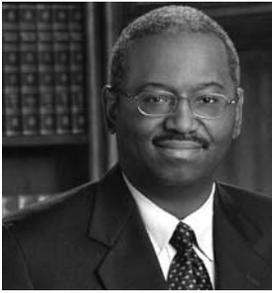# SERVICE-LEARNING

"PRODUCING PRODUCTIVE PEOPLE" FOR THE WORLD

PRAIRIE VIEW A&M UNIVERSITY

" PVAMU has a long history of providing service to the local community. Examples include the community service provided by social and fraternal organizations, student government, professional organizations, and residence halls and even through faculty and staff initiatives. Service-Learning allows us to connect this meaningful community service with the academic curriculum in such a way that it strengthens communities while developing our students with the skills necessary to become public leaders when they graduate. We welcome ideas to increase opportunities for service-learning for all our students. "

DR. GEORGE WRIGHT PRESIDENT

PRAIRIE VIEW A&M UNIVERSITY

" The Service-Learning Planning Committee recognizes that as an institution of higher education, we must equip students with knowledge and help them to understand how that knowledge can benefit society.   Service-Learning is a teaching method that enriches the educational experience while preparing students for civic leadership. Our goal is to ensure that every student has at least one service-learning experience during their tenure at Prairie View A&M. We welcome faculty and students to contact us to discuss including service-learning in their respective classes. "

LAURETTA F. BYARS VICE PRESIDENT FOR STUDENT AFFAIRS

PRAIRIE VIEW A&M UNIVERSITY AND INSTITUTIONAL RELATIONS

SERVICE-LEARNING
MISSION

Service-Learning at PVAMU promotes civic engagement by extending academic learning from the classroom into service for the community. Service-Learning courses at PVAMU should help students understand the course principles by recognizing their knowledge application through community service. The goal is not just to engage students in community service, but to have the students ask and examine larger questions such as why do we have hunger, poverty and poor health care in the world? Or, what needs to be done to create change?

SERVICE-LEARNING
GOALS

The goals of the Service-Learning Program are:

- Implement programs and activities to ensure that every PVAMU student has at least one service-learning experience prior to their graduation.
- Support faculty in developing service-learning courses and designate those service-learning courses in the University course catalog.
- Support faculty and students committed to service-learning locally, nationally and internationally.
- Promote faculty research and scholarship in service-learning and ensure that each college and school develops a statement on service-learning and recognizes it within the tenure process.
- Develop an institutional infrastructure supportive of an Office for Service-Learning and Civic Engagement.

The University seeks to encourage and promote service in the educational experience of each student, so that they can become lifelong learners and civic leaders.

Q: WHAT IS SERVICE-LEARNING?

A: Picking up trash in the Prairie View bayou is **SERVICE**.

Studying plants that grow along the Prairie View bayou is **LEARNING**.


When students in the community development program clean the bayou, research its significance to the community, draft plans for how it could contribute to the economic, social and recreational life of the community and present those plans to the local economic development agency...

that is **SERVICE-LEARNING**.

Service-Learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility and strengthen communities.

For PVAMU, service-learning is a form of experiential education where students engage in activities with community partners that address human and community needs through structured opportunities. These opportunities are intentionally designed to promote student learning and development. Reflection and reciprocity are key concepts of service-learning.

As higher education today is challenged to assume leadership in addressing society's increasing problems and in meeting growing human needs, service-learning has become a tool to facilitate those outcomes. Service-Learning is described as enhancing students' concepts of citizenship and civic and social responsibility. More than producing productive students, PVAMU aims to produce students who are committed to improving the world in which they will work and live.
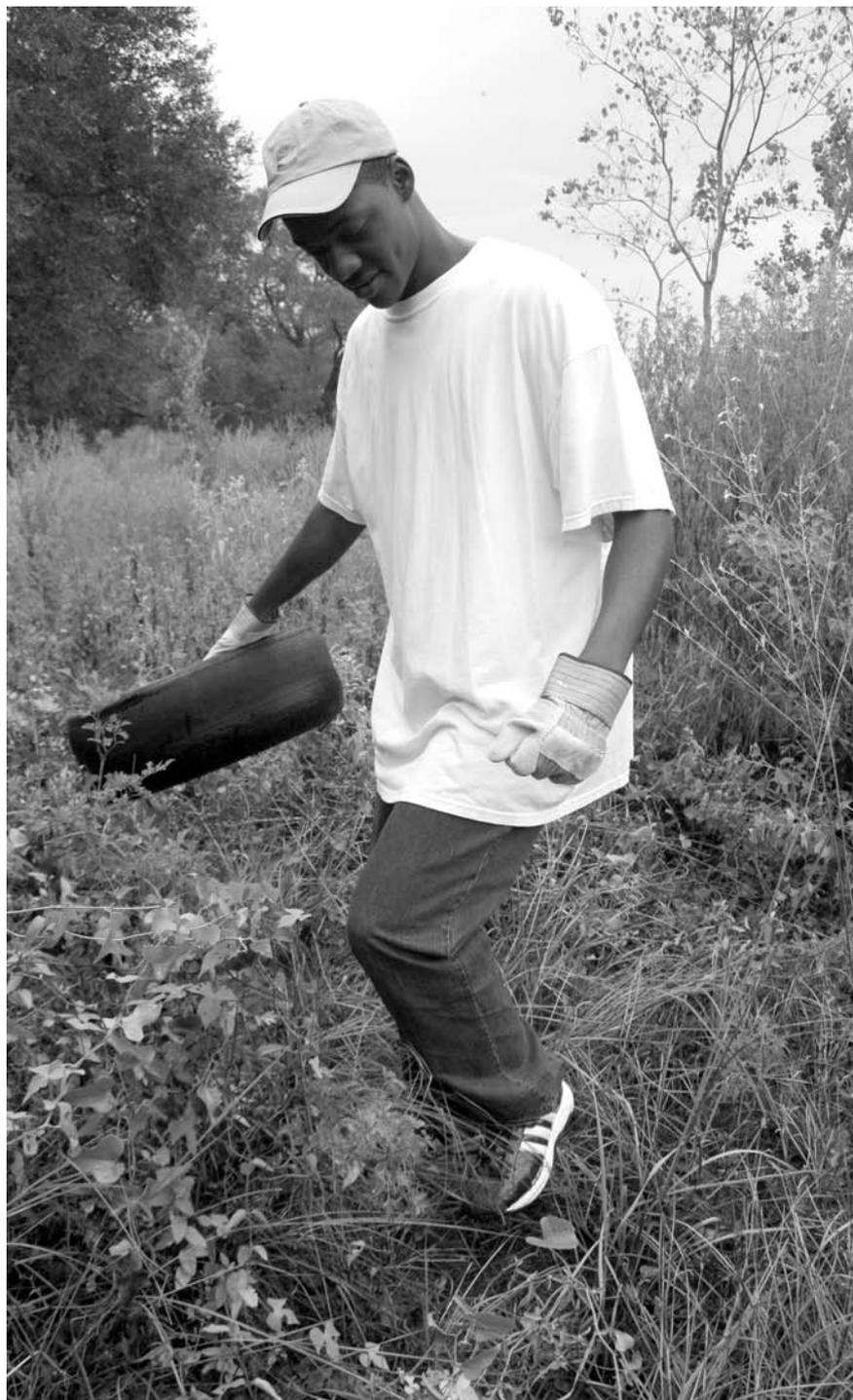
5STEP
SERVICE-LEARNING
PROCESS

STEP 1: PREPARATION

Preparation includes planning service activities and making sure each faculty member, student and community partner understands what is expected.

STEP 2: ACTION

Action is the service activity. Meaningful action means that the service is necessary and valuable to the community. Effective service-learning projects should challenge and stretch the students, both cognitively and intellectually. The action should include the tasks to be completed, when it should be completed and the person responsible for making sure it is complete. There should also be clear links between the service activity and the objectives of the course. Students should have a sense of ownership in the project.

STEP 3: REFLECTION

Reflection offers the opportunity for students to critically think about their service-learning experience and how to apply their respective insights to broader academic and social contexts. Whether related directly to discipline-based course material or not, reflection can occur through individual and/or group reflection or via oral and written communication, such as journaling. Reflection activities provide opportunities to link academic work with service-learning projects in a way that is personal to each student. Through reflection, students discuss and consider their values, ideals and opinions related to the service-learning action.

STEP 4: CELEBRATION

This step recognizes the contributions made by the students, faculty and community agencies, and provides closure to the service-learning activity. Recognition helps the partners feel good about their accomplishments. Students are much more likely to stay involved if they feel good about their involvement. The celebration may include students sharing their reflections with one another or with the community partner.

STEP 5: ASSESSMENT/EVALUATION

This area is concerned with both student assessment and project evaluation. Student assessment addresses how faculty will assess student learning to ensure that learning objectives are met. Assessment methods may include student program evaluations, community partner surveys and personal meetings with stakeholders. Pre and post examinations could be constructed to show how much students learn during the semester.

A service-learning class evaluation may take a number of forms such as tests, quizzes, essays, papers, reports, oral presentations, portfolios (of the service performed), reflection journals, e-journals, threaded-discussions, focused web-based chats, exhibits, demonstrations, etc.

Assessment/Evaluation should be integrated throughout the process rather than be considered as the last step. The Service-Learning Planning Committee asks each faculty administering a service-learning class to assess the student learning and document the service-learning project by including the student, faculty and agency representative in the respective evaluation. In addition to gaining feedback on the success of your events, you will also obtain many suggestions for improvement. Please supply the Service-Learning Planning Committee with a copy of all service-learning activities, course syllabi and evaluation results for each service-learning course.

SERVICE-LEARNING

FOR STUDENTS

- Increases relevancy of education by bringing academic instruction to life

- Enhances learning of values, citizenship and leadership skills

- Provides platforms to analyze and discuss civic values

- Prepares students to participate in internships and research programs

- Allows exploration of career options

- Creates a sense of community and civic responsibility

- Develops contacts within the community

- Provides opportunities to accommodate different learning styles

- Develops connections with people of diverse cultures and lifestyles

- Produces a sense of self-efficacy, analytical skills, critical thinking and social development

FOR FACULTY

- Provides open, more diverse learning environments

- Opens avenues for research opportunities

- Provides a connectedness with the community

- Facilitates teaching, research and program development

- Engages faculty and students in the community

- Assists in the development of innovative approaches to instruction

- Provides an additional method by which students are able to understand the course content

- Facilitates stronger relationship with students

- Service-Learning faculty report satisfaction in quality of student learning

BENEFITS

FOR THE UNIVERSITY

- Furthers attainment of mission, goals and values

- Positions the University as an active and engaged partner in the community

- Community service increases student retention

- Enriches the quality and relevancy of the education provided

- Improves the University's awareness of societal issues as they relate to academic areas of interest

- Provides opportunities for collaborative community research and project development

- Enhances opportunities to extend the University's knowledge and resources

FOR THE COMMUNITY

- Increases positive relationship opportunities with the University

- Provides awareness of community issues, agencies and constituents

- Creates affordable access to professional development

- Develops short and long term solutions to pressing community needs

- Enhances human resources for problem solving

- Opens opportunities for participating in the educational process

- Enriches roles for site-supervisors

- Contributes to positive exposure in the community

SERVICE-LEARNING
EXAMPLES

Service-Learning can be used in most disciplines as evidenced by the examples of how PVAMU faculty integrate service-learning projects into their curriculum:

- A faculty member in the College of Nursing partnered with Phillis Wheatley High School in Houston and engaged her students to teach parenting skills to high school students.

- A faculty member in the School of Architecture assisted his students in developing a feasibility study for the city of Prairie View to consider what types of businesses would be most successful in the area.

- A faculty member partnered with the Federal Bureau of Investigation (FBI) Collegiate Marketing and Recruitment Program to give her students the chance to develop and execute their own marketing campaign that addressed the recruitment needs of the FBI. Her students created a student-run marketing agency, called the Panther Innovative Productive Agency to research, develop, implement and evaluate a recruitment campaign for the agency.

- A faculty member in the College of Business prepared his students to do marketing research, financial analysis, inventories and develop business plans for clients of the Small Business Development Center.

- The PVAMU ACCESS Program fully integrated service-learning in their summer program which culminated in a capstone visit to New Orleans. One hundred students spent three days helping to prepare a high school to reopen following hurricane Katrina. The students and staff dedicated over 2000 hours of community service. In addition, they provided activities for the children and adult clients of the Association for Retarded Citizens.

- A faculty member in the Justice Studies Program helped his students to understand crime and delinquency by requiring them to tutor and mentor students at Jones Elementary School in Prairie View, Texas.

These examples demonstrate a paradigm shift in undergraduate education from an emphasis on teaching to one on learning. Service-Learning is grounded in experience and reflection as a basis for learning.

SERVICE-LEARNING
MODELS

Faculty must determine the appropriate model to use; whether creating a new service-learning course or integrating service-learning into an existing course. Service-Learning can be incorporated into virtually any course through a myriad of ways. Some faculty may require students to individually select projects in different agencies or they may require the entire class to work on a single project. A faculty member could offer service-learning as an extra-credit option for an existing course or they may convert a 3 SCH course into a 4 SCH course with additional time allotted for a service-learning project. Service-Learning projects may be one time experiences over the course of a semester or take place for one hour a week or twenty hours within a particular semester. The faculty and community partner should determine the nature of the project and the appropriate amount of time needed. Regardless of the method, the decision should be discussed with the department chair and fully explained in the course syllabus. Campus Compact, the academic leader in building civic engagement into campus life, lists six models that describe most service-learning courses. A brief explanation of each taken from Campus Compact follows:

1) "PURE" SERVICE-LEARNING

These courses have as their intellectual core the idea of service to communities. The intention is to foster community awareness and civic engagement within the students. They are not typically lodged in any one discipline. For example, a course like Service-Learning 200: Introduction to Service with the Elderly, might require students to have experience in a community agency where they spend time observing, listening and engaging in dialogue with the elderly. The students may be asked to keep a weekly journal, write an essay or give a final presentation on their experiences.

2) DISCIPLINE-BASED SERVICE-LEARNING

Any discipline may expect students to have a presence in the community throughout the semester and reflect on their experiences using course content as a basis for their analysis and understanding. An example might be a course like Social Work 332: Social Work Practice with the Elderly. This course might examine the developmental stages of aging and evaluate care, treatment and services for the elderly across different ethnic and socioeconomic groups. An assignment might be to write a paper based on theories of aging presented in class and their application to observations from activities with the elderly in different community agencies.

3) PROBLEM-BASED **SERVICE-LEARNING**

In this model, generally upper level students are presumed to have knowledge they can apply to working with community members to understand a particular community problem or need. In this sense, they relate to the community much as "consultants" working for a "client" in trying to develop solutions to problems. For example, after participating in a local town hall meeting where residents identify their most important community needs, students in the Community Development Program might spend the semester collecting research and designing solutions for a linear park in response to the identified community needs as a culmination of their research.

4) CAPSTONE COURSE

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 throughout their coursework and combine it with relevant service in the community. The goal of a capstone course is to either explore a new topic or to synthesize students' understanding of their discipline. These courses offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5) SERVICE INTERNSHIP

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a single community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. Service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, in one-on-one meetings with faculty advisors, or even electronically with a faculty member providing feedback. Service internships are further distinguished by their focus on reciprocity.

6) UNDERGRADUATE COMMUNITY-BASED ACTION RESEARCH

Similar to independent study, this relatively new approach is for the student or a small group of students, who are highly experienced in community work. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities. An example of such a research project might be students and faculty working with the local school board and Hispanic council to determine strategies for improving parent participation in their child's public school experience.

Regardless of the model the faculty selects, service-learning activities enhance the community through the service provided and build powerful learning consequences for the students providing the service.

SERVICE-LEARNING
FREQUENTLY ASKED
QUESTIONS

1. Does service-learning change or modify the course objectives/outcomes?

No. Service-Learning is a pedagogy—a method—to achieve the existing course objectives. Just as collaborative learning (i.e. group work), lecture, field research, labs, etc. are all methods used to achieve course objectives, so too is service-learning. In a sense, one could simply consider service-learning as a course project.

2. Are students receiving academic credit for community service hours?

No. In service-learning, the students are given credit for the learning, not the service. This learning can be assessed in many ways, but is typically done through an evaluation of reflective journals, final papers and class presentations that integrate their experiences with the course curriculum. Students could engage in the required number of hours, but not receive a passing grade for the "service-learning assignment" and/ or the course, depending upon how the faculty determines the grade will be calculated.

3. Is student "reflection" required?

Yes. Student "reflection" is a central aspect that distinguishes service-learning from other forms of education. This feature is important because "reflection" enables students to integrate their experiences with the curriculum content. Furthermore, reflection is a tool used by the instructor to evaluate student learning.

4. Is service-learning applicable in all disciplines or is it "discipline specific"?

Service-Learning can be applied to ALL disciplines. What is essential is recognition of the particular objectives of a course and the degree to which these objectives might be met and/or enhanced through service-learning.

5. Should all faculty members use service-learning?

No. It is recommended that any interested faculty member explore and investigate a suitable need and format for service-learning in their respective courses. As a pedagogy, it is important to understand the theoretical underpinnings and practical application of service-learning. Thus, only those faculty members who feel sufficiently prepared should use it.

6. Is service-learning just "busywork" assigned to students so that faculty members have more free time? No. Faculty should engage in service-learning out of a commitment to student serving and learning. Quality service-learning is not easy; faculty who engage in it should be recognized, commended and rewarded by their colleagues and the University.

7. What is the role of the Office of Student Affairs and Institutional Relations? The personnel in the Office of Student Affairs and Institutional Relations and the members of the Service-Learning Planning Committee facilitate the implementation of the "service" side of the pedagogy. The office will provide you information to help you use service-learning.

TO LEARN MORE ABOUT SERVICE-LEARNING, visit the Office of Student Affairs and Institutional Relations in the Alvin I. Thomas Building, Room 102 or call (936) 261-2130. There are many publications available for view in this office. Additionally, there is a plethora of information regarding service-learning on the world wide web. Some of the most popular sites are included in this brochure.

SERVICE-LEARNING
INFORMATION AND SYLLABI

www.aee.org	Association for Experiential Education (AEE)
www.compact.org	Campus Compact
www2.uta.edu/ccsl	Center for Community Service Learning
www.cic.org/caphe	Consortium for the Advancement of Private Higher Education (CAPHE)
www.nationalservice.org	Corporation for National and Community Service
www.e4ce.org	Educators for Community Engagement
www.ipsl.org	International Partnership for Service-Learning
www.isupportlearning.com	I support Service-Learning
www.servicelearning.org	National Service-Learning Clearinghouse
www.nslexchange.org	National Service-Learning Exchange
www.ServiceLearn.com	Service-Learning Student Guides & Journal
www.texascampuscompact.org/members.htm	Texas Compact
http://www-gse.berkeley.edu/research/slc/	UC Berkley Service-Learning Research and Development Center

WEBSITES

AEE is a nonprofit, professional membership association dedicated to experiential education and the students, educators and practitioners who utilize its philosophy.

Frequently publishes and disseminates new research related to service-learning. Provides syllabi for over 50 disciplines and fields.

This center supports opportunities for students & faculty to integrate academic study with community service through responsible and reflective involvement in the community.

CAPHE helps corporations and foundations stimulate meaningful reform in private colleges and universities for the benefit of higher education and society.

This corporation formed to engage Americans of all ages & backgrounds in service to meet community needs through their three major programs: Senior Corps, AmeriCorps, & Learn and Serve America.

The only national organization committed to democratizing classrooms and communities through learning circles, service-learning and critical dialogue. ECE brings together college and university students, faculty, staff and local community organizations to develop and implement creative strategies for teaching, learning and social justice.

Offered in 14 countries, IPSL programs unite academic study for credit and volunteer service, giving students a fully integrated study abroad experience. Both students and the host communities benefit from the service each student gives. Students study at a local university and serve 15-20 hours per week in a school, orphanage, health clinic or other agency addressing human needs.

Its mission is to empower educators in their quest to create and support life-long learners, to make education relevant and engaging for the student through creative software.

NSLC operates this website to support the service-learning efforts of schools, higher education institutions, communities and tribal nations. They offer information and free online resources, service-learning materials, national service-learning listservs and reference and technical assistance services.

This exchange is a collaboration between five leading service-learning organizations and a network of experienced peer mentors that provides free technical support and mentoring. They also provide consulting and training for a fee.

These guides are designed to help students organize their service-learning projects, improve their thinking and writing skills and improve their test scores.

This organization lists specific service-learning information for academicians in Texas.

Provides resources related to research and evaluation of service-learning. The research activities aim to better understand the implications of service activities on teaching, learning, and identifying issue areas and trends.
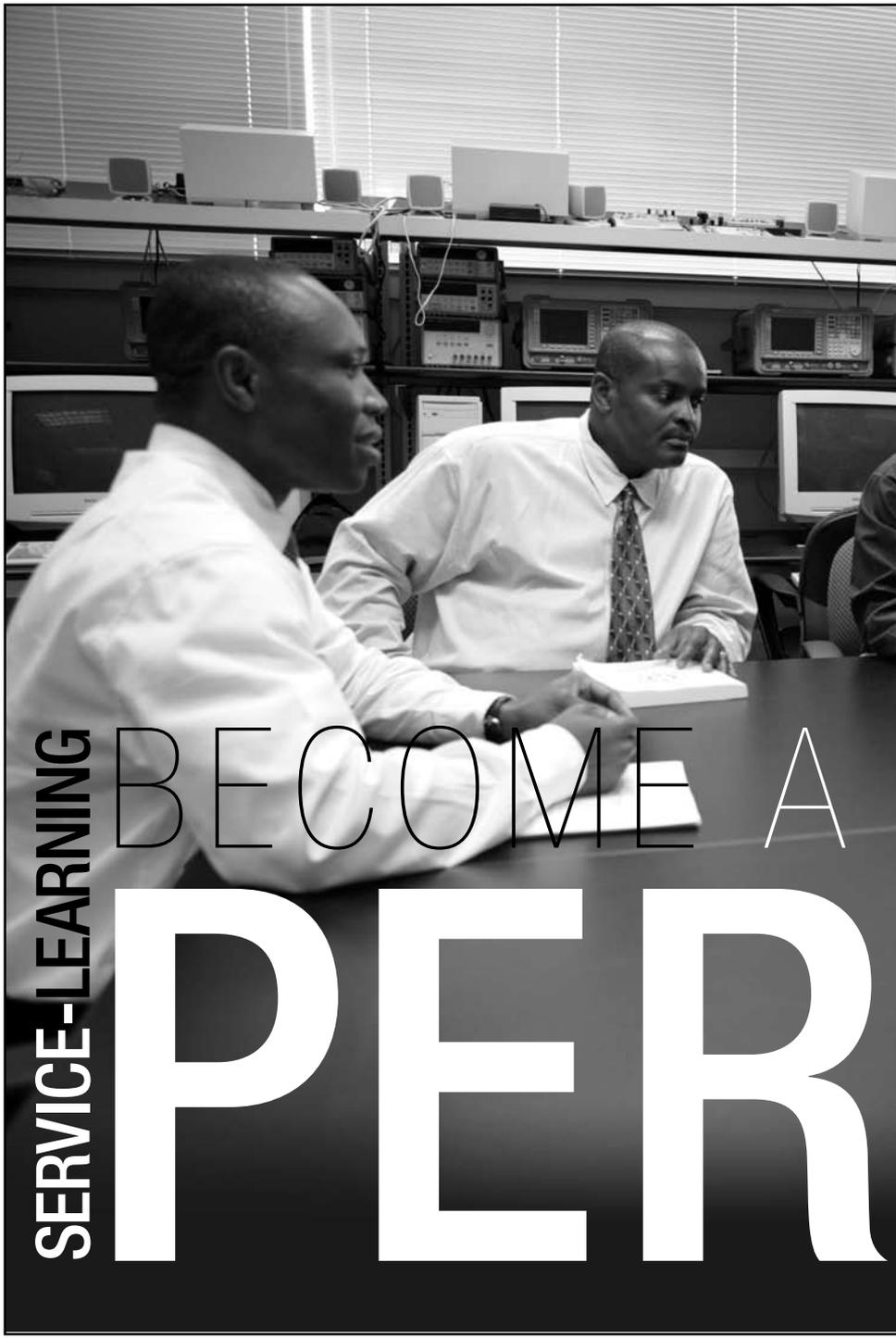
SERVICE-LEARNING

BECOME A

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SERVICE-LEARNING WORKS

The best reason to use service-learning…It works! Numerous research studies document the effectiveness of service-learning on student learning outcomes world-wide. The evidence base for service-learning is constantly evolving. The Executive Summaries of the Reports of the Kellogg Commission (1999), reported that engaged institutions are those that have redesigned their teaching, research, extension and service functions to become even more productively involved with their communities. Thereby, enriching the student experience helps to improve the campus and community culture.

www.pvamu.edu

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