COMMUNITY PARTNER SEMINAR ON SERVICE-LEARNING

Summer 2007

OVERVIEW

The Office of Service Learning and Community Action offers the community partner seminar to institutionalize service-learning as a critical student learning experience and build meaningful partnerships between USF and community organizations.   Through participation in the seminar, community partners will have the opportunity to deepen their understanding of service-learning pedagogy, explore ways to incorporate service-learning in agencies, and create and learn with others who are engaged in service-learning activities and partnerships with the University.

A few words regarding the assignments: The assignments are opportunities to create documents and/or think through program components that will be useful in future service-learning partnerships. It is not our intention to simply assign busywork. Please feel free to make suggestions as to what would be most helpful.

SCHEDULE AND READINGS

SESSION 1	DEFINING SERVICE-LEARNING

READINGS

Cone, D., & Harris, S. (1996). Service-learning practice: Developing a theoretical framework. *Michigan Journal of Community Service Learning*, *3*, 31-43. Reprinted in Campus Compact's (2000) *Introduction to Service Learning Toolkit.*

Furco, A. (1996). Service-learning: A balanced approach to experiential education. *Expanding Boundaries: Serving and Learning.* Washington DC: Corporation for National Service. Reprinted in Campus Compact's (2000) *Introduction to Service Learning Toolkit.*

ASSIGNMENTS DUE

❖ List ways college students are involved in your agency. Label them in terms of the Furco article, Figure 2: Distinctions Among Service Programs.

❖ For each type of student involvement, think about the balance of service and learning as defined in the Furco article, Figure 1: A Service and Learning Typology. Note your classification for each type of student involvement.

❖ What are the advantages and disadvantages of having service-learners at your organization?

SESSION 2   PARTNERSHIP

READINGS

Eby, J. (1998). *Why service learning is bad*. Retrieved March 2002, from
        http://www.messiah.edu/agape/svc_learning/faculty/pdf/wrongsvc.pdf

Leiderman, S., Furco, A., Zapf., J., & Goss, M. Building partnerships with college
        campuses: Community perspectives. Council of Independent Colleges.

ASSIGNMENTS DUE

❖ How have partnerships gone for you? How could they have been more satisfying for you?
   What were the positive aspects? Jot down a few notes regarding the strengths and
   weaknesses of your partnership experiences with universities.

❖ What are the key discussion points to cover when first exploring a partnership with faculty
   members? Develop a sample agenda for an initial meeting with a professor.

❖ What components would you like to include in a learning contract with a student service-
   learner? Modify a sample contract.

SESSION 3   COMMUNITY PARTNER'S ROLE AS EDUCATOR
Orientation, Education, Supervision and Reflection

READINGS

Bacon, Nora. (2002). Differences in faculty and community partners' theories of learning.
        Michigan Journal of Community Service Learning, 9 (1), 34-44.

Bringle, R., & Hatcher, J. (1999). Reflection in service learning: Making meaning of experience.
        Educational Horizons, 179-185. Reprinted in Campus Compact's (2000) *Introduction to
        Service Learning Toolkit..*

Eyler, J. (2002). Reflection: Linking service and learning – linking students and communities.
        Journal of Social Issues, *58*, 517-534.

SUPPLEMENTAL READING

Reed, J., & Koliba, C. (1996). Facilitating Reflection: A manual for higher education. (Available
        online at http://www.uvm.edu/~dewey).

ASSIGNMENTS DUE

❖ What are the key points to address in an orientation to your organization and a service-
   learning project?

❖ Who will be responsible for supervising the service-learners at your organization? If you
   are not the supervisor, how will you communicate with the service-learners and what will
   be your level of involvement with them?

❖ Describe an effective reflection activity for your agency. What are the key points to
   highlight?

SESSION 4	SERVICE-LEARNING PROJECTS

Seminar participants will share their service-learning projects and related materials with other participants, receive feedback and gain insights from their colleagues' work.

ASSIGNMENTS DUE

- ❖ Present a potential service-learning project at your organization.
  Please address the following:
    - ~ Explain how the service-learners will be oriented, supervised and evaluated.
    - ~ Describe a reflection activity you will incorporate.
    - ~ Identify at least 3 disciplines relevant to your organization.
    - ~ Describe the knowledge and skills the students will develop.
- ❖ Present a Memorandum of Understanding
- ❖ Present a Student Learning Contract
- ❖ Provide a letter of support from your supervisor or other appropriate person addressing your organization's willingness to partner with USF for service-learning.