

**Service-Learning Colloquium**  
April 18, 2008

**Welcome Faculty, Staff, and  
Community Partners!**

---

---

---

---

---

---

---

---

**2008 Service-Learning Colloquium**

- Welcome
  - Overview & Goals of the Day
- Service-Learning: Defined & Contrasted
  - Benefits of Service-Learning
  - Integrating Service-Learning
  - Types of Service-Learning
  - Types of Reflection Assignments
- Final Thoughts & Next Steps

---

---

---

---

---

---

---

---

**Welcome**

- UWSP Faculty and Staff
- Community Agencies and Representatives
- Registration Packet Materials
- Service-Learning on UWSP Campus
  - History, Trends, Future
- Renewed mission / place for Higher Education in Public Life

---

---

---

---

---

---

---

---

## Overview & Goals of the Day

- The agenda spells out the WHAT & WHERE & WHEN
- Here are the WHY & HOW & WHO
- Why?
  - "Project Development" identified as the next step needed.
- How?
  - Put you together and let you speak for yourselves!
  - Reflect on your strengths, needs, and challenges.
- Who?
  - Facilitators & Panel Presenters will assist with examples, matching, and developing new ideas.

---

---

---

---

---

---

---

---

## Service-Learning: Defined & Contrasted

Service-Learning is:

- an "engaged" teaching method
- a kind of "experiential" education

Service-Learning has 3 basic components:

- Service
- Learning
- Reflection Assignment

---

---

---

---

---

---

---

---

## Service-Learning: Defined & Contrasted

Service-Learning is different than:

- Internship / Practicum / Field Experience
- Volunteering / Community Service
- Community-Based Research

These are all valuable components of teaching and learning

---

---

---

---

---

---

---

---

## Benefits of Service-Learning

- Students
  - enhanced learning/academic achievement
  - opportunity for personal development
- Faculty
  - meet learning objectives (content / skill)
  - application and appreciation of material
- Campus
  - fulfill campus mission
  - enhanced community involvement
- Community Agencies
  - meet community needs
  - originate new service programs

---

---

---

---

---

---

---

---

## Integrating Service-Learning

- Not an “add-on”
  - Thoughtfully incorporated
- Anytime during Freshman thru Senior level
  - Include K-12 and Graduate education
- Within General Degree Requirement or within the Major / Minor field of study
  - Interdisciplinary and Cross-disciplinary
- Includes learning outcomes based on Disciplinary Content, as well as...
  - Cognitive, Moral, & Civic Development

---

---

---

---

---

---

---

---

## Types of Service-Learning

### Time & Duration:

- Intensive, on-site (local or remote)
- Semester-long (weekly)
- Periodic (build up to event)
- One-time (stand-alone service project)

### Types:

- Provide a service
- Create a product
- Generate an action plan
- Develop a new program

---

---

---

---

---

---

---

---

## Types of Reflection Assignments

- Link experience with learning objectives
- Structured reflection = thoughtfully designed
  - Examine critical issues
  - Connect experience to coursework
  - Develop civic skills and values
  - Find personal relevance
- Challenge students to find connections, relevance, application, and shortcomings
- Exchange information between students, faculty, and community partners

---

---

---

---

---

---

---

---

## Types of Reflection Assignments

### Types:

- Case Studies
- Journals
  - structured, team, critical incidents
- Portfolios
- Research / Synthesis Paper
- Discussions
- Presentations / Performances
- Interviews

---

---

---

---

---

---

---

---

## Final Thoughts & Next Steps

### Faculty face 2 key challenges:

1. Course Planning & Integration of Service-Learning
2. Building Partnerships with Community Agencies

### Next Steps:

Develop Meaningful Partnerships & Projects

---

---

---

---

---

---

---

---