



Service Learning Annual Report for 2012

Head of Division

Prof. Mabel Erasmus

Administrative and Research Officer

Mrs Dikgapane Makhetha

Administrative Assistant and Webmaster (part-time)

Mrs Dora du Plessis

Research Assistant: NRF (part-time)

Ms Magda Barnard

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T: +27(0)51 4013732 | erasmusm@ufs.ac.za | www.ufs.ac.za/servicelearning

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
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Background of Service Learning at our University

Engaging minds, hands and hearts



"Experiential learning is regarded as an approach where education, work and personal development are integrated" (Kolb & Fry, 1975)

"Experience plus reflection equals learning" (Dewey, 1963)

In its mission statement the University of the Free State commits itself to the development of the total student. Service learning provides potentially life-changing learning experiences, developing students holistically by engaging their **heads** (cognitive domain), **hands** (psychomotor domain) and **hearts** (affective domain). Ideals underpinning service learning include, *inter alia*, unconditional respect, an ethos of care and appreciation for the power of diversity.

For our students it becomes what Paulo Freire referred to as a "**pedagogy of hope**", allowing them to develop critical awareness of society and their role in it, and at the same time appreciating the unique contributions that they can make.

Definition of Service Learning

The University of the Free State defines community service learning (or "service-learning") as follows:

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 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) ([Community Service Policy](#), 2006–3.1.7).

What are the benefits of Service Learning?

Service learning provides a point of entry for sustainable community engagement by actively involving higher education staff, students and a large variety of stakeholders in society. Over time a considerable number of staff members have become convinced that it can contribute to the transformation of the institution by allowing the UFS to participate more effectively in the production of knowledge that is aimed at "addressing and conquering the most serious challenges of our immediate environs", as stated by the Chancellor, Prof. Khotso Mokhele, in his inaugural speech.

Section 4.2.1 of the UFS Community Service Policy notes that the inclusion of compulsory community service learning modules in all academic programmes (at least one per programme) is a policy priority. Specific reference is made to the proven record of service learning as an educational approach that leads students, through structured critical reflection, to a deeper understanding of the linkage between curriculum content and community dynamics, as well as the achievement of personal growth and a sense of social responsibility.

Who is involved?

The Policy also proposes that service learning (SL), like all other forms of community engagement, requires a context of continuously negotiated, respectful and ethical collaborative partnerships that involve, *inter alia*, community-based non-profit organisations, schools, and participants from local and provincial government. Stakeholders from businesses and industry are involved in terms of their corporate social responsibility focus.

The integration of service learning with research provides unique opportunities for advancing the "scholarship of engagement", hence the growing number of postgraduate studies and scholarly publications by UFS staff members.

Tell me, and I will forget.
Show me, and I may remember.
Involve me, and I will understand.

Confucius, 450 BC

Aim and Key Tasks of the Service Learning Division



The **aim** of service learning (or community service learning) is to advance the integration of community engagement with teaching and learning.

The Service Learning division focuses on aspects specifically related to service learning as a curricular form of engagement and educational approach.

The Service Learning Division (with two full-time and two part-time staff members) provides various forms of support for lecturers who offer service learning modules and thus endeavours to liaise closely with the Portfolio Committees for Community Engagement and Service Learning in the various faculties and on the QwaQwa campus.

The following are regarded as the **key tasks** of the Service Learning Division:

- Facilitation of the budgeting process with regard to service learning modules.
- Support for sustainable implementation of existing service learning modules and strategic development of new ones.
- Liaison with UFS staff and external partners (Non-Profit Organisations in particular).
- Staff development with regard to service learning.
- Working towards the promotion and inclusion of service learning in performance management and promotion criteria.
- Developing mechanisms for quality management (including evaluating the impact of service learning on students and communities).
- Providing institutional guidelines for risk management and ethical issues regarding service learning.
- Utilisation of a web-based database for service learning for reporting purposes.
- National and international liaison.
- Promoting service learning as a scholarly activity.
- Amendment and updating of the Service Learning Risk Management Guidelines with the input from service learning and community engagement contributors.

- Providing feedback during quarterly meetings of the Management Committee for Community Engagement and Service Learning (Mrs Dikgapane Makhetha).
- Attending faculty Community Engagement and Service Learning Committee meetings, such as Health Sciences and Education (Mrs Dikgapane Makhetha).
- Introducing service learning practitioners to potential partners and inviting them to give presentations, for example Rev. De la Harpe le Roux from Towers of Hope (8 March 2012).
- Participating in and support student activities such as exhibitions and presentations.
- Providing the necessary information about modules, reports, policies and upcoming conferences on the [service learning website](#) (Mrs Dora du Plessis).

Service Learning as Scholarship of Engagement

In order to affirm the status of service learning as potentially embedded in a scholarship of engagement staff members are always encouraged to find topics linked to their service learning and other community-based work for their post-graduate and other research endeavours. They are also encouraged to publish and participate in conferences. The NRF project is one of the vehicles that provide a collaborative research platform for this purpose.

The NRF project

One of the most prominent components of the scholarly activities of the Service Learning Division is the three-year NRF project that Prof. Erasmus is the grant-holder of. The project title is: “Knowledge as Enablement: NPO focus” and it involves Non-Profit Organisations and several UFS-based researchers. The Annual Progress Report for 2012 is available on the Service Learning Website under [NRF Research Project](#).

The following example is one of several baseline study data-gathering ventures of 2012:

Diketso Eseng Dipuo Community Development (DEDI), a non-profit organisation based in Hilton, Bloemfontein, empowers communities through promoting and enhancing the survival, development, care and protection of vulnerable children. Thokozile shared invaluable information about DEDI that will contribute greatly to the NRF project.

This project is aimed at establishing how higher education institutions and the NPO sector can create long-term, research-based collaborative engagements. These engagements will be mutually empowering and enabling through reciprocal knowledge-based activities and capacity-building.



From the left: Thokozile Dube from DEDI, Pulane Pitso (researcher) and Magda Barnard (research assistant)

New publications

Elene Cloete and Mabel Erasmus published an article on "Service learning as part of tertiary music programmes in South Africa: A framework for implementation" in the *Journal of the Musical Arts in Africa*, 9:1-22, 2012.

Conference participation

The Division supports service learning practitioners which include students, lecturers and community partners to participate at international conferences. A number of staff members attended and participated in the following conferences:

- Adv. Inez Bezuidenhout participated in the Engaged Scholarship Conference at the University of South Africa on 22 and 23 March 2012.
- Ielse Seale attended the Community Campus Partnership for Health Conference in Houston, USA. She also attended an Appreciative Inquiry Conference in Ghent.
- Prof. Mabel Erasmus presented a paper titled: *Interventions with "unattached" children of Bloemfontein, South Africa: Perspectives from higher education in collaboration with non-profit organisations* at the IUAES 2012 Inter-Congress – Children and Youth in a Changing World, from 26-30 November 2012 in Bhubaneswar, India.

Post-graduate studies

During 2012 Prof. Mabel Erasmus supervised (or co-supervised) the following Ph.D. and Master's studies in the fields of community engagement and service learning:

Supervision of post-graduate studies : 2012
Boughy, John (Ph.D. in Higher Education Studies) <i>A comprehensive university at the heart of its communities: Establishing a framework for engagement.</i> Supervisor: Prof. Mabel Erasmus
Cloete, Elene (M.Mus.) – Completed <i>The implementation and coordination of service learning within a higher education music programme: A qualitative approach.</i> Supervisor: Prof. Martina Viljoen Co-supervisor: Prof. Mabel Erasmus
Coetzee, Lindie (Masters in Higher Education Studies) <i>Student transformation through service learning – A case study.</i> Supervisor: Dr. Luzelle Naude Co-supervisor: Prof. Mabel Erasmus
Janse van Rensburg, Elize (Masters in Occupational Therapy & Higher Education Studies) <i>Enabling occupation through service learning? Perceptions of community representatives.</i> Supervisor: Mrs Tania Rauch van der Merwe Co-supervisor: Prof. Mabel Erasmus

Supervision of post-graduate studies : 2012

<p>Magaiza, Grey (Ph.D. in Higher Education Studies) <i>Youth inclusion in development: Social entrepreneurship and its implications for youth development in Qwaqwa, Eastern Free State</i> Supervisor: Dr Elsa Crause Co-supervisor: Prof. Mabel Erasmus</p>
<p>Matsoso, Moodi (Masters in Higher Education Studies – mini-dissertation) <i>Building relationships between local community members and service learning students at a South African university.</i> Supervisor: Prof. Mabel Erasmus Co-supervisor: Mr Grey Magaiza</p>
<p>Mokoena, Benedict (Masters in Higher Education Studies – mini-dissertation) <i>Community perceptions of empowerment through service learning partnerships in a small business management module.</i> Supervisor: Dr. Victor Teise Co-supervisor: Prof. Mabel Erasmus</p>
<p>Munsamy, Jeeva (Masters in Development Studies) <i>Changing trends in community engagement at the Central University of Technology, Free State.</i> Supervisor: Mr Samuel Fongwa Co-supervisor: Prof. Mabel Erasmus</p>
<p>Muzambi, Talent (Ph.D. in Higher Education Studies) <i>An adult education and training framework for Nonprofit Organisations in the Northern Cape.</i> Supervisor: Dr. Rika van Schoor Co-supervisor: Prof. Mabel Erasmus</p>
<p>Myburgh, Elanie (Masters in Higher Education Studies – mini-dissertation) – Completed <i>The use of a learning management system to enhance collaboration among service learning participants.</i> Supervisor: Prof. Mabel Erasmus Co-supervisor: Mrs Tiana van der Merwe</p>
<p>Pitso, Pulane (Ph.D. in Higher Education Studies) <i>Community service learning as a transformative tool for infusing the university curriculum with graduate attributes for improved service learning.</i> Supervisor: Prof. Mabel Erasmus Co-supervisor: Ms Lynette Jacobs</p>
<p>Ras, Jacques (Masters in Higher Education Studies – mini-dissertation) <i>Elements contributing to successful community service learning in Hospitality Management.</i> Supervisor: Prof. Mabel Erasmus Co-supervisor: Dr. Fanus van Tonder</p>
<p>Van der Merwe, Tiana (Masters in Higher Education Studies – mini-dissertation) – Completed <i>The role of online learning in service learning group work experiences at the UFS.</i> Supervisor: Prof. Mabel Erasmus Co-supervisor: Prof. Annette Wilkinson</p>

Service Learning Activities in the Faculties

Most of the service learning work is done within the various faculties of the UFS by committed, knowledgeable colleagues who themselves undertake the curriculum development, partnership-building, practical implementation, risk management, ethical collaboration and quality management that are required for effective service learning engagement.

Each faculty has a well-functioning Committee for Community Engagement and Service Learning that manages and oversees all the above-mentioned aspects. These committees liaise with and report to the UFS Management Committee for Community Engagement and Service Learning. They also report to the various faculty boards. The faculty committees have to be commended for their high quality functioning which contributes significantly to the sustained improvement of all service learning initiatives.

The service learning activities of the different faculties are well-represented on the [UFS Service Learning website](#), which is a comprehensive resource that lecturers, students and external participants can and should use on a regular basis. Lecturers and students provide us with photos and information about their practical experience in the communities. They also provide us with articles whenever they have something exciting to share with others. These are then placed on the website and sometimes also on the UFS official news channel, 24/7 @ Kovsies. When articles are published in the local newspapers, we also try to add these stories to the website. Specific sections of the website in this regard are [Service Learning Modules](#), [Partners and Projects](#) and [Resources and Articles](#).

Two other sections of the Service Learning website that need to be mentioned are:

Firstly, **Links for Community Projects**, with specific information on [Food Garden Projects](#), [Reaching Out Programmes](#) and [Recycling Projects](#). The purpose of these pages are for students to become aware of other successful community service projects in South Africa as well as other countries so that they can all learn from them. Suggestions to any other projects that can be added on these pages would be much appreciated.

Secondly, **Service Learning in Action** with a link to each of the faculties, and a separate link to each of the Schools in the Faculty of Health Sciences, for example [Service Learning in the School of Medicine](#). Once again, the support and contributions from lecturers and students are much needed to ensure that these pages will be kept a lively resource.

Lecturers are requested to please provide the following links in the service learning module guides and also to provide a link on Blackboard so that students can be aware of this website: www.ufs.ac.za/servicelearning or www.ufs.ac.za/diensleer.

The following table gives an overview of 2012 in terms of the numbers of service learning modules; staff members involved; number of students involved; hours served in community-based settings; and funding allocated per faculty.

Summary of service learning modules per faculty					
Faculty	Number of modules involved	Total staff members involved	Number of students involved	Total community hours	Total amount allocated per Faculty
Economic & Management Sciences	5	4	651	7 029	R66 000
Education	1	1	150	300	R10 000
Humanities	14	30	1 114	16 171	R227 000
Health Sciences					
School of Allied Health Professions	8	6	264	18 536	R494 000
School of Medicine	3	3	450	6 800	R125 000
School of Nursing	8	11	403	10 180	R190 000
Law	3	2	87	435	R155 000
Natural & Agricultural Sciences	8	11	155	3 503	R145 000
Theology	5	5	22	221	R53 000
TOTAL	55	73	3 296	63 175	R1 465 000
Service Learning					R35 000
TOTAL FUNDING RECEIVED					R1 500 000

Summary of Service Learning Faculty Reports

FACULTY OF THE HUMANITIES

Fourteen modules are offered within various academic programmes, some of which are multidisciplinary. A total of 1 114 students were involved in the service learning modules within the faculty. Almost all academic programmes have a SL component, including the programme for the Humanities; Governance and Political Transformation; Criminology, Psychology; Social Work; Art Administration; Drama and Theatre Arts; Music Education; Exercise and Sport Sciences; and Sociology. A list of the service learning modules can be viewed [on their website](#).

The Faculty annually awards an academic student prize for service learning. During an academic prize-giving ceremony on 23 May 2012 the 2011-winners were awarded certificates and a prize for having achieved the best results in a service learning module in the Faculty. The prize winners were the following: Melissa Edwards, an undergraduate student from the Department of Music, and Xander Lill and Giselle Fourie, postgraduate students from the Psychology Department.

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES

Five service learning modules within different academic programmes were presented in the Faculty of Economic and Management Sciences. These included International Economics, Entrepreneurial Management and Accounting for small-scale businesses in the Qwaqwa region.

Preparations were made for a new module to be offered to be offered in 2013. During September 2012 a pilot study was implemented by Mrs Elanie Myburgh and volunteer colleagues/students, in collaboration with Mr Patrick Kaars of the NPO REACH, to explore the use of an electronic learning management system in the service learning environment. Mrs Myburgh used this experience for the mini-dissertation of her M.A. degree in Higher Education Studies, with the title *The use of a learning management system to enhance collaboration among service learning participants*. This study was aimed at the development of the new module (EGAP60106), which will be implemented in 2013 with the full number of second years in the faculty, namely an estimated 400 students.

FACULTY OF EDUCATION

One service learning module was offered in the Faculty during 2012, namely “Elementary Natural Sciences”. However, it has to be noted that the Faculty is involved in several other community engagement activities in the region.

During May 2012 a delegation led by the head of the Faculty of Education paid a visit to the Bainsvlei Combined School in order to establish their needs with the intention to establish a winter and spring school.

The document "Guidelines for Community Engagement and Service Learning" was developed for the faculty and presented for approval during the Board Committee meeting in October 2012. The Board Committee was involved in the process of drafting a proposal for funding that would assist their involvement with the literacy and numeracy projects in schools.

FACULTY OF HEALTH SCIENCES

During April 2012 staff members of in the Faculty of Health Sciences took part in the nationwide CHEER research initiative within the Faculty. The CHEER group accompanied, inter alia, the first-year nursing students to Heidedal for their service learning project implementation.

School of Allied Health Professions

All four departments in the School of Allied Health Professions – Occupational Therapy, Nutrition and Dietetics, Physiotherapy and Optometry – have service learning modules, which is summarised as follows:

- **Occupational Therapy**

The four service learning modules – KAB123, KAB205, KAB309 and KAB409 – had a great impact on the community who gained skills on the prevention of diseases. These modules also provided the community with education and training on how to take care of the sick, the old and the disabled. Members of the community received a specific therapeutic input through engagement in activities with the students. The activities facilitated child development in all spheres, including gross and fine motor abilities, cognitive functions and life skills at child-care centres. Enhancement of quality living for communities and residents of old-age homes had always been one of the priorities. Social interaction and community integration helped to foster a greater sense of tolerance, respect and healthy relationships.

- **Optometry**

The theme for the PUB304 module was *Eye-care for the Elderly*. The primary focus as Optometry students was to address the eye care needs of the elderly in disadvantaged communities. In this community-based service learning initiative, students were further required to address other peripheral needs (general health and social) of the elderly to contribute to the overall improvement in their quality of life.

The Ebeneazer Community Based and Support Services Group was allocated to the first group. The goal was to go out and improve mainly the ocular health, but also the general health of the people, while educating them at the same time.

A small society of 32 elderly ladies known as the Phuthanang Sechaba Luncheon Club, was allocated to the second group. This luncheon club belongs to the Mangaung Resource Centre Trust and is situated in Dr Belcher Road in Heidedal. As this group was aged between 50 and 90 the students decided to do some research on common conditions and needs that arise as age increases. This period of an elderly person's life is where certain shortcomings progress. They thought it well to address some of these basic needs as well as their ocular and systemic health.

- **Nutrition and Dietetics**

The Dietetics service learning module (GVD409) encompassed health talks in the Southern Free State Xhariep District, nutrition intervention programmes in Mangaung, community-based programmes through house-to-house visits and health facility-based programmes at MUCPP. Their successful projects included an increased number of vegetable gardens, improved nutritional status of their clients, involvement of social welfare officials, referrals and successful treatment, dissemination of basic nutritional knowledge and improved attendance to health and nutrition seminars.

For the first-year module (DDL102) students completed two service learning activities in groups, including home visits in the MUCPP area (for purposes of completing nutritional risk screening and calculation and provision of a balanced food parcel), and nutrition interventions at three chèches, namely Sunlawns, Smiley Kids and Tinktinkieland.,

- **Physiotherapy**

FTB309

The third-year physiotherapy students engaged with clinical rotations at Jean Webber at the beginning of 2012. All students rotated through the area for a two-week period during the year. During their clinical rotation at Jean Webber, students were responsible for individual treatment of patients residing in Jean Webber; exercise classes for residents of Jean Webber and information classes for care workers and/or student nurses working at Jean Webber. A brand new treatment room had been completed and provided patients with an opportunity to share their concerns and experiences in privacy at Jean Webber.

The third-year students also rotated to the following old-age homes during their clinical service learning block: Boikhuco, Mooihawe and Fichardpark. Functional, strengthening, mobility and cardiovascular exercise groups were presented to residents of the different old age homes.

FST409

As result of the implementation of this module the students were involved in the Tswellang Special School, MUCPP and Trompsburg in the Khula Xhariep district.

Tswellang Special School: The physiotherapy services were expanded to include the screening of children for school placement, the adaptation of wheelchair and classroom seating to prevent postural deformities, classification and coaching of sport for learners with disabilities and evaluation and physiotherapeutic treatment of learners with disabilities in a holistic manner in order to optimise their functioning in a school and/or hostel environment. Students furthermore presented information sessions to teachers regarding specific disabilities. Through these sessions teachers were also able to share their own knowledge and experience with the students. The knowledge generated by these collaborative experiences was valued by both teachers and students.

Trompsburg Old-age Home: This group conducted their research regarding upper limb function at the old-age home in Trompsburg. They compiled an information document with home exercises to present to care workers at the old-age home.

MUCPP: Physiotherapy students also rotated to MUCPP during their service learning clinical block. Students presented information and exercise groups to patients of various clinics at the MUCPP Community Health Centre. Students also treated patients individually.

School of Medicine

Three service learning modules are offered in the School of Medicine.

The Department of Community Health strives to be a centre of excellence providing professional public health skills and expert knowledge to our customers so as to improve the health of populations. We aim to increase public health skills and knowledge among health care professionals through education and training, research and self-

development. We are committed to equity, effectiveness, efficiency, and humanity in health, health services, and society.

- [MEC153: The Doctor and the Environment](#)

The objective is to inform service providers on the health care services, utilisation of the community and the satisfaction with the services. The MEC153 activities were completed when MBChB students went on a Mangaung mapping tour during February.

- [MED153: Concepts of Health and Disease](#)

The objective was to expose students to the basic insight of disease and illness, as well as some of the different factors which influence the health and well-being of the individual, but in particular the health and well-being of the community.

- [MEX354: Health and Disease in Populations](#)

The objective was to train medical students with skills and knowledge to improve their competence to identify the health needs of people whom they will serve when they become doctors.

School of Nursing

The mission of the School of Nursing is to educate nursing practitioners to render scientific health care from a holistic foundation. The training of the nursing practitioner is based on a student-centred approach. The care is rendered to the community, family and individual so as to enable the health care consumers to take responsibility for their own health.

The service learning module activities in the School of Nursing is summarised below:

- [GMP105: Community Health](#)

An assessment of children at the Reach community-based centre in Heidedal was done. One of the children with personal problems is currently being assisted by a staff member. A need for training of girls at Dr Blok High School regarding STD's, contraception and other health topics was identified. It was referred to the VRP224 module.

- [OVP104: Nursing Education](#)

Four groups of students completed their educational situation (needs) analysis at Reach, New Horizons and two Child Welfare safety houses, i.e. Talita Kids and Talita Babies. Implementation of the training of Health Care Workers took place in the second semester.



Karin Venter obtained sponsorship from Coca Cola for the service learning implemented at Talita Kids.

- [VRP114/VRP124: Nursing Practical](#)

Students completed a community survey in the Heidedal community. The surveys were presented and video recordings were made. The implementation took place at the Heide School and the community became part of the whole process.

- [VRP224: Nursing Practical](#)

Implementation of the patient-teaching tool took place in the second semester. Presentations were made for the community.

- [VRP324: Nursing Practical](#)

Implementation of the wound-care projects took place in the second semester. The wound-care students visited children with bedsores at Tswelang Special School in order to identify patients that can be used in their case studies during the second semester.

- [VRP404: Midwifery Practical](#)

Home visits were done throughout the year following the discharge of new mothers from the hospital only six hours post-birth. Students visited Heidedal Clinic, MUCPP Clinic and the National and Pelonomi Hospitals and identified such mothers for follow-up visitations at home.

THE FACULTY OF LAW

The following service learning modules were offered by the Faculty of Law:

- A group of students who were enrolled for BWR224 conducted a needs analysis at Tshepong Victim Crisis Centre. One of the identified needs was the erection of a board at the entrance of the centre in order to provide clients with information.
- The modules that facilitated legal advice for those communities that could not afford a legal fee, included BWR224, RPK412 and RPK422. During the first semester an information pamphlet was designed and made available for clients that visited the centre. Plans to incorporate the service learning component into two additional modules, RPK122 and RPK322, are underway.

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES

Nine service learning modules are offered within various academic programmes, including Consumer Science (community development through sewing project); Urban and Regional Planning (various modules); Architecture (design projects at NPOs); Computer Sciences and Informatics (computer training for community members at South campus); training for emerging farmers (Agriculture); and the Science Education module of the Physics Department.

- **Department of Architecture**

The Rosendal Mautse Development Association is working with the Dihlabeng Local Municipality on a long-term economic and tourism development proposal for the town, focusing on arts, crafts and the environment as unique signatures. The Department of Architecture looked at an integrated plan which contained projects that would benefit the entire community, but which are joined by a common thread for environmental and social sustainability. The revival and reinvention of the existing Mautsendal Cultural Village was an important part of this plan. The cultural village at the entrance to the town is a literal and symbolic bridge between Rosendal and Mautse. All the initiatives were achieved through the implementation of the service learning module ONW300.

- **Department of Computer Science & Informatics**

The basic computer skills training module (RIS242) was offered at MUCPP during the second semester. The two-month programme encompassed Advanced Microsoft Word and enabled the students to plough back to the community by imparting the IT knowledge gained during their studies. The programme helped the students to develop their interpersonal skills through interactions with community members.

- **Department of Consumer Science**

The VBW414 module "Community Development Beyond: Issues, Structures and Procedures" was offered during the first semester at Lengau Agricultural Centre. The community partners were unemployed women who participated in projects that enabled them to earn their own money on a weekly basis from the products that they produced and sold. They also received training on how to generate their own income.

- **Department of Physics**

Students who participated in the NEC302 Service Learning module started by determining community needs in conjunction with the subject of Natural Sciences, by completing a needs analysis exercise among target populations, with special focus on grade 10–12 school learners who took Natural Science as a subject. Their teachers also participated in the project. They then identified and liaised with potential partners in the community in order to address the identified needs. The Boyden Science Centre provides a platform for planned activities to be executed. Reflections by students played an integral part in the community activities.

- **Urban and Regional Planning**

The Service Learning modules offered in the department include BEH752 Housing (Master of Urban and Regional Planning Programme), BEH612 Housing (Honours in Spatial Planning Programme) and BEH304 Housing (third-year Bachelor in Land and Property Development Management programme).

FACULTY OF THEOLOGY

The Faculty of Theology offers three service learning modules, namely:

- PTH846/886 which focuses on pastoral care for law offenders and victims of crime. Dr Dawid Kuyler is the facilitator of this module which it is being implemented at the Mangaung Maximum Prison.
- The Mission Practice module TMI314 (formerly SDW322) is conducted by Prof. Pieter Verster at MUCPP and Towers of Hope. The expected outcome from the module is poverty alleviation. Through research and practice of this module, Prof. Verster was able to publish a book on *Poverty 2012*.
- The three focal points for PTH314 is practical theology on society, faith communities and service ministry with emphasis on social transformation. The module has been implemented at Towers of Hope.

Student Reflections and Sharing of Enriching Experiences

Student reflections on the change brought about by their experiences with service learning are often most revealing of the profound influence that their interactions with community members have on them. We wish to refer to just two examples:

- **A third-year B.Mus.-student changes his opinion**

“As a high art student I do not see it as a good deed to implement Western music in the predominantly African underprivileged community, for the simple reason that it took Western cultures millennia to reach this point of cultural refinement, of which the arts are central. It is a known fact that Africa is a completely different society with other refinements and conformations. Black South Africans are a completely different community than, for example, white South Africans. The two cultures differ vastly in terms of social refinement. It requires a person with a predominantly Western upbringing to have a higher quality of education to even consider taking music lessons at a young age and is therefore obviously a product of the parents’ quality of education.



Marnus Nieuwoudt

So how can an art form which requires an even higher form of education from privileged communities, be expected to be taught successfully to communities where the quality of the basic education is poor? And more importantly: Why? A few steps are being skipped in the process of refinement.”

The student was asked to write an article at the end of the year following his involvement in community service learning. His comments can be obtained from the [service learning website](#) (published with his permission).

- **Students make a difference while learning and enhancing entrepreneurial skills**

Students in the Business School in the BML degree programme are learning to promote a better understanding of Small, Medium and Micro businesses (SMME), as well as entrepreneurial and management development in the Small Business Management module of this programme.

The students gain first-hand experience from small business owners. The scope of learning is also enhanced through exposure to developmental issues facing communities. It heightens their awareness of their role in society. They learn valuable skills regarding communication, problem-solving, cooperative research, self-responsibility, scientific, technological and environmental literacy and skills, as well as developing a macro-vision. However, not only the students benefit from this programme. The community participating in this project receives valuable inputs from the students with regard to their small businesses. Their story with pictures can be viewed on the [service learning website](#).

The passion of students for Service Learning and Community Engagement was expressed again through various exhibitions and presentations, inter alia the following:

- The annual medical exhibition hosted by the School of Medicine in order to accomplish expected outcomes in the service learning module MED153 took place on 12 April 2012.
- In the Faculty of Humanities quite a number of the modules include a service learning aspect. A ceremony to honour the best undergraduate and postgraduate service-learning students for 2011 was held by the Faculty on 23 May 2012.
- A wellness week with focus on schools was organised by physiotherapy students and presentations were held on 12 October 2012.
- Presentations by optometry students took place on 14 September 2012.
- The annual partnership meeting with stakeholders took place on 19 September 2012.

The Impact of Service Learning Modules on the Community and Students

This report indicates a total number of 3 296 students who were engaged in service learning. They provided an estimated 63 175 hours of active service learning at over 100 partnership sites. The number of modules offered was 55 and the total number of lecturers involved was 73.

Only some of the outcomes that impacted the communities where service learning interventions took place are mentioned below:

- **OVP104:** The impact of the Nursing Education Practical module presented by Ms Ielse Seale and Ms Karen Venter was profound. Representatives from communities and NPOs expressed their appreciation during the post-graduate nursing students' presentations on 9 October 2012.
- **FST309:** The presence and input of students at Jean Webber made a significant difference to the lives of residents and personnel working there. Residents got the benefits of individual and/or group exercise classes resulting in decreased pain, improved function, improved muscle strength, improved joint range of motion, improved balance, to mention a few. Personnel, on the other hand, were informed and/or educated on many conditions related to residents at Jean Webber, the role of physiotherapy and physiotherapy interventions as well as the cooperation within a multi-disciplinary health care team.
- **KAB205:** Outcomes that were met by the students and presented on a CSL DAY 2012: In their second year, students were equipped to assess occupational performance components and occupational performance areas of the clients they work with. They became proficient in "instruction in activity" through their service learning experience. The second-year students also had a year project, namely the annual Games Day that was held on 22 September in which all of the different service learning areas brought the clients and patients that they came in contact with during the year to ONS TUISTE for a fun-filled day with participation and competitions in a variety of activities. The main aim of the day was to enhance their knowledge and skill in cognitive, social as well as motor activities in order to enhance their active participation and quality of life.
- **KOM344: Service Learning in Communication Science.** Mrs Elbie Lombard's first experience of being involved in a service learning module as a lecturer, was that students initially were skeptical and wondered what exactly they were supposed to learn through their service learning experience. Mrs Lombard strongly believes that the work that the students do in the community is as important as any other work done in any other module. She had the following to say after her first service learning experience as a lecturer: "What distinguishes service learning from other forms of learning is the love and care combined with academic knowledge, and willingness to roll up your sleeves which results in active learning and a positive impact on the community. The recipe for service learning is based on knowledge, combined with love and care and real work and involvement which results in authentic learning, happy students and as well as happy community members and communities." The rest of Elbie Lombard's personal service learning reflections as a lecturer are available on the [service learning website](#).

Service Learning Capacity Building for Staff at the UFS and Other Universities

The 20-credit Service Learning module (HES717) that is offered to staff members as part of the Master's programme in Higher Education Studies was offered again by Prof. Mabel Erasmus and Dr Luzelle Naudé during the second semester of 2012. Nine staff members of

the UFS and three from the Central University of Technology (CUT) completed the module with success. All of them indicated that they are now much better prepared to venture into the service learning field.

Prof. Mabel Erasmus and Dr Luzelle Naudé also completed another run of the Short Learning Programme in Service Learning Capacity-Buidling (SPSLCB) with staff members of the University of Johannesburg. The possibility of venturing into this capacity-building programme with staff members of the Polytechnic of Namibia was also considered during a visit by the presenters in April. This has to be followed up in 2013.

The Action Research and Community Engagement workshop conducted by Dr Ruth Albertyn between 12 and 14 March 2012 was beneficial to all involved. Lecturers and other staff members gained valuable knowledge and skills, especially those who are enrolled for post-graduate studies.

International Engagement and Partnerships

Ms Ielse Seale, Ms Maki Lesia and other colleagues from the School of Nursing represented the University of the Free State at the Appreciative Inquiry Conference in Ghent, Belgium, during April 2012. Ms Seale then proceeded to the Appalachian State University in the United State of America on a fact-finding mission.

Mrs Dikgapane Makhetha had the opportunity to be part of a delegation of fourteen people from the University of the Free State who visited three United States universities during September 2012. The intention was to enhance and strengthen partnerships that will benefit the university's teaching and learning, research, service learning and community engagement. The three institutions included the Binghamton University in the State of New York, the James Madison University in Virginia and the Appalachian State University in Boon (North Carolina), which marked the final leg of their visit to the United States. A slideshow about the visit is available from the [Service Learning website](#).



From the left: Mr Clark Maddux (Director for the Center), Mr Billiboy Ramahlele (Director: Community Engagement, UFS), Ms Kate Johnson (Associate Director for Community Service) and Ms Dikgapane Makhetha.

Human Geography Project by Dr Daniel Hammett

Dr Dan Hammett, Lecturer in Human Geography at the University of Sheffield, United Kingdom, visited various service learning partners in July 2012 and will be coming back with a group of students early in March 2013 to do a human geography project at these organisations in Bloemfontein.



From the left: Elanie Myburgh, Dora du Plessis, the carpenter Mr “Pinocchio” (nickname given by staff of Lebone Village), Dan Hammett, and Mabel Erasmus during a visit at Lebone Village

Prior to his appointment in Sheffield in 2010, Dan Hammett was a post-doctoral fellow in the School of Geography, Archaeology and Environmental Studies at the University of the Witwatersrand, Johannesburg. He remains a Research Associate at the Centre of African Studies, University of Edinburgh, and has recently been appointed a Research Associate at the Department of Geography, University of the Free State, Bloemfontein.

A Play Exploring Freedom in South Africa – Featuring the Learners of REACH

This project started as a result of a partnership between the University of the Free State and REACH. The play was written and directed by Nicholas Courtney (right), Patrick Kaars (left) and Angelo Mockie (absent when photo was taken).

Nicholas visited the UFS as a Fulbright scholar during 2012 and became involved with REACH on his request.



They believe there is power through knowledge, and this project has attempted to explore that insight.



Learners in the play "Forward Ever, Backward Never"

The goal was to encourage students and learners to think critically about what it means to be a South African, both in a historical context as well as where South Africa is heading in the future. It sought to empower youth and give them the opportunity to express themselves through oral communication as well as dance.

Conference in India on Children and Youth in a Changing World

During November 2012, Prof. Mabel Erasmus visited the Kalinga Institute of Social Sciences in Bhubaneswar, India, where she presented a paper on *Interventions with "unattached" children of Bloemfontein, South Africa: Perspectives from higher education in collaboration with non-profit organisations* at the IUAES 2012 Inter-Congress – Children and Youth in a Changing World.

The conference venue was the Kalinga Institute of Social Sciences (KISS) – a home for 20 000 tribal children. www.kiss.ac.in

In her presentation she drew on data gathered in collaboration with staff of the Bloemfontein-based project for street children, Kidz Care Trust. The photo was taken at the drop-in centre of Kidz Care Trust which is situated at the Parkweg Police Station in Bloemfontein.



From the left: Fadzayi Matongo (social worker of Kidz Care Trust), Mabel Erasmus, Dan Hammett and Nicholas Courtney.

Conclusion

It is much appreciated that funding for service learning modules was increased from R1 000 000,00 in 2011 to R1 500 000,00 for the year 2012. That provided lecturers and other staff members involved in service learning modules and partnerships with the requisite sense of knowing that the University supports their commitment to providing potentially life-changing, transformative learning experiences in collaboration with their external partners in a broad variety of community-based settings.



Service Learning Partner – Neo Day Care Centre

"Everybody can be great... because anybody can serve. You don't have to have a college degree to serve. You don't have to make your subject and verb agree to serve. You only need a heart full of grace. A soul generated by love."

Dr Martin Luther King, Jr