

Philadelphia Service-Learning Institute PHENND/ PACC

- Service-Learning as Pedagogy
- Curriculum Redesign and Critical Reflection
- Syllabi Construction (Deconstruction)

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The Power of Pedagogy

From Teaching to Learning

Conventional Approach	Issue	Service-Learning Pedagogy
Acquisition	Knowledge	Application
Individual	Focus	Team/Community
By Faculty	Curriculum Definition	By faculty, community, students
Banking	Instruction	Collective
Prescribed courses	Design	Integrated sequence
Passive	Student Learning	Active
Sporadic reform	Change	Continuous Improvement

Adapted from Gelmon, et al (2001) *Assessing Service-Learning and Civic Engagement: Principles and Techniques*, Campus Compact

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Service-Learning and its Dimensions

- Where does the emphasis lie?
- What does the hyphen symbolize?
- What's the relevance ?



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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:

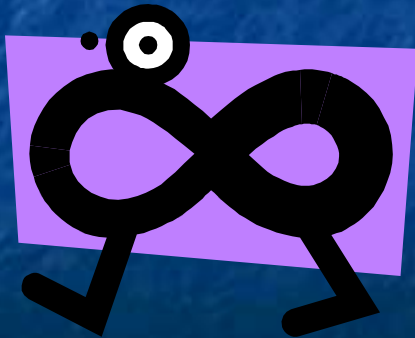
- Personal efficacy
- Personal identity
- Spiritual growth
- Moral development
- Interpersonal skills
- Ability to work well with others
- Leadership
- Communication skills

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)



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The Experiential Learning Umbrella

- Balancing the Beneficiary: Recipient and Provider
- Balancing the Focus: Service and Learning

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The Continuum of Learning

Simulated

Spectator

Exploratory

Analytical

Generative



- 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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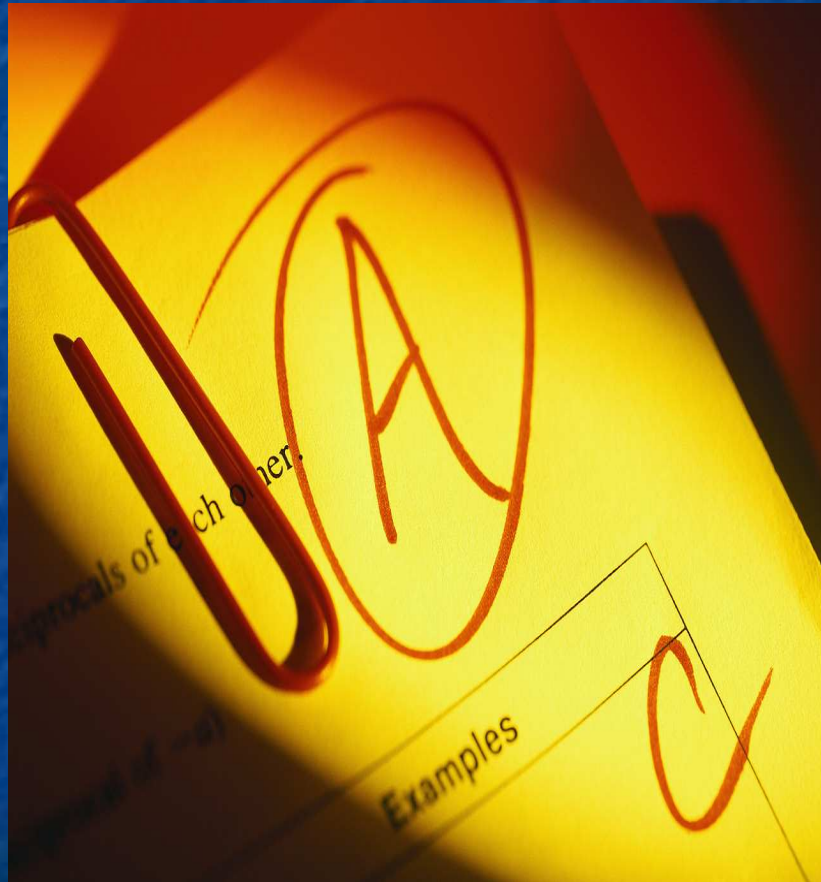
Curriculum Redesign and Critical Reflection

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



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Learning Outcomes



- Academic Learning
- Critical thinking/problem-solving
- Learning how to learn
- Community Learning
- Inter/Intra Personal Learning

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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



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Reflection Assignments



- Case studies
- Journals
- Structured journals
- Team Journals
- Critical Incident Journals
- Portfolios
- Papers
- Discussions
- Presentations
- Interviews

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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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