CSL Around the World
Presumption

A well-functioning, viable society is one in which members are

• well-informed about community issues
• participate in various ways contributing to work around those community issues
• the quality of life is improved as a result of their involvement
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

• Community Service Learning
• Pre-professional field experiences: Clinicals, Student Teaching
• Applied Learning
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)
Can you imagine . . .

that the community can be an educational resource that can enhance student learning and also benefit communities?
A Fundamental Question:

What is educationally-meaningful service?

"The best way to find yourself is to lose yourself in the service of others."
-Mahatma Gandhi

What is educationally-meaningful service?
If students remove trash from the banks of a river, is that good service learning?
If students from an environmental science course remove trash from a river,
• analyze what they found in the field and in the laboratory,
• share the results and work with a government agency and NGO to formulate recommendations to reduce pollution and develop policy recommendations,
• and reflect on their experience to connect their service activity with academic course content and civic issues.

Then they are involved in service learning!
Conceptualizing Community Service-Learning

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

**Learning Goals of CSL**
- Academic Learning
- Personal Growth
- Civic Learning
Community Service Learning

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
Values

Attitudes

Skills

Knowledge and Critical Understanding
Figure 1  The 20 competences included within the CDC model

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Cooperation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability
Academic Pathways to Community Service Learning
Faculty and Student Activities In the Community

Distance Education & Community-Based Learning

Teaching

Service Learning

Professional Community Service/Voluntary Community Service

Participatory Action Research

Community-Based Research

Engagement

Community

Teaching

Research

Service
Roger Jarjoura

Criminal Justice

- Interest in Juvenile Offenders
- Offered to contribute professional service at prison for juvenile offenders
- Led to service learning class: college students mentoring offenders prior to release
- Led to research on recidivism rates
• Research demonstrated savings due to college student mentoring program
• Replicated across Indiana
• Resulted in an NGO being formed
• Partnered with Professor Hyatt on “Inside Out” program: college students and prisoners taking college courses together in prison
Faculty and Student Activities In the Community

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

Diagram: Services flow into Community through Engagement, Teaching, Research, and Service, leading to Service Learning, Professional Community Service/Voluntary Community Service, and Participatory Action Research.
Paul Mullin

• Anthropologist interested in the study of artifacts
• Began studying artifacts in the area of IUPUI
• Engaged students in service learning as part of research
• Engaged community in documenting history of the area
Faculty and Student Activities In the Community

- Distance Education & Community-Based Learning
- Community-Based Research
- Teaching
- Research
- Service Learning
- Professional Community Service/Voluntary Community Service
- Participatory Action Research
Katie Stanton

- Personal interest in persons with disabilities
- Teaches physical education
- Developed course in adaptive physical education
- Students conduct workshops for families as part of the course
- Conducting research on student outcomes in service learning course
Dr. Greg Lindsey, Promoted: Full Professor

Now Professor, HHH Institute of Public Affairs at University of Minnesota
- Former Associate Dean, School of Public & Environmental Affairs – Indianapolis Programs; Professor of Public and Environmental Affairs
- Ph.D., Geography & Environ. Engineering, Johns Hopkins University
- Expertise: Environmental planning → non-motorized transportation [rails to trails] in urban areas

Rice: Complete and connected scholar
<table>
<thead>
<tr>
<th>Year</th>
<th>Courses Taught</th>
<th>Contract Research / Technical Publications</th>
<th>Academic Refereed Papers</th>
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<tbody>
<tr>
<td>2002</td>
<td>Greenway Workshops - traffic counts</td>
<td>National Transportation Research Board, conference proceedings</td>
<td>Transportation Research Record - patterns of greenway use, in review</td>
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<tr>
<td>2001</td>
<td>Greenway Workshops - traffic counts</td>
<td>SPEA Perspectives</td>
<td>Journal of American Planning Association, forthcoming - sustainability and greenways</td>
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<td>2000</td>
<td>Greenway Workshops - traffic counts, speed measurements Planning Workshop - access, land use, surveys</td>
<td>NPS/INDOT/IDNR/Eppley Institute - Indiana Trail Study (2001 Eppley/Center reports - 7)</td>
<td>Professional Geographer - equity of access</td>
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<tr>
<td>1999</td>
<td>Independent Study - access, land use, surveys</td>
<td>IDNR grant - preferences for trail landscapes; ongoing; (2002 web-site)</td>
<td>Journal of the American Planning Association - willingness to pay for greenways</td>
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<tr>
<td>1997</td>
<td></td>
<td>IDNR grant - riparian forest cover / condition; resident support for greenways (1998 Center/IDNR reports - 2)</td>
<td>Public Works Management and Policy - recreation planning</td>
</tr>
<tr>
<td>1996</td>
<td>Planning Workshop - user counts, surveys</td>
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</tr>
<tr>
<td>1995</td>
<td>Planning Workshop - survey, literature review</td>
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What Produces Deep Learning?
Community Service Learning!

✓ Active learning
✓ Frequent feedback
✓ Collaboration
✓ Cognitive apprenticeship (i.e., mentored relationships in which students can discuss and learn generalization of principles, transfer of knowledge between theory and practice, and analysis of perplexing circumstances)
✓ Practical applications that involve students in tasks that have real consequences with a safety net as a buffer against high-stakes mistakes
First Year Student Orientation

- Junior:
  - Research Opportunity

- Sophomore:
  - Civic Internship
  - Volunteer Opportunity
  - Community Service Learning course

- Senior:
  - Serve on an NGO Board
  - Integrative Capstone Course
  - Community Service Learning course

First Year:
- Community Service Learning course
What Is The Best Way To Teach Environmental Stewardship?

If you want to teach environmental stewardship and democratic civic skills, involve students in academically-meaningful environmental activities that reflect democratic values and in partnerships that are democratic.
Multidisciplinary CSL

- Sciences
- Sociology
- Writing/English/Literature
- Psychology
- Anthropology
- Geography
IMPLEMENTING
COMMUNITY SERVICE LEARNING IN THE
DUTCH AND EUROPEAN CONTEXT

Laat u inspireren!
Conferentie op dinsdag 24 oktober a.s.
9 – 17 uur, Hoofdgebouw VU, Agora 1

Aanmelden: www.vu.nl/communityservice
I look forward to working with you on this extraordinarily important institutional work.

rbringle@iupui.edu