Community Service Learning

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Community-Based Learning

Not all community-based instruction is service learning

- Field work experiences (e.g., Museum Studies, Anthropology)
- Cooperative Education
- Internship
- Practicum
- Work-integrated learning

- Service Learning
  - Pre-professional field experiences: Clinicals, Student Teaching
  - Applied Learning
Faculty and Student Activities In the Community

Distance Education & Community-Based Learning
Community-Based Research
Engagement
Teaching
Research
Service Learning
Professional Community Service/Voluntary Community Service
Participatory Action Research
Community
Definition

Service learning is a course-based, credit-bearing educational experience in which students

a) participate in mutually identified and organized service activities that benefit the community, and

b) reflect on the 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 personal values and civic responsibility.

(adapted from Bringle & Hatcher, 1995)
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Robert Sigmon

• All teach, and all learn

• All serve, and all are served
The language of charity drives a wedge between self-interest and altruism, leading students to believe that service is a matter of sacrificing private interests to moral virtue, whereas . . .
the language of citizenship suggests that self-interests are always embedded in communities of action and that in serving neighbors one also serves oneself.
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Guidelines for Reflection

• Clearly **links** activity to learning objectives
• Is **structured** in terms of expectations, assessment criteria
• Occurs **regularly** throughout semester
• Instructor provides **feedback**
• Includes opportunity to explore, clarify, and alter **values**

(Bringle & Hatcher, 1999)
Articulated Learning (AL)

- What did I learn?
- How did I learn it?
- Why does it matter/why is it important?
- In what ways will I use this learning/what goals will I set to improve (my learning, my service)
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Not only “serving to learn” → which is **applied learning**

But also “learning to serve” → which is **civic education**
Why do we need more than a vocational education?
In part, because we live more than a vocational life: we live a larger civic life and we have to be educated for it.

- D. Mathews
What is Good Citizenship?

Battistoni (2002)

• Civic Professionalism
• Social Responsibility
• Social Justice
• Connected Knowing: Ethic of Care
• Public Leadership
• Public Intellectual
• Engaged/Public Scholarship
Values

Attitudes

Skills

Knowledge and Critical Understanding
Conceptualizing Service-Learning

Components of SL (integration)
- Academic Material
- Critical Reflection
- Relevant Service

Learning Goals of SL (CT in all)
- Academic Learning
- Personal Growth
- Civic Learning

Partners in SL (co-)
- Instructor/Staff
- Community Members
- Students
Social and Community Contexts of Health Care competency

Stresses the understanding of the relationship between the patient, the community, and the healthcare system, including the role of:

- Culture
- Economic Impact
- Environment
- Health Literacy
- Heath Policy and Advocacy
- Law and Oversight
- Social Influence
- Spirituality
# Service Learning vs. Clinicals

<table>
<thead>
<tr>
<th>Service Learning</th>
<th>Clinicals</th>
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<tbody>
<tr>
<td>• Balance between learning and service.</td>
<td>Heavy emphasis on student learning.</td>
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<tr>
<td>• Reciprocal, democratic</td>
<td>Hierarchical, clear roles</td>
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<tr>
<td>• Emphasis on regular, structured reflection</td>
<td>Little, if any, reflection</td>
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<tr>
<td>• Includes civic learning</td>
<td>Focus solely on clinical skills, knowledge</td>
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<td>• Community as partners, collaborators</td>
<td>Community as placement site</td>
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Engagement and Research
NOTE: Not the same!

Scholarship of Engagement

Community-Based Research
What’s the difference?

- Who formulates the questions
- Who provides expertise/data
- Who participates in analysis and interpretation
- Who bears the risk and enjoys benefits
- Who defines success
- Who puts the knowledge into action
Global Shifts in Research Culture

- Mode 1: pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer-reviewed, and almost exclusively university-based
- Mode 2: applied, problem-centered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, and network-embedded (Gibbons, 2001)
Changes in the Production of Knowledge

- Mode 2 research requires "transdisciplinary modes" where knowledge is produced in the context of application.
- Transdisciplinarity is made necessary by the extensive social distribution of knowledge; many knowledge sources are linked interactively through networks.
Engagement and Research

- Participatory action research
- Transdisciplinary research
- Public Issue research
- Collaborative, networked research
- Translational research
Community-based Research

- Research collaboration between academics and community members
- Democratization of knowledge that acknowledges different ways of knowing and different types of knowledge
- Social change through actions based on the research that promote social justice

Strand et al., 2003
Focus on the adequacy of the process as well as the outcomes achieved

Methods match the question – CBR can improve research quality

Peer review by multiple stakeholders

Outcomes for multiple stakeholders

Dissemination to and application by multiple stakeholders