



THE CENTER FOR COMMUNITY ENGAGEMENT & CAREER COMPETITIVENESS

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May 10, 2021

Colleagues,

The Center for Community Engagement and Career Competitiveness welcomes you to the Faculty Seminar in Service-Learning, which will take place in the MPR on Averett University's campus. The dates and times for the seminar are:

- **Monday, May 17th from 9 a.m. – 1 p.m. (Working lunch included)**
- **Tuesday, May 18th from 9 a.m. – 1 p.m. (Working lunch included)**
- **Wednesday, May 19th from 9 a.m. – 1 p.m. (Working lunch included with community partners)**
- **Thursday, May 20th from 9 a.m. – 1 p.m. (Working lunch included)**
- **Friday, May 21st from 9 a.m. – Noon (on-site service project; lunch after)**

Each component of this seminar is designed to facilitate the development of a syllabus for a service-learning course that you agree to teach within the next year. The final electronic version of the syllabus for your course will be due on Monday, May 24th (the Monday following the final day of the seminar). When you teach the course, you might decide to change details of the syllabus (readings, dates, etc.), but you should be able to design the basic service-learning components of the course during this seminar.

The course you plan to develop during the seminar will be a central focus of seminar discussions and peer review. Each day we will ask you to develop a component of your service-learning course or syllabus and to share that component with the other participants. Please come prepared to share about your course and to share the parts of your syllabus or course that will be relevant to each day's discussion.

The following syllabus outlines the plan for each day of the seminar. For each day, you will find:

- an overview of the schedule for the day,
- the assignments to be prepared for the peer review session for the day, and
- a list of the readings assigned for the day's discussion.

All of the readings are found in the seminar binder. Because the seminar moves so quickly, it is important that you have completed the readings before each day of the seminar.

Monday, May 17

Schedule	9 a.m. – 1 p.m.
9 a.m.	Coffee, juice, and pastries Welcome from the CCECC Introductions (disciplines, experience with S-L, experience with community service work) Review seminar syllabus and week's schedule
9:30 a.m.	Sharing Courses: Be prepared to describe the course you are designing or revising. Describe the purpose of your course, and any rough ideas for a service-learning project within the course.
10:00 a.m.	Faculty Pushback; Student Pushback
10:30 a.m.	Break
10:45 a.m.	Service-Learning in the Contexts of Higher Education
11:45 a.m.	Reflection on the day and preview the next day
Noon	Lunch and Discussion: Fears and Goals (getting to know each other)

Readings and Assignments for Today's Discussion (Monday, May 17)

Peer Review

- Be prepared to describe the course you are designing or revising. Describe the purpose of your course, and your plans for a service-learning project for the course.

Recommended Readings

Service-Learning Project and Syllabus Design

Cress, C. M. (2011). Pedagogical and epistemological approaches to service-learning: Connecting academic content to community service. In C. M. Cress, D. M. Donahue, and Associates, *Democratic dilemmas of teaching service-learning: Curricular strategies for success* (43 – 54). Sterling, Virginia: Stylus.

Heffernan, K. (2001). Service-learning assignments. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 79-109). Providence, RI: Campus Compact.

Service-Learning into the Contexts of Higher Education

Kuh, G. (2008). High impact educational practices: A brief overview. In G. Kuh, *High impact educational practices: What they are, who has access to them, and why they matter* (pp. 9-11). Washington, DC: Association of American Colleges and Universities.

Tuesday, May 18

Schedule	9 a.m. – 1 p.m.
9:00 a.m.	Coffee, juice, and pastries
9:10 a.m.	Which model of service-learning best fits your course? – Discussion Fellows as Faculty Champions for Service-Learning <ul style="list-style-type: none">• Discuss O’Byrne’s “How Professors Can Promote Service-Learning in a Teaching Institution”• Discuss Schnaubelt’s and Statham’s “Faculty Perceptions of Service as a Mode of Scholarship”• Discuss Eby’s “Why Service-Learning is Bad”
10:00 a.m.	Break
10:15 a.m.	Discipline Reflection & Community Needs Assessment (Community Partners Overview)
11:00 a.m.	Project Brainstorming & Design (Connect to theory, history, social issues)
11:45 a.m.	Learning Goals vs. Outcomes (start drafting your outcomes) Lunch (continue outcomes discussion)

Readings and Assignments for Today’s Discussion (Tuesday, May 18)

Peer Review

- Using the “models for service-learning” described in the workshop yesterday, be prepared during lunch to discuss the model(s) you plan to use in designing your service-learning course, OR describe how you plan to structure the service-learning component of the course.

Assigned Readings for Discussion: *Fellows as Faculty Champions*

O’Byrne, K. (2001). How Professors Can Promote Service-Learning in a Teaching Institution. *New Directions for Higher Education*, no. 114 (pp. 79-87).

Schnebault, T. and Statham, A. (2007). Faculty Perceptions of Service as a Mode of Scholarship. *Michigan Journal of Community Service Learning*, (pp. 18-31).

Eby, J. (1998). *Why service-learning is bad*. Retrieved June 1, 2019 from http://www.messiah.edu/external_programs/agape/servicelearning/articles/wrongsvc.pdf

Recommended Readings

Holland, B. A., & Sherril, B. G. (1998). The state of the “engaged campus”: What have we learned about building and sustaining university–community partnerships? *AAHE Bulletin*, October 1998, 3-6.

Leiderman, S., Furco, A., Zapf, J., & Goss, M. Building partnerships with college campuses: Community perspectives. (2003). Washington, DC: Council of Independent Colleges. Retrieved July 5, 2012 from <http://www.cic.org/News-and-Publications/CIC-Books-and-Reports/Pages/Browse-CIC-Publications.aspx>.

Wednesday, May 19

Schedule	9 a.m. – 1 p.m.
9:00 a.m.	Coffee, juice, and pastries
9:10 a.m.	Discuss Howard’s “Principles of Good Practice for Service-Learning Pedagogy” Peer Review: <ul style="list-style-type: none">• Discuss your academic learning goals for the course and peer review your handout• Discuss an assignment that will assess your learning goals, as related to the project
9:40 a.m.	Course and Syllabus Design
10:45	Break
11:00 a.m.	Assessment/Grading
11:30 a.m.	Lunch with Community Partners Discussion: Building strong community-campus partnerships

Readings and Assignments for Today’s Discussion (Wednesday, June 19)

Peer Review

- Discuss the academic learning goals for your course. Specify which of these learning goals will be addressed by the service-learning component of the course. Please bring nine copies of your learning goals.
- Discuss an assignment that will assess student learning related to the integration of the service-learning project and the academic learning goals of the course.

Assigned Readings for Discussion: Course Design

Howard, J. (2001). Principles of good practice for service-learning pedagogy. In J. Howard (Ed.), *Service-learning course design workbook* (pp.16-19). Ann Arbor, Michigan: OCSL Press.

Recommended Readings

Heffernan, K. (2001). Course organization. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 1-8). Providence, RI: Campus Compact. (BOOK)

Heffernan, K. (2001). Implementation. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 9-21). Providence, RI: Campus Compact. (BOOK)

Heffernan, K. (2001). Service-learning assignments. In K. Heffernan, *Fundamentals of service-learning course construction* (pp. 79- 109). Providence, RI: Campus Compact.

Thursday, May 20

Schedule	9 a.m. – 1 p.m.
9:00 a.m.	Coffee, juice, and pastries
9:10 a.m.	Peer Review: <ul style="list-style-type: none">• Share your rationale statement in the syllabus• Share the description of the project• Share a draft of the assignments you plan to tie into the service-learning activity• Share your grading scale for the project• Share your plan to introduce the community partner and your communication plan
10:10 a.m.	Break
10:20 a.m.	Reflection in Service-Learning <ul style="list-style-type: none">• Discuss Ash’s and Clayton’s “Generating, Deepening, and Documenting Learning: The Power of Critical Reflection in Applied Learning”• Overview the DEAL Model of Reflection• Put it to use (using the DEAL)
11:20 a.m.	Logistics <ul style="list-style-type: none">• Engage Showcase (fall and spring)• Service-Learning Handbook<ul style="list-style-type: none">○ Tools and materials○ Training needed○ Dress and behavior○ Transportation○ Money
Noon	Lunch and Discussion of Friday’s Service Activity

Readings and Assignments for Today’s Discussion (Thursday, May 20)

Peer Review

- Create a plan for orienting students to your community partner organization.
- Create a plan for communicating with your community partner throughout the semester.
- Create a rationale statement for the service-learning portion of your course.
- Create a detailed description of the project you envision; include student responsibilities.
- Create a draft of the assignments you plan to use to assess the project.
- Create a grading scale for these assignments and the overall service project; keep in mind the community partner percentage.
- Bring nine copies of all handouts

Assigned Readings for Discussion: Reflection and Assessment

Ash, S., & Clayton, P. (2009). Generating, deepening, and documenting learning: The power of critical reflection in applied learning. *Journal of Applied Learning in Higher Education*, 1 (1), 25 – 48.

Recommended Readings

Bringle, R. G., & Hatcher, J. A. (1999). Reflection in service-learning: Making meaning of experience. *Educational Horizons, Summer 1999*, 179-185. Reprinted in Campus Compact’s (2003) *Introduction to Service-Learning Toolkit* (pp. 83 - 89).

Rama, D. V. Service-learning: Using structured reflection to enhance learning from service. Retrieved on July 5, 2012 from <http://www.compact.org/disciplines/reflection/>

Friday, May 21

Schedule 9 a.m. – Noon

- 9:00 a.m.** Coffee, juice, and pastries
- 9:10 a.m.** Share your draft syllabus. Bring specific questions for discussion.
- 9:50 a.m.** Head to Service Experience
- Noon** Lunch to Celebrate the Week

Readings and Assignments for Today’s Discussion (Friday, May 21)

Peer Review

- Bring nine copies of a reflection activity you plan to use in the course and be able to discuss how with will work and your expectations.
- **Your final service-learning syllabus and seminar evaluation is due to Dr. Billy Wooten by May 24th. I will process the first half of your stipend upon receipt of the materials. The second half of your stipend will be processed after you teach the service-learning course**
- **The seminar evaluation will be on-line, and Billy will send you a link by May 21st.**