Philadelphia
Service-Learning Institute
PHENND/ PACC

- Service-Learning as Pedagogy
- Curriculum Redesign and Critical Reflection
- Syllabi Construction (Deconstruction)
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Director, PA Campus Compact
Service-Learning and its Dimensions

- Where does the emphasis lie?
- What does the hyphen symbolize?
- What’s the relevance?
Benefits of Service-Learning

Eyler, Giles, Jr., Stenson, and Gray (2003)

Learning outcomes:
- Ability to apply skills to the real world
- Academic learning
- Demonstrated understanding of complex problem, critical thinking, problem analysis, cognitive development

Career development:
- Contributes to career development

Relationship with institution:
- Stronger faculty relationships with students
- Student satisfaction with college
- Students more likely to graduate

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Benefits of Service-Learning

Personal outcomes:
- Personal efficacy
- Personal identity
- Spiritual growth
- Moral development
- Interpersonal skills
- Ability to work well with others
- Leadership
- Communication skills

Social outcomes:
- Reducing stereotypes
- Facilitating cultural and racial understanding
- Social responsibility
- Citizenship skills
- Commitment to service
Maximizing Student Learning

- Kolb’s Learning Styles (1984)
- Experiential Learning Umbrella (Furco, 1996)
- Continuum of Service (Luckner & Nadler, 1997)
The Experiential Learning Umbrella

- Balancing the Beneficiary: Recipient and Provider
- Balancing the Focus: Service and Learning
The Continuum of Learning

- Simulated experiences: individuals experience constructed or hypothetical situations
- Spectator experiences: individuals observe the objects of study to identify specific behaviors as the basis for subsequent discussion
- Exploratory experiences: individuals are involved in open-ended real world activities and settings where they develop an awareness of and personal questions about the subject at hand
- Analytical experiences: individuals are involved in experiences that require the application of theory in real situations and they are learning by a systematic analysis of the setting or solving problems
- Generative Experiences: individuals learn by taking part in the creation of products, processes or relationships

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Curriculum Redesign and Critical Reflection

- Starting with the end in mind: Course goals
- Clarifying learning outcomes
- Assessing learning
- The art of asking questions: critical reflection
- Assignment/Reflection Tools
Learning Outcomes

- Academic Learning
- Critical thinking/problem-solving
- Learning how to learn
- Community Learning
- Inter/Intra Personal Learning
The Art of Asking Questions
(*a developmental problem solving process, Wolcott, 2006*)

- Identifying Relevant Information
- Exploring Interpretations and Connections
- Prioritizing Alternatives and Implement Conclusions
- Envisioning and Directing Strategic Innovation
Reflection Assignments

- Case studies
- Journals
- Structured journals
- Team Journals
- Critical Incident Journals
- Portfolios
- Papers
- Discussions
- Presentations
- Interviews
Syllabi Construction (and Deconstruction)

**Checklist**

- Course Objectives
- Community Partner Role: Designing Service Experience
- Learning Outcomes: Linking service with learning
- Assessment of Learning: Critical Reflection
- Managing Logistics
- Telling the stories
- Revising/Refining

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