Service Learning Module Guide

Generic Component

Presentation Compiled by:
Mrs Elize Janse van Rensburg
Department of Occupational Therapy
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OUTLINE

- [Theme 1: Introduction to Community Engagement and Service Learning](#)

- [Theme 2: Conceptualisation of Service Learning](#)

- [Theme 3: Partnership Development](#)

- [Theme 4: Reflection and Assessment](#)

- [Theme 5: Logistics, Risk Management and Ethics](#)

- [Theme 6: Celebration and Evaluation](#)

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Theme 1:
Introduction to Community Engagement and Service Learning

- Orientation

- Higher Education, Transformation and Community Engagement

- Community Engagement and Service Learning
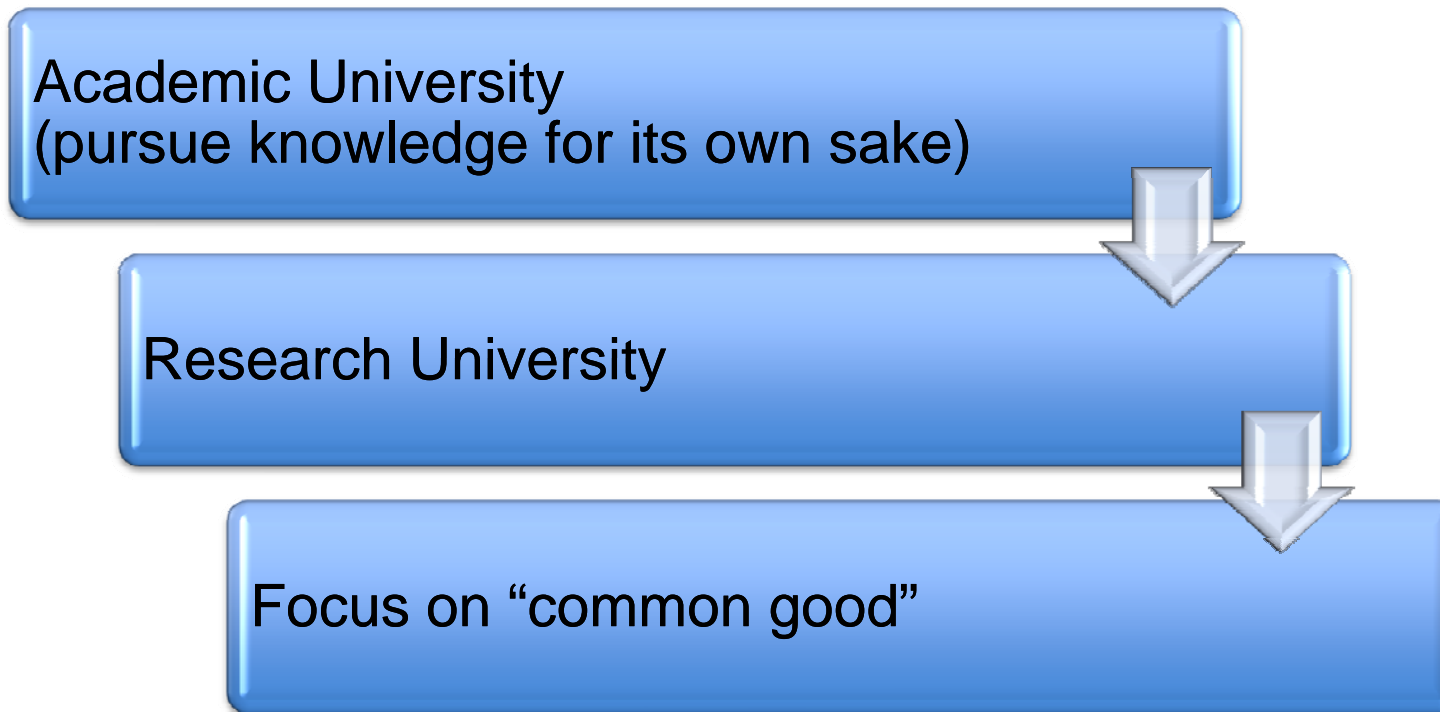
- Policy Directives

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Orientation

Transformation in Higher Education

"… requires that all existing practices, institutions and values are viewed anew and rethought in terms of their fitness for the new era."
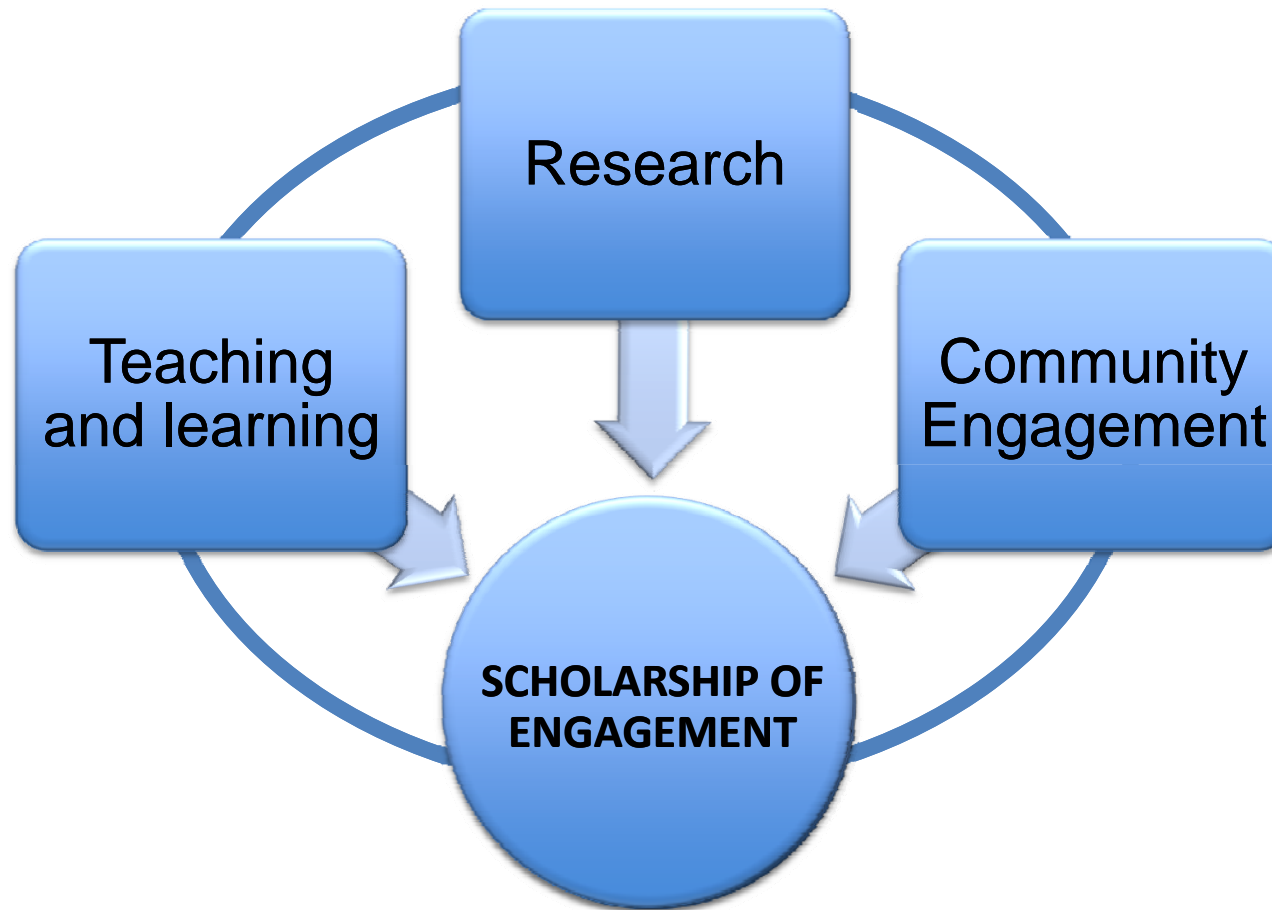
Education White Paper 3

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Higher Education, Transformation and Community Engagement

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Historical Overview

Academic University
(pursue knowledge for its own sake)

Research University

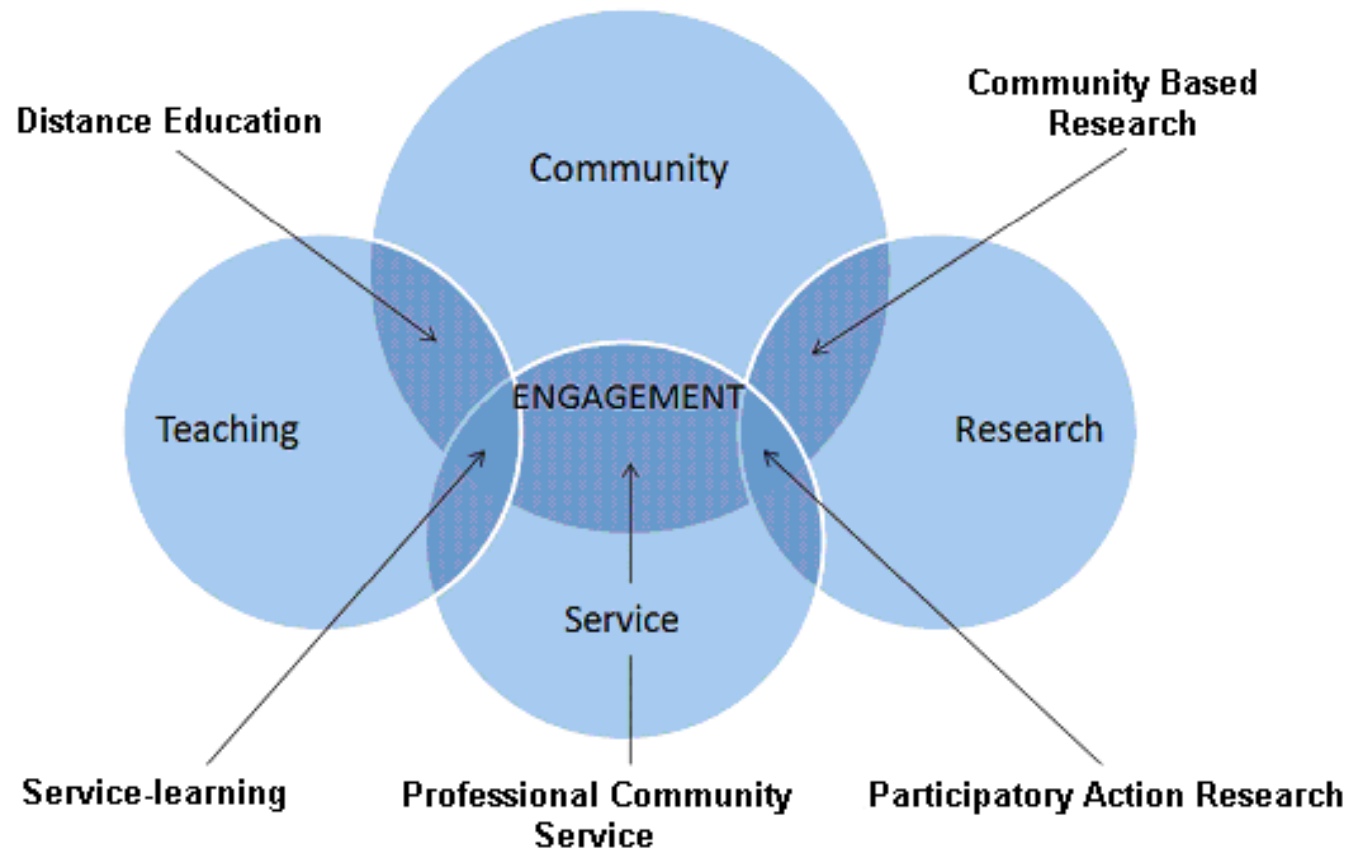Focus on "common good"

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Community Engagement

Community Engagement and Service Learning

Types of Community Engagement

Lazarus *et al.* (2006:12)

Service Learning

"An educational approach involving curriculum-based, credit-bearing learning experiences in which students (a) participate in contextualised, well-structured and organised service activities aimed at addressing identified service needs in a community and (b) reflect on the service experiences …

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Service Learning (Cont.)

… in order to gain a deeper understanding of the linkage between curriculum content and community dynamics, as well as achieve personal growth and a sense of social responsibility. It requires a collaborative partnership context that enhances mutual, reciprocal teaching and learning among all members of the partnership (lecturers and students, members of the communities and representatives of the service sector)"

UFS (2006:9-10)

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Service Learning (Cont.)

- Reflection

- Personal and professional development

- Social responsibility

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Policy Directives

Policy Directives

Policy Document	Essence of content pertaining to SL
Green Paper on Higher Education Transformation (1996)	Increased responsiveness to community needs
Education White Paper 3 (1997)	HEIs to promote social responsibility among students
HEQC Founding Document (2001)	Community service one of core functions of HEIs
HEQC Institutional Audit Framework (2004)	Call for integration of teaching, research and community engagement
HEQC Criteria for Programme Accreditation (2004)	Service learning programmes to be integrated in institutional planning

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Policy Directives (Cont.)

Policy Document	Essence of content pertaining to SL
JET Education Services Survey (1997, 1998)	Identified common difficulties in implementing service learning in HEIs
JET CHESP Initiative (1999)	Support, monitoring, assessment and research of SL programmes
Vice-Chancellor's Meeting (2000)	Education for good citizenship – strive for scholarship of engagement
UFS Community Service Policy (2006)	Community service as core function in striving toward a scholarship of engagement

Theme 2:
Conceptualisation of Service Learning as an Educational Approach

- Introduction

- Service Learning in Higher Education in a Mode 2 Society

- Theoretical Frameworks Supporting Service Learning

- The Value of Service Learning as an Educational Approach

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Introduction

Introduction

- Service learning = favoured approach to community engagement in Higher Education

- Questions:

  - Relevance of service learning?

  - Underlying theories?

  - Differences between service learning and other approaches?

  - Benefits of service learning

Service Learning in Higher Education
in a Mode 2 Society

Mode 2 Society

- More complex society

- Uncertain social relations

- New economic approaches

- Permeable institutional boundaries

- Altered perception of time and space

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Mode 2 Higher Education Institutions

- **Permeable institutional boundaries → review interaction with …**
  - **"Triple helix partners"**
  - **Communities**

- **Knowledge production ("research") is …**
  - **Widely applicable**
  - **Transdisciplinary**
  - **Variety of skills**
  - **Socially accountable and reflexive (Gibbons 200:159)**

Socially Responsible!

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Mode 2 Higher Education Institutions (Cont.)

- What applies to research, should also apply to teaching and learning

- Service learning brings civic aspect to academic learning → enhances social responsibility

- **Aim**:

  To cultivate researchers and professionals who are able to interact "in the public spaces where socially robust knowledge can be produced in collaboration with triple-helix and community partners"

  Erasmus (2005:29)

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Theoretical Frameworks Supporting Service Learning
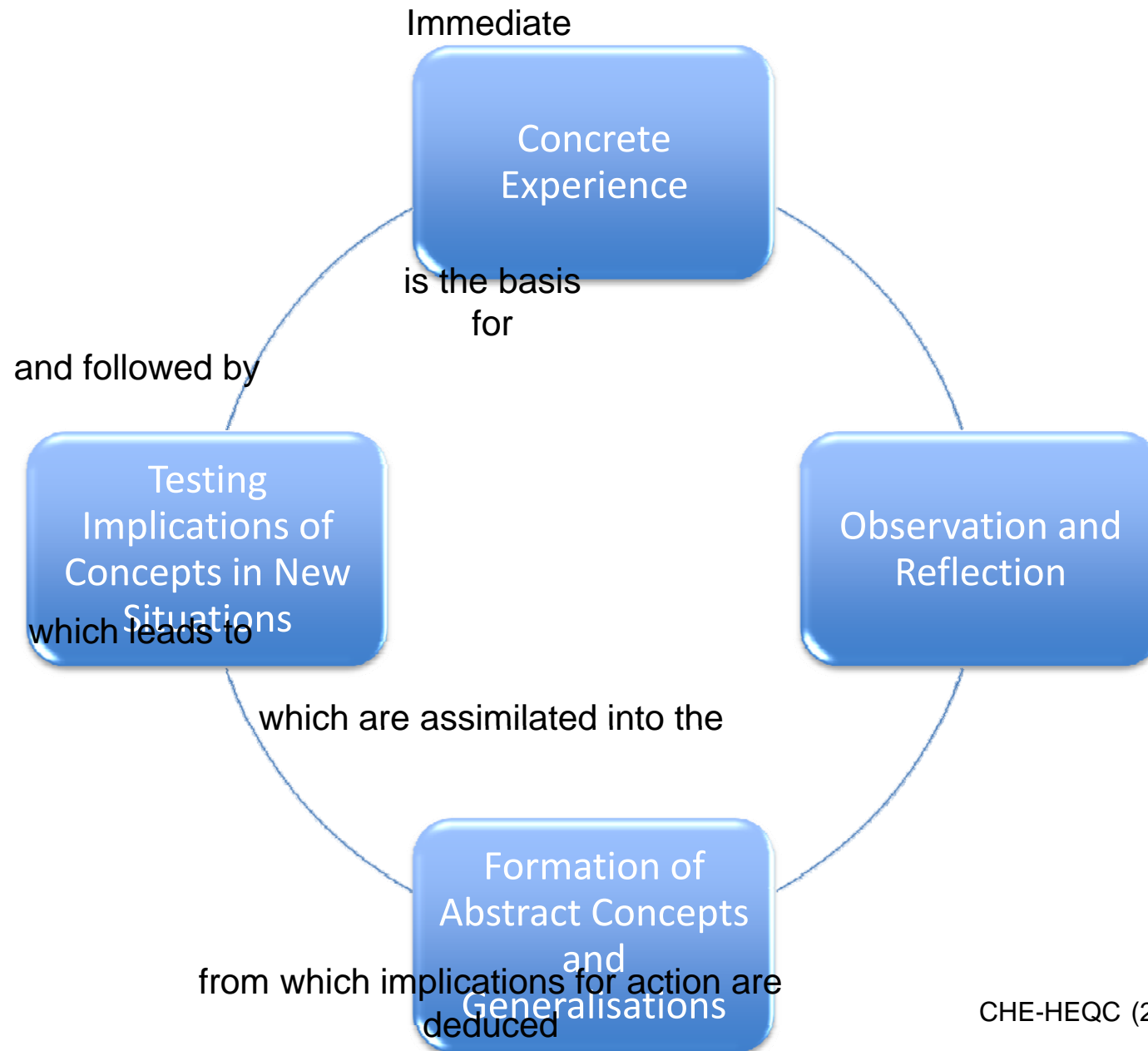
Service Learning as Pedagogy

- Roots

  - Constructivism

  - Experiential Learning

- Influences (to be discussed):

  - Dewey's Areas of Educational Development

  - Kolb's Experiential Learning Cycle

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Dewey & Service Learning

- Links education to experience
- Democratic community
- Social service
- Reflective enquiry
- Education for social transformation

- Credit-bearing educational approach
- Collaborative partnerships
- Meet community needs
- Reflection to obtain insight
- Enhances social responsibility

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Kolb's Experiential Learning Cycle

- Conceptual framework to understand and organise service learning activities

- Varies from person to person, situation to situation

- More than one cycle at a time

- Entry at any point

- Great variability in terms of duration

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Immediate

Concrete Experience

is the basis for

Observation and Reflection

and followed by

Testing Implications of Concepts in New Situations

which leads to

which are assimilated into the

Formation of Abstract Concepts and Generalisations

from which implications for action are deduced

CHE-HEQC (2006:18)

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The Value of Service Learning as an Educational Approach

Knowledge Domains

Domain	Academic / Professional	General / Socially Oriented
General	Discipline-specific knowledge	Community ("local") knowledge
Dewey	Liberal knowledge	Useful knowledge
Bernstein	Schooled/Official knowledge Vertical discourse	Common sense / Local knowledge Horizontal discourse
Durkheim	Sacred knowledge	Profane knowledge
Purpose	Individual skills (scientists / professionals)	Responsible citizens
Outcomes	Related to course content Exit Level Outcomes	Social responsiveness Critical cross-field outcomes

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Knowledge Domains

- Integration of both is important

- Result: Produce socially accountable knowledge in socially responsive individuals

- Service learning provides vehicle to achieve this

- "[R]esearch supports the contention that service learning has a positive impact on personal, attitudinal, moral, social and cognitive outcomes."

Bringle & Hatcher (1996:2)

Furco's Model

Community ←——— BENEFICIARY ———→ Student

Service ←——— GOAL ———→ Learning

Service-Learning

Community Outreach

Cooperative Education

Volunteerism

Internship
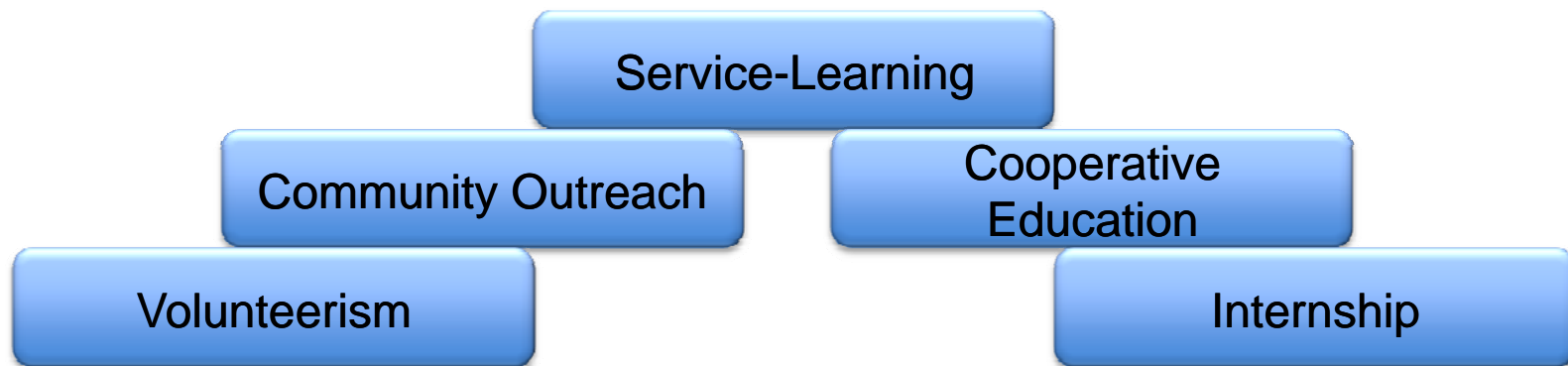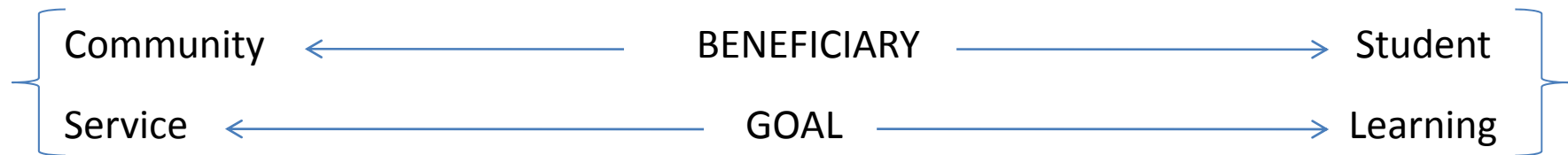
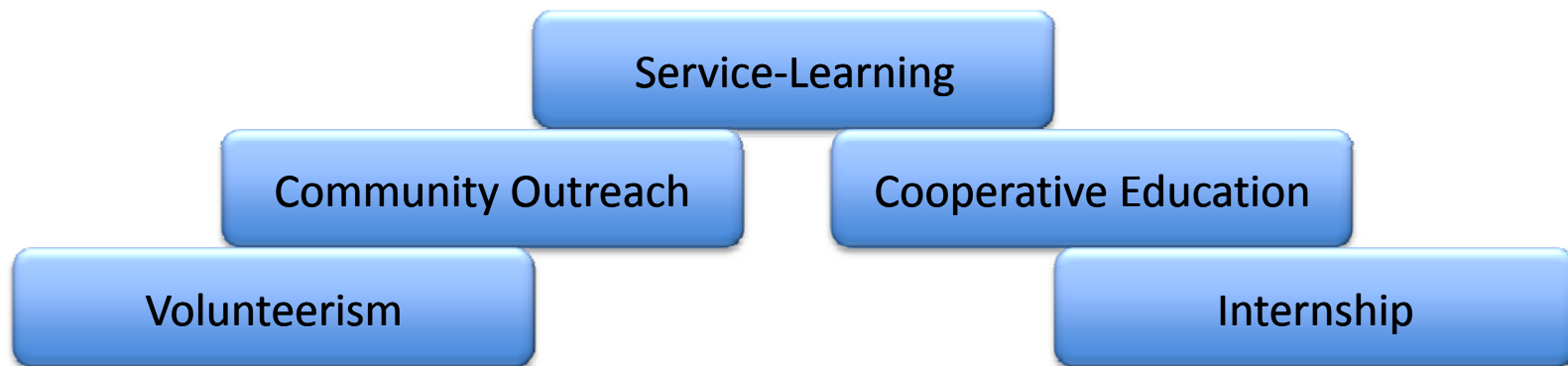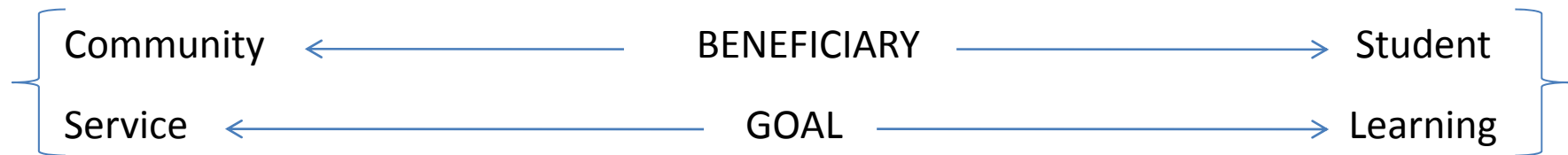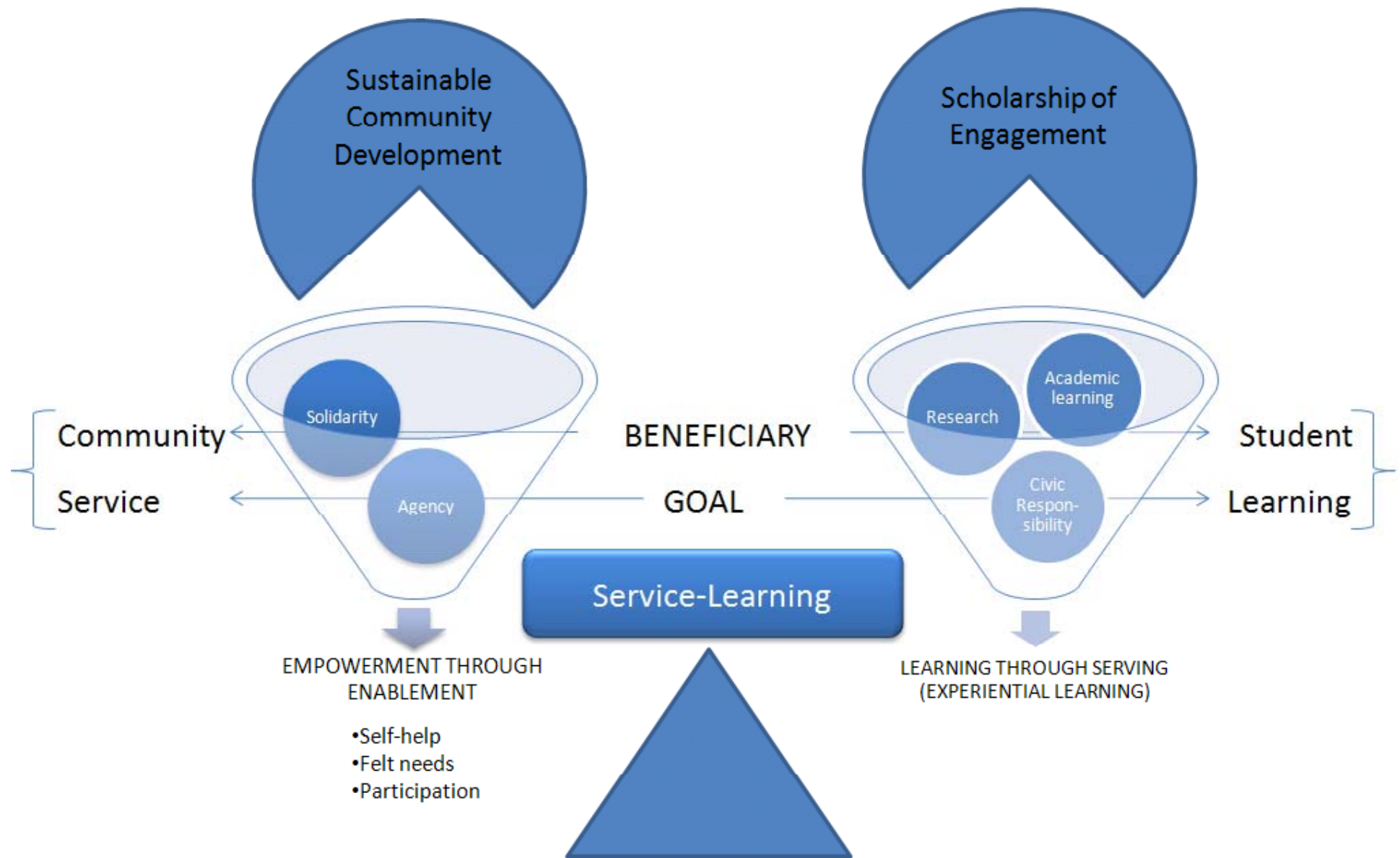Furco (1996) in CHE-HEQC (2006:21)

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Theme 3:
Partnership Development, Module Outcomes and Community Goals

- Purpose of "Service" in Service Learning

- Becoming Effective Agents of Change

- Basic Principles of Partnership Formation

- Partnership Development Applied

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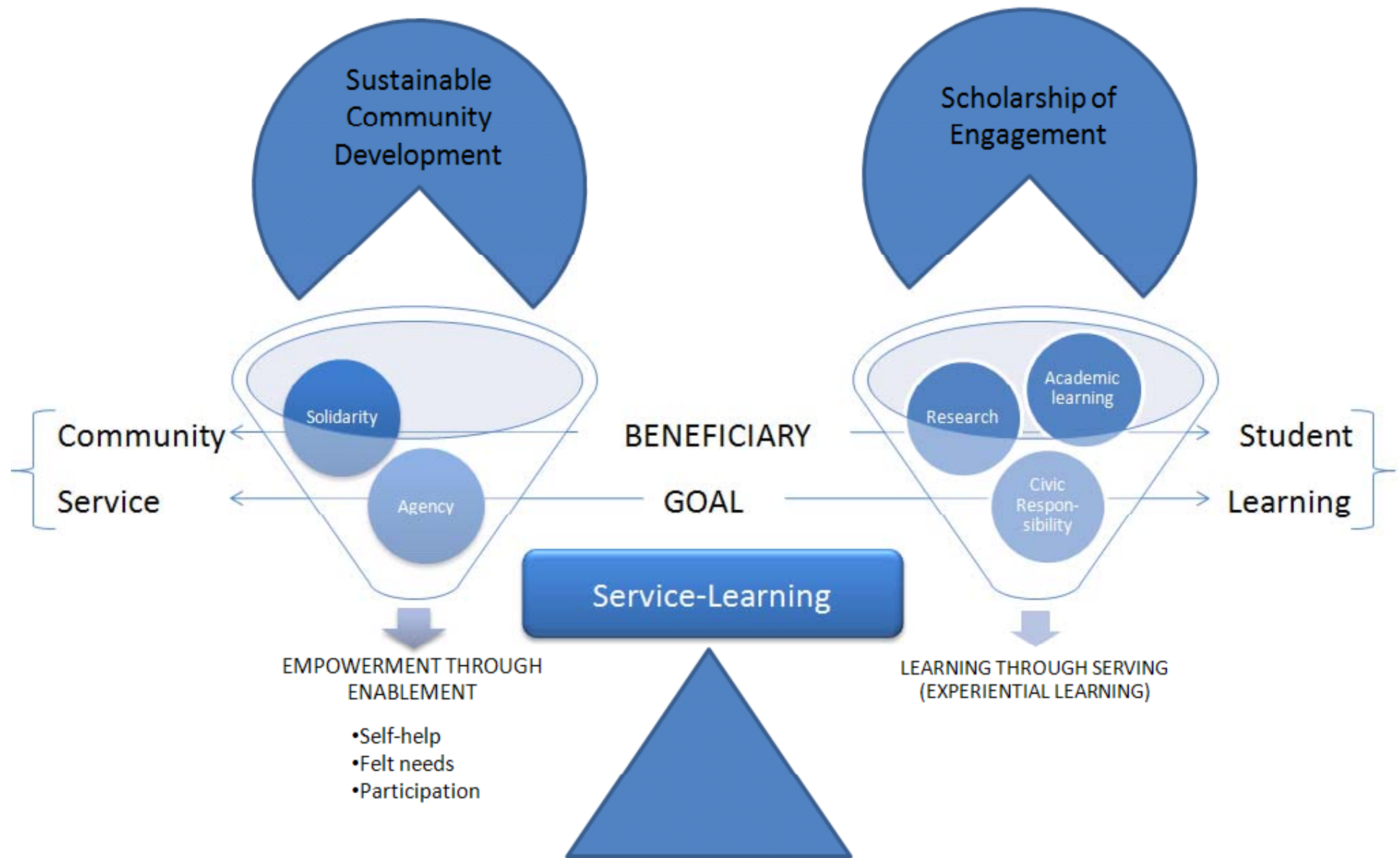# Purpose of "Service" in Service Learning

Furco's Model

Aim for Student

- Scholarship of engagement

  – Civic responsibility

  – Socially responsible academic learning and research

- Transformative learning

- Through experiential learning

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Aim for Community

- Sustainable community development

  - **Sustainability** – meets needs without compromising ability to meet future needs

  - **Community** – solidarity (shared identity)

  - **Development** – needs, quality of life, advancement in different areas

- Promotion of solidarity and agency

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Becoming Effective Agents of Change

Sustainable Community Development

Scholarship of Engagement

Solidarity

Agency

Research

Academic learning

Civic Respon-sibility

Community ← → BENEFICIARY ← → Student

Service ← → GOAL ← → Learning

Service-Learning

EMPOWERMENT THROUGH ENABLEMENT

- Self-help
- Felt needs
- Participation

LEARNING THROUGH SERVING (EXPERIENTIAL LEARNING)

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Enabling Principles

- **Self-help**
  - Able to take care of self

- **Felt needs**
  - Capacity to identify own needs

- **Participation**
  - Inclusion in all processes related to development
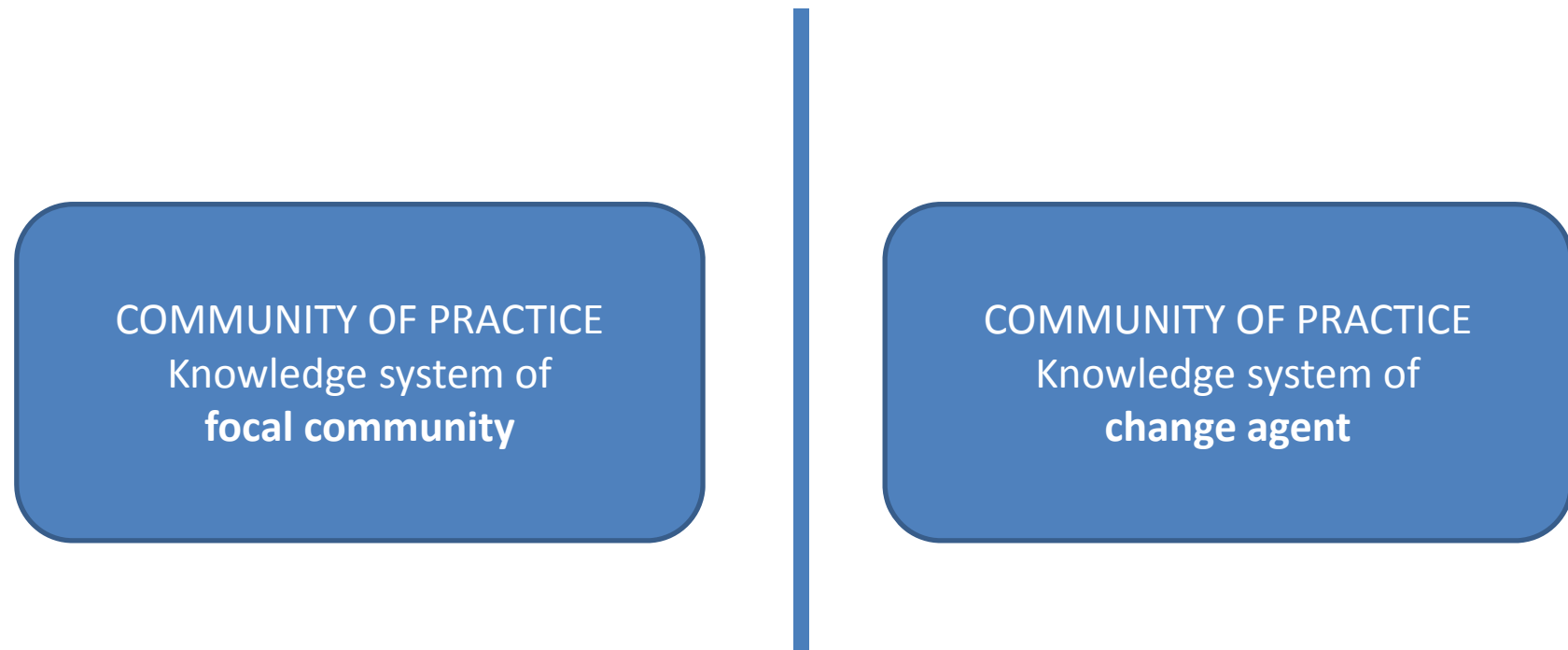
Bhattacharyya (2004:21)

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A Clash of Two Worlds

COMMUNITY OF PRACTICE
Knowledge system of
focal community

COMMUNITY OF PRACTICE
Knowledge system of
change agent

Gilbert (1997:276)

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OPTION 1

ALIENATION

COMMUNITY OF PRACTICE
Knowledge system of
focal community

COMMUNITY OF PRACTICE
Knowledge system of
change agent

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OPTION 2

DOMINATION

COMMUNITY OF PRACTICE
Knowledge system of
focal community

COMMUNITY OF PRACTICE
Knowledge system of
change agent

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OPTION 3

Formation of new, sustainable community of practice

Reciprocity

Mutuality

People-centred approach

Knowledge = co-created for use in unique settings

COMMUNITY OF PRACTICE
Knowledge system of
focal community

COMMUNITY OF PRACTICE
Knowledge system of
change agent

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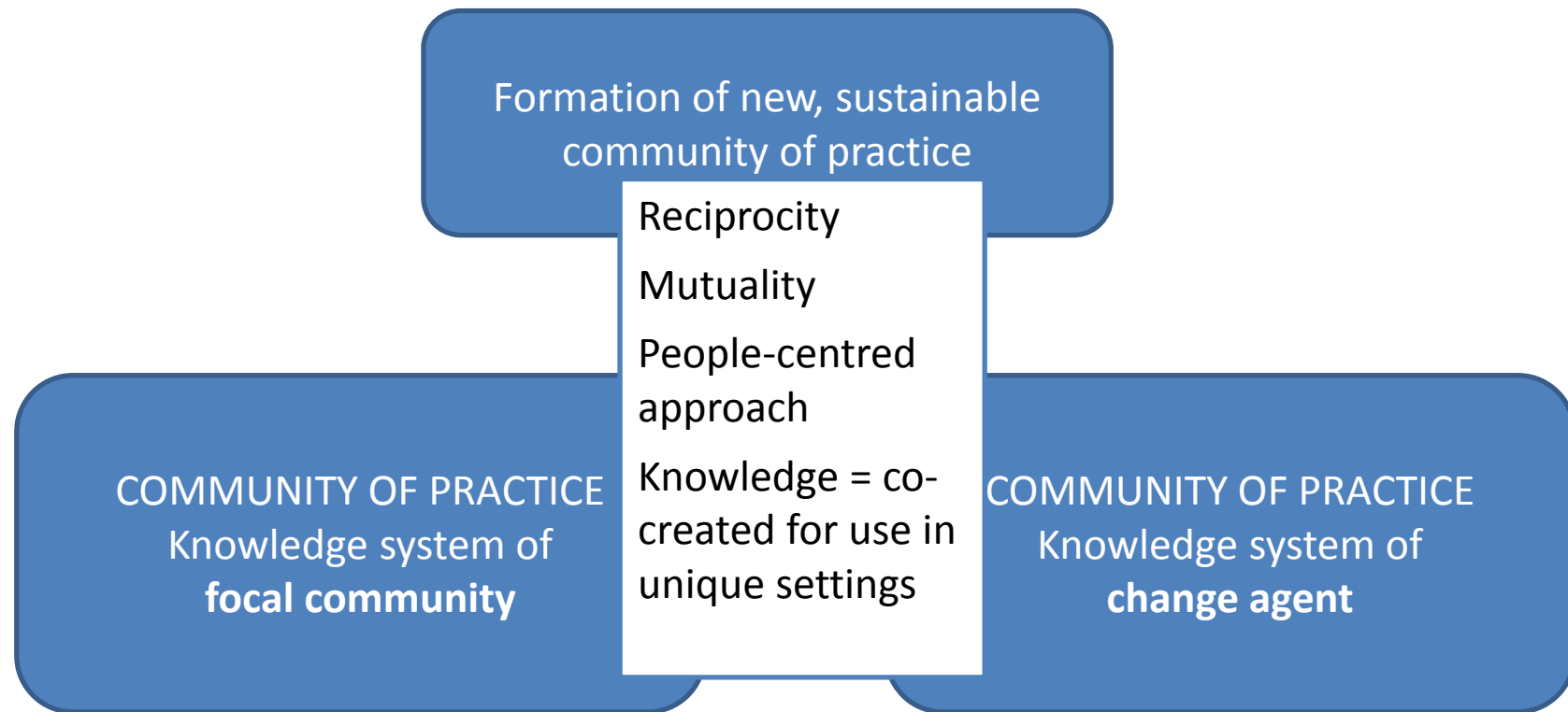
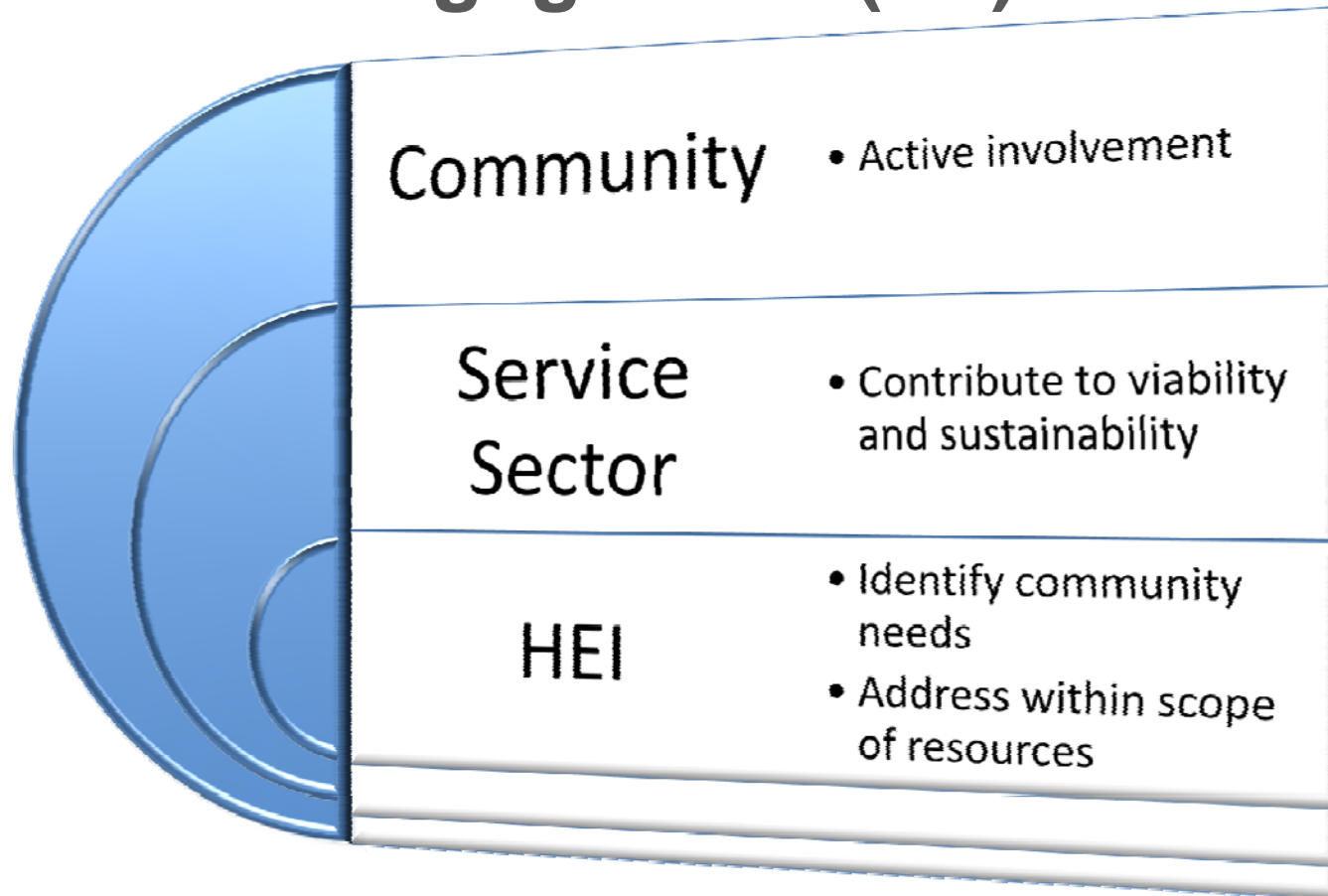# Basic Principles of Partnership Development

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Partnerships and Partners

A partnership is ...

"...a **collaborative** engagement between two or more parties **sharing a similar vision**, aimed at reaching a **common goal** by devising and implementing **mutually** agreed to modus operandi while maintaining their respective identities and agendas. A partnership entails the **pooling and sharing** of skills and resources, as well as risks and benefits, thus enabling such partnerships to accomplish goals beyond the capability of the individual partners ..."

UFS (2006:26)

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Tripartite Partnership for Community Engagement (SL)

Community	• Active involvement
Service Sector	• Contribute to viability and sustainability
HEI	• Identify community needs • Address within scope of resources

Adapted from CHE-HEQC (2006:93)

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Purpose of Tripartite Partnership

- Community empowerment and development

- Transformation of the higher education system in relation to community needs

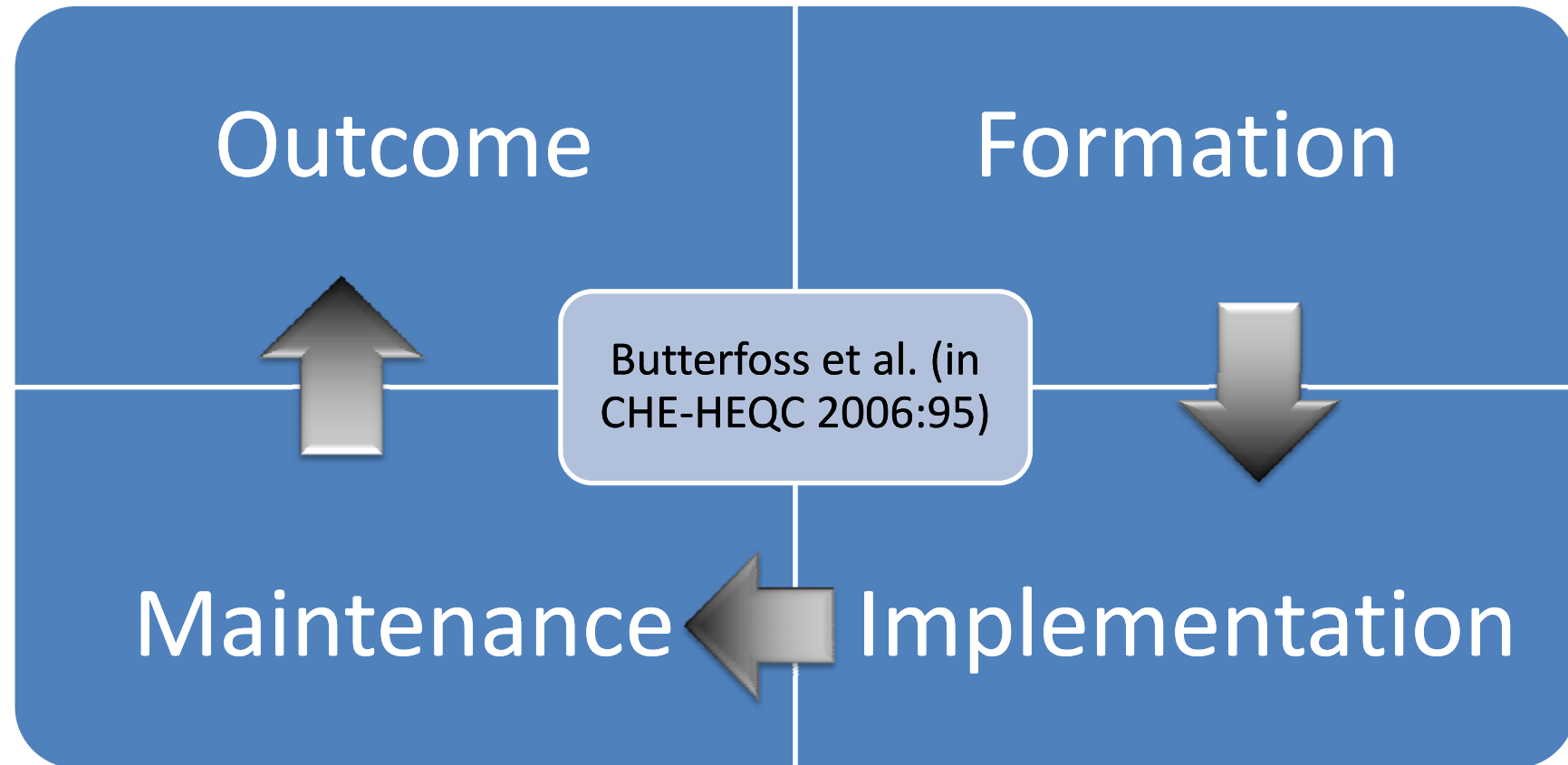- Enhancing service delivery to previously disadvantaged communities

Lazarus in CHE-HEQC (2006:93)

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Indicators for Partnership Formation

- Commitment to change and transformation

- Shared philosophy, mission, vision, values and outcomes

- A high priority on trust, mutual accountability and responsibility

- Emphasis on collaborative partnerships

- Emphasis on reciprocity

- Acknowledging equality and equity

- Designed for sustainability

CHE-HEQC (2006:95)

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Stages and Principles of Partnership Formation

Outcome

Formation

Butterfoss et al. (in CHE-HEQC 2006:95)

Maintenance

Implementation

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Partnership Development Applied

Use this slide to explain the process of partnership development as applied to your specific module.

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Theme 4:
Reflection and Assessment

- Introduction to Reflection in Service Learning

- Assessment

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Introduction to Reflection in Service Learning

What is Reflection?

- Definition:

  – Transformative process

  – Focused, critical analysis of experiences

  – In the light of specific outcomes

  – Link with implications for future actions and understandings

- Reflection:

  – REvisit, REconstruct, REview, REthink

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Why is Reflection Important?

- Links:

  – Concrete experience → abstract understanding

  – Service experience → learning

  – Monitor progress

  – Enhance and improve learning (cognitive development)

- Dewey:

  – "Experience + Reflection = Learning"

  Dewey (1963) in CHE-HEQC (2006:15)

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The Six Cs of Reflection

- Connected

- Continuous

- Challenging

- Coaching

- Contextualised

- Communication

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Assessment

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Purpose of Assessment

- Academic integrity

- Monitor progress

- Feedback: achievements and areas for improvement

- Achievement of outcomes

- Motivates, directs and enhances learning

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Assessment in This Module

Based on student's ability to demonstrate integration of module content with service experience

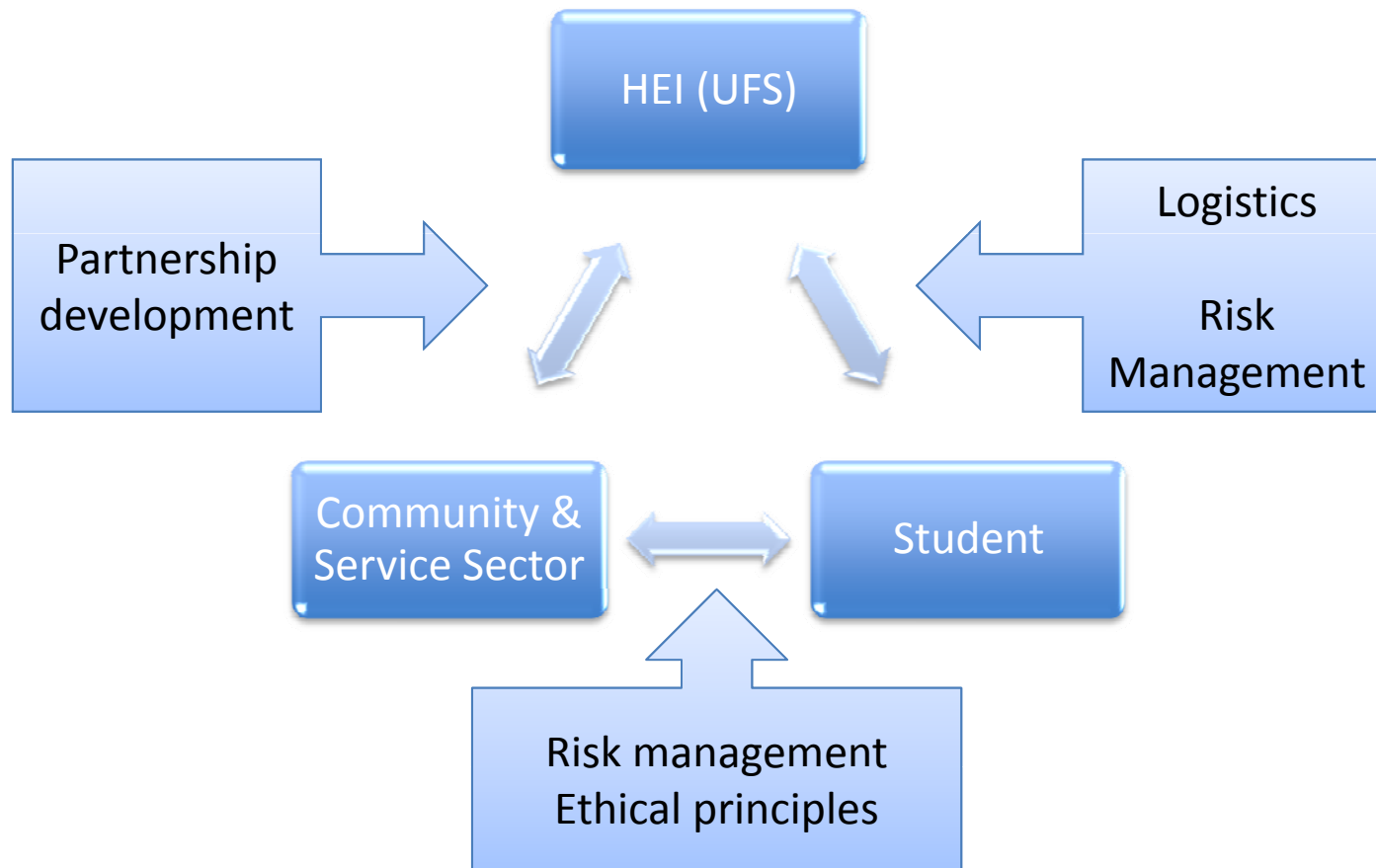*Use this space to communicate the reflection and assessment activities for your specific module.*

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Theme 5:
Ethics, Logistics and Risk Management

- Introduction

- Logistics

- Risk Management

- Ethical considerations in service learning

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Introduction

Relationship in Service Learning

Logistics

Logistics

- Module timeline

- Transport

- Budgeting and Finances

- Facilitation and Supervision

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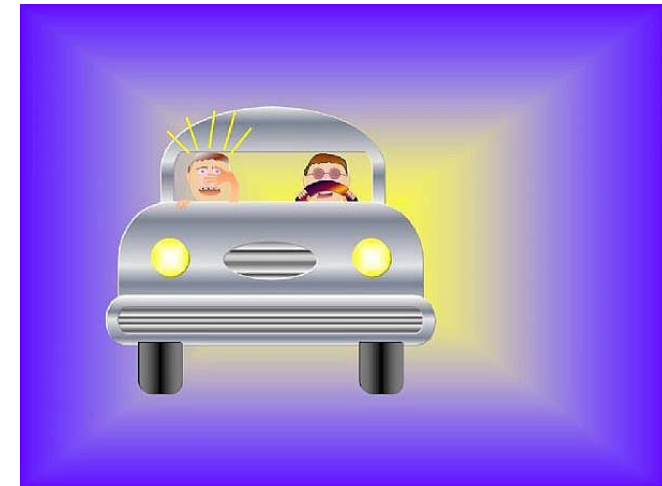# Risk Management

Risk Management

- Definitions:

  – Risks

  – Risk management

  – Liability

  – Insurance

NB: UFS Risk Management Guidelines for SL Students

Documents

- Safe Driving Guide

- Pre-trip Vehicle Checklist

- Trip Authorisation Log Sheet

- Incident Reporting Sheet

- UFS Risk Management Guidelines for SL Students

- Contact Information

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Ethical Considerations in Service Learning

Ethical Considerations

Student RIGHTS and RESPONSIBILITIES

*Use this space to discuss specific ethical considerations
for your students' field of study*

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Theme 6:
Celebration and Evaluation of the Service Learning Module

- Introduction

- Celebrating the module

- Evaluating the module

- Decisions about the future

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Introduction

- "Assessment" versus "Evaluation"

- Celebration:

  – Acknowledge achievements

- Evaluation:

  – All parties involved

  – Identify need for change

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Celebrating the Module

Celebrating the Module

- Students

- Community members

- Community organisations or service sector partners

- HEI partners (academic staff, management, etc.)

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Evaluating the Module

Planning Evaluation

- Purpose?

- Recipients of the results?

- Resources available for evaluation?

- By whom will it be done?

- Implementation of results from evaluation?

Holland (2001:54)

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Framework for Evaluation

GOAL: What do we want to know?

VARIABLE: What will we look for?

INDICATOR: What will be measured

METHOD: How will it be measured?

Holland (2001:55)

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Instruments for Evaluation

- Survey

- Interview

- Focus groups

- Observations

- Vita analysis

- Syllabus analysis

- Journals

Driscol in Holland (2001:97)

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Challenges in Evaluation

- Insufficient planning – confusion and frustration

- Unclear/immeasurable outcomes

- Unspecific data collection – unmanageable amounts of raw data

- Unrealistic/idealistic endeavours – give up

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Decisions about the Future

Decisions about the Future

- Achievement of community goals

- Adherence to principles of partnerships

- Financial sustainability

- Compatibility and ability to accommodate schedules

Questions?

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Thank You
Dankie

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