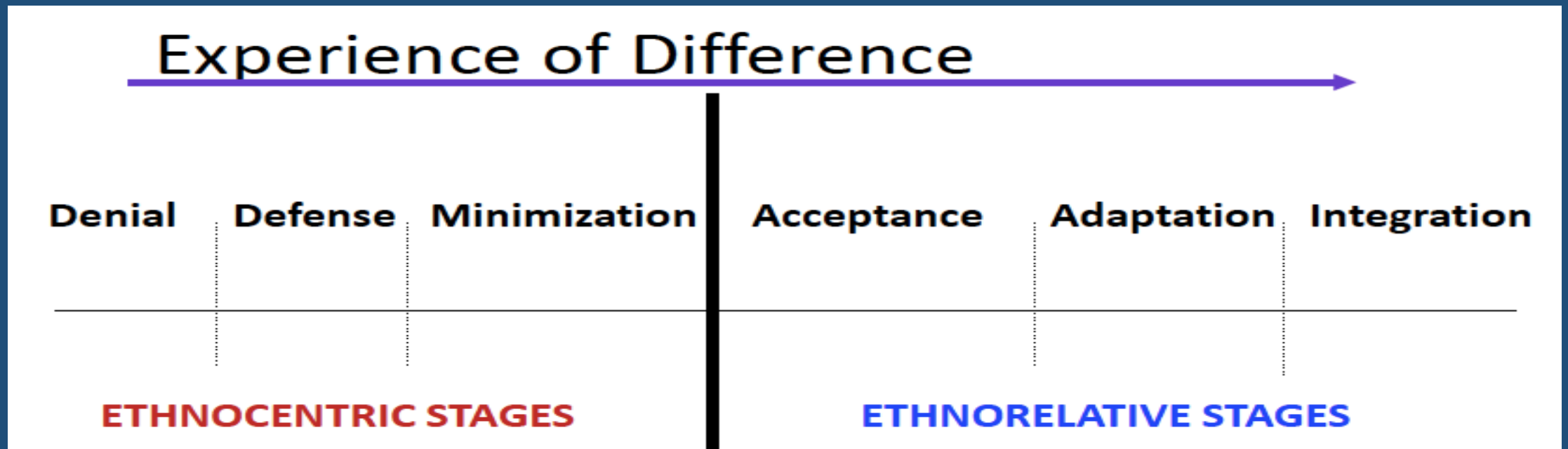


# Intercultural

- Golden Rule: Do unto others as you would have them do unto you.
- Platinum Rule: Do unto others as they themselves would have done unto them. (Bennett & Bennett, 2004)

Critical Reflection (DEAL Model)

Questioning values, beliefs, and assumptions (think – outside the fishbowl)



# Iterative - Assess and Reflect!

- A. Did our efforts make a difference?
- B. Why did our efforts make a difference?
- C. How can we make a bigger difference?

Engage students (performance assessment) + community partners

- AAC&U Value Rubrics
  - Civic Knowledge and Engagement
  - Ethical Reasoning
  - Global Learning
  - Integrative and Applied Learning





# Assessment

Quantitative or qualitative?

Student learning vs community partner?

<https://wicampuscompact.org/wp-content/uploads/sites/31/2015/08/Civic-Learning-Research-Brief-final-online.pdf>

# Assessment Tools

Lichtenstein, Thorme, Cutforth, & Tombari, 2011

**Table 1. CBR Learning Outcome Survey Constructs and Definitions**

Construct	Definition
Academic skills	Cognitive skills related to academic learning
Educational experience	Affective outcomes that enhance the overall college experience, including finding one's passion, enhancing one's interest in one's major, and clarifying a career path
Civic engagement	Cognitive, affective, and behavioral outcomes related to community participation
Professional skills	Skills, behaviors, and attitudes that enhance efficacy in the workplace
Personal growth	Affective outcomes related to understanding oneself, including personal insights and transformation

**Table 2**  
**Original 27 Items Generated for the SELEB Scale**

<b>Benefit</b>	<b>Category*</b>
Spiritual Growth	5
Personal Growth	5
Ability to Work Well with Others	3
Leadership Skills	3
Communication Skills	2
Understanding Cultural and Racial Differences	2
Social Responsibility and Citizenship Skills	1
Community Involvement	1
Applying Knowledge to the "Real World"	4
Problem Analysis and Critical Thinking	6
Professional Relationships with Faculty	5
Social Self-Confidence	2
Conflict Resolution	5
Ability to Assume Personal Responsibility	5
Developing Caring Relationships	2
Service to People in Need	1
Being Trusted by Others	3
Empathy and Sensitivity to the Plight of Others	2
Development of Workplace Skills (punctuality, taking direction)	5
Having a Stronger Voice in the Classroom	5
Ability to Make a Difference in the Community	1
Skills in Learning from Experience	5
Ability to Relate to People from a Wide Range of Backgrounds	3
Organizational Skills	5
Social Action Skills	4
Bolster Resume	5
Connecting Theory and Practice	4

\* Benefit categories: 1 = civic responsibility, 2 = interpersonal skills, 3 = leadership ability, 4 = ability to apply knowledge, 5 = general life skills, 6 = critical thinking.

# Assessment Tools

Toncar et al., 2006

**RUBRIC TO ASSESS ACADEMIC SERVICE-LEARNING REFLECTION PAPERS**  
Adapted from Rubric Developed by Dr. Barrett Brenton, St. John's University (NYC) and Campus Compact

Graded	Dimensions of Quality (Criteria)	NOVICE [Grade Range F – D]	APPRENTICE [Grade Range C]	PROFICIENT [Grade Range B]	DISTINGUISHED [Grade Range A]
Yes	AWARENESS OF PURPOSE OF SERVICE	Student demonstrates limited awareness of the purpose of service and obtaining AS-L credit.	Student expresses awareness of the purpose of service and a one-on-one connection with the experience, but it is not applied.	Student expresses empathy and/or awareness of personal role in service and applies it to a connection with solutions and the bigger picture.	Student expresses and acts out personal role in service and applies the experience to developing solutions.
Yes	CRITICAL THINKING	Student accepts things at face value, as if all opinions were created equal. Opinions are stated without argument.	Student accepts most things at face value, as if most opinions were created equal. Opinions are stated with limited argument.	Student begins to argue for conclusions based on objective evidence that express concrete arguments.	Student expresses an abstract level of responding which requires objective evidence. They demonstrate awareness of different perspectives, and weigh evidence to successfully argue for a conclusion/opinion.
Yes	APPLYING THE AS-L EXPERIENCE TO THE ACADEMIC KNOWLEDGE BASE AND OBJECTIVES OF THE COURSE	Student does not apply the academic knowledge base and objectives of the course to the service experience.	Student expresses some connection between the academic knowledge base and objectives of the course and the service experience.	Student develops a perspective built upon the academic knowledge base and objectives of the course that is linked to the service experience.	Student creates their own academic perspective infused with the knowledge base and objectives of the course and applies it to the service experience beyond the curriculum.
Optional	RESPONSIBILITY TO COMMUNITY	Student demonstrates a limited awareness of personal responsibility to community.	Student expresses insight into community issues pertinent to the service project and integrates a personal sense of responsibility to participating in a solution but does not apply that knowledge.	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solution(s).	Student acknowledges a responsibility to community regarding issues pertinent to the service and expresses a commitment to working towards specific solutions. In addition, student gets others involved.
Optional	IMPACT ON STUDENT'S PERSONAL LIFE	Student expresses very limited or no connection between service and self.	Student expresses a connection between service and self.	Student expresses how they could change as a result of the service.	Student expresses change(s) in self because of the service.
	[INSTITUTIONAL VALUES AND MISSION]	Student demonstrates a limited connectedness of the service experience to [institutional values]	Student expresses some connection between [institutional] values and service.	Student expresses empathy and awareness of personal role in [public engagement and problem-solving as related to institutional mission].	Student fully incorporates the [institution's mission of public leadership] through application of reflection on the service experience and creates their own perspective based on both theory and experience

# Let's Talk

## Discussion Questions & Answers



**Campus Compact**

Wisconsin

# THANK YOU

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