A Vision For Service Learning at Concordia University

*My Not So Hidden Agenda ☺

*CU's Mission Statement . . .How Do We Fulfill It?

*Differentiating Among Similar Terms . . .

*Defining Service Learning:

Service learning is a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on that service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996; Zlotkowski, 1998)

*Why is This Important?
   --our mission statement
   --learning outcomes
   --George Kuh's research (2008)

*Commonalities in Service Learning Programs
   --a vison/mandate from administration
   --centralized coordination that provides resources and training
   --designated courses
   --heavy freshmen participation

*Types of Service Learning Courses
   1. The Placement Model: students work 2-3 hours per week at a particular site that matches course content
   2. The Presentation Model: students take course material and make presentations in the community
   3. The Presentation-Plus Model: all students in the class work in the same organization and put on a fair or mini-conference
   4. The Product Model: students work alone or in groups to produce a product for a particular agency
   5. The Project Model: student groups collaborate with a community partner to devise and implement a service project

*Examples of Service Learning Courses

Composition: the class partner with a local food bank, and all assignments address world, regional, and local hunger issues (Concordia-Moorhead)

Servant Leadership: we partnered with a local, urban elementary school as three student groups executed three different building enhancement projects, and those urban students were brought onto our campus for a CUW day; course assignments targeted a better understanding of urban culture and how servant leadership can make a difference in the world (CUW)

Freshman Seminar: students interact with children and facilitate games with students in a soup kitchen that provides numerous social services for the needy (URI)

Business: students teach the Junior Achievement curriculum in elementary schools (IUPUI)

Engineering: students work on a Habitat for Humanity site (IUPUI)

Environmental Science: students plant trees (IUPUI)

Pluralistic Society: students tutor newly arrived immigrants (Portland State)

Multicultural Children's Lit: students spend 25 hours in an organized storytelling or reading group at a local school (Cal State-Monterey Bay)

Medieval Europe: students tutor sixth graders in a nearby school, presenting units on the medieval world and assisting children with reading skills (Sacred Heart)

Communication in Organizations: students complete a communication needs assessment for a local organization involved in disaster response and emergency management (Utah)

Oral Communication: students research initiatives for graffiti abatement and present their findings to Rockford officials (Rockford)

Recreation Programming: students plan, implement, and evaluate a recreational program with a community agency (Cal State-Northridge)

Archaeology: students work in pairs on a specific task contributing to a large, class field report assessing garbage produced by the Calvin College community (Calvin)

Computer Programming: students devote 40 hours working individually or in groups to develop software or provide computer consulting services for a nonprofit or social service organization (SW MO State)

Math: students participate in tutoring programs through the Service-Learning Center (Calvin)

NOTE: In many of the aforementioned courses, students are given the service learning option in lieu of another major assignment such as a research paper.

*My Vision for Concordia University

--start small, research results, gain faculty advocates

--procure resources from administration

--establish an Office for Service Learning

--offer several designated service learning courses each semester

--curricular mandate?

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