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# ►Service Learning, and Community Based Research

A guide for faculty

## Basic Definitions

### **Volunteerism:**

This term is typically used to describe people, who of their own free will and without pay, perform some service or do good work. This can be done on a regular or sporadic basis with community groups, faith-based organizations, schools, or other social service organizations.

### **Community Service:**

Strictly defined community service simply means organized volunteering which meets the needs of the community. The service benefits the community agency or individuals in the community and is most often done through non-profit organizations, schools, and public agencies. Often, community service is court ordered and emanates a negative connotation towards participating in community service.

### **Internship/Practicum**

An internship or practicum experience is usually a capstone experience in which the student implements material covered from a series of classes into the field. This experience normally requires no weekly reflection of the student, yet requires the student to culminate the semester with a project or research paper about the internship/practicum experience.

### **Field Work**

The fieldwork is also a capstone experience in which a supervised clinical experience connected to a certificate or credential program, such as nursing, is required.

### **Service Learning**

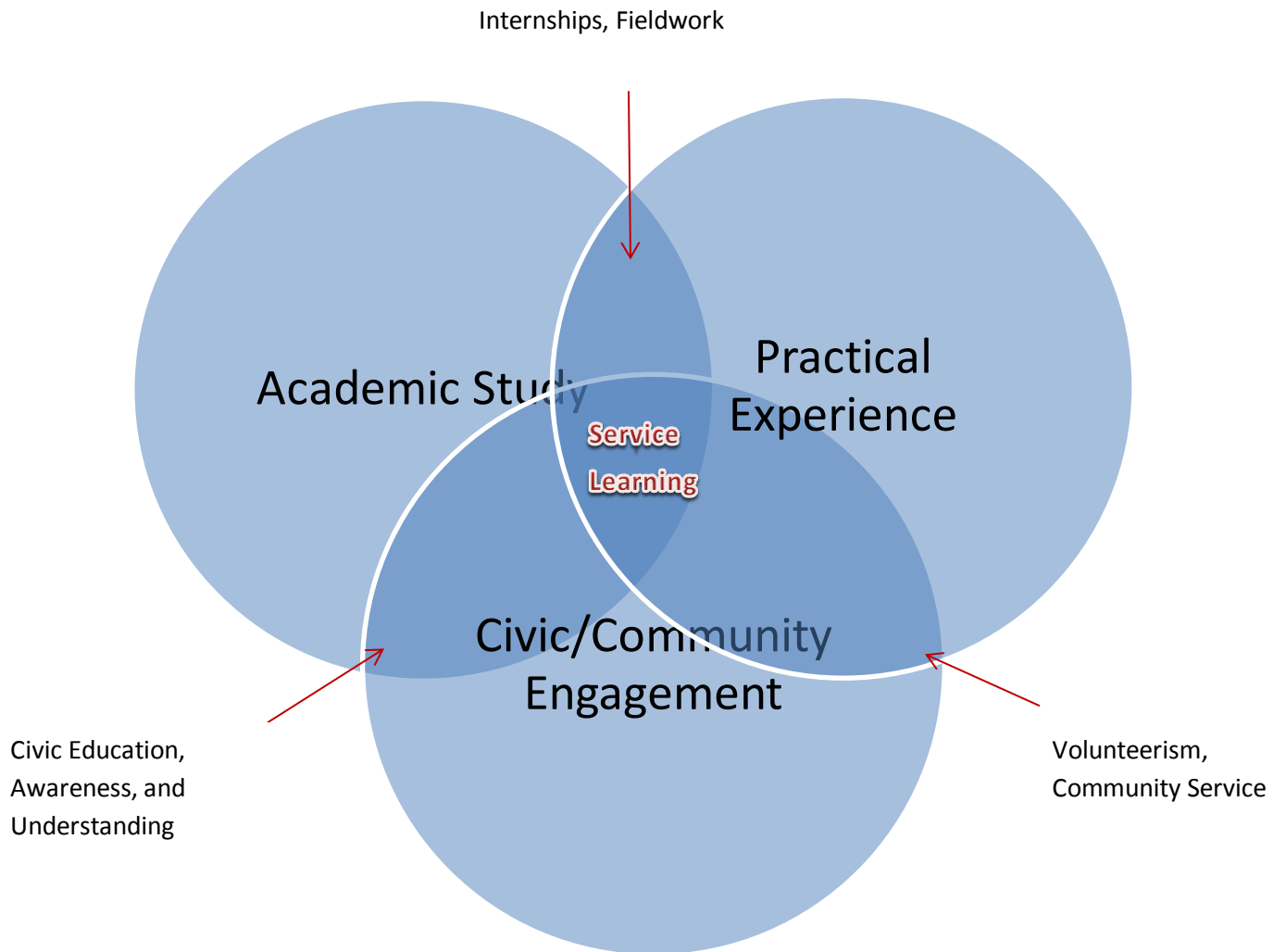
Service Learning is academic study linked to community service through structured reflections so that each reinforces the other. The academic study may be in any discipline or combination of fields. The service may be direct service to people in need, community outreach and education, or policy analysis.

### **Community-Based Research (CBR)**

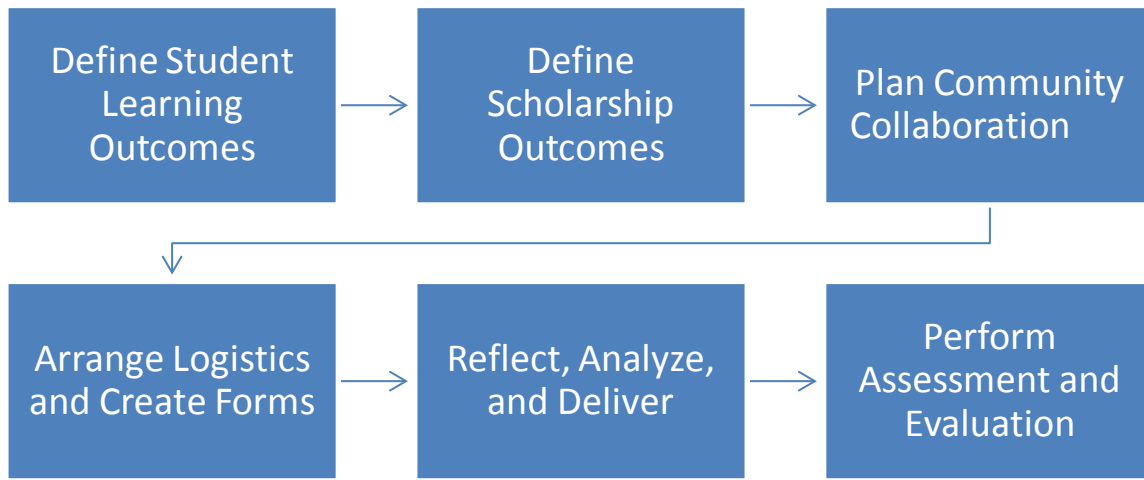
Community-based research (CBR) links community members and external researchers in investigations that promote progressive social change as well as deeper understanding of specific issues important to communities. Increasingly, CBR is being carried out through community-university partnerships in which the research course-

work of undergraduate and graduate students is integrated with the research needs of community organizations, providing much-needed intellectual resources to community groups while giving students invaluable experience in applying their academic skills. (Contrasting Approaches to Community-based Research and a Case Study of Community Sustainability in Toronto, Canada, Beth Savan & David Sider)

## Service Learning: the big picture



## Service Learning Course Planner



At a minimum, service-learning courses must meet the following criteria:

- a. the course has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
- b. the course contains a set of organized community-based learning activities through which students serve a constituency as a means to address an identified community need; and
- c. the course provides structured opportunities for students to critically connect their service activities to the course curriculum (reflection).

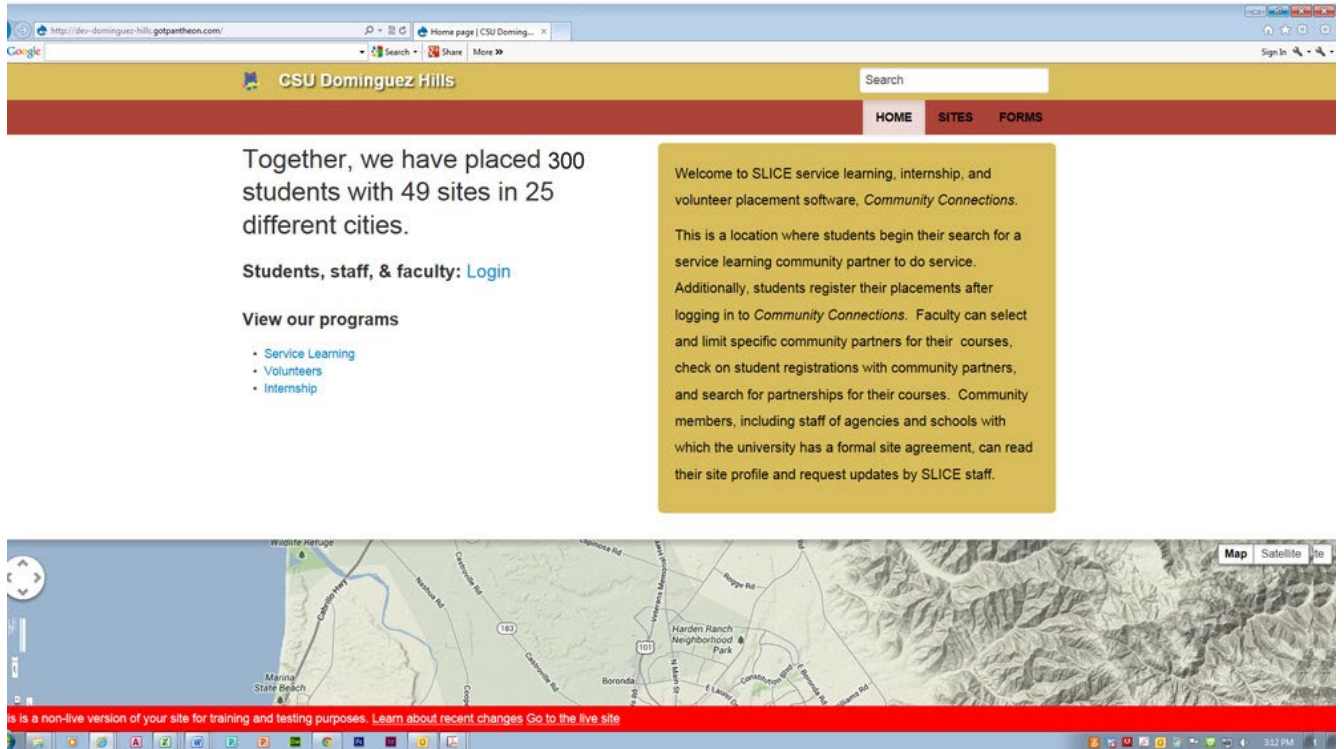
## Service Learning Rubric

<b>Service Learning</b>	<b>Weak</b>	<b>Moderate</b>	<b>Strong</b>
Integrates with the academic curriculum	Service-learning is part of the course with loose connections to course content	Service-learning is a teaching technique used in the course but is not fully integrated with all course concepts	Service-learning is an instructional strategy throughout the course
Links to curricular content	Service indirectly and inconsistently links to the curriculum	Service has a clear and direct link to most of the curriculum	Service aligns with and enhances curricular content
Collaborates and partners with the community	Community members are informed of the course, but are minimally involved in the design	Community members act as consultants (rather than collaborators) as the service learning course develops	Active and direct collaboration with the community by the instructor and student in the design of the course
Meets community identified needs and opportunities	Community needs are not central to the course; the community has been minimally contacted to discuss needs and opportunities	Community needs are somewhat central to the course; the community is consulted to discuss needs and opportunities but no further communication is involved	Community needs are central to the course; the community is involved throughout the course to identify and assess community needs and opportunities
Facilitates active and critical student reflection	Students do not engage in deeper or more critical learning throughout the course	Students engage in but do not demonstrate evidence of critical, reflective learning through products or assignment	Students think, share and create reflective products as evidence of learning

*Materials adapted from: Faculty Policy Committee on Service-Learning, Criteria for Service-Learning Course Review at UC Berkeley Service-Learning Rubric #2, [Servicelearning.cps.k12.il.us/slurbric2.html](http://servicelearning.cps.k12.il.us/slurbric2.html)*

To aid faculty in designing and implementing service learning courses, we have subscribed to Community Connections software which is modeled on CSU Monterey Bay's MySLP software below:

## Community Connections Portal



*Dominguez Hills Community Connections Portal* is now in beta testing. We hope to have it fully functional at the beginning of the 2013-2014 Academic Year. Faculty will be able to search for approved sites by keyword, and flag the sites that they want their students to see. Faculty will be able to download their roster of students into the portal, and students will only be able to see/sign up for sites faculty have selected. Faculty will also be able to see if the student has signed up.

Each agency will have its own page with relevant information such as type of activity (service learning, internships, volunteers), requirements, contact information, maps, etc. Students will be able to sign up from the portal.

It will also be possible to attach forms, and surveys for research purposes.

# Dominguez Rancho Adobe Museum

## Intern Program

The Dominguez Rancho Adobe Museum offers several internship opportunities. We offer three types of internships. The paid internship program is highly competitive and preference is given to graduate students and highly-qualified juniors and seniors in undergraduate programs. The class credit internships are offered to all college students. We also offer service learning hours for colleges that have Service Learning requirements and programs. Preference is given to sophomores, juniors, and seniors within one semester of graduation, and graduate students. For eligibility requirements and an intern application, please call the museum at (310) 603-0088.

Programs include:

### Arts and Education Program

This program provides students first-hand professional experiences working in a museum creating public programming, educational materials for children, and creating art projects for youth. Interns will have the opportunity to mix and match different aspects of the arts and education program so the internship fits their needs. Different internships will focus on writing school tours for 3rd and 4th graders that incorporate the respective curriculums, assisting with research for the Air Meet centennial programming, or creating educational development plans for each of the Adobe rooms. Interns will develop and execute curriculum and educational materials as well as help plan, implement, and evaluate youth educational programs.

In addition to youth programs and activities, the museum sponsors a variety of special community programs, lectures, films, concerts, workshops, classes, and exhibits for people of all ages. For these programs and events, interns will be asked to help plan and implement specific activities, particularly with respect to content and curriculum development, and analysis and evaluation.

### Media and Communication Program

This program provides students first-hand experience in the field of communications, including advertising, public relations, photography, graphic design, and electronic media. Interns will have the opportunity to mix and match different aspects of the media and communication program, so the internship fits their needs. Interns will create marketing and advertising campaigns for the museum and its program to assist with spreading community awareness working with newspapers, magazines, and radio stations to enhance the museum's public relations efforts. Graphic design and web design and management are two areas in which the interns will work creating and designing the printed collateral for the museum. Interns will also work on the museum's website since it is a vital avenue of communication for the museum.

### Curatorial and Conservation Program

This program provides students first-hand experience in research, exhibit management, and conservation. Interns work with the museum staff in a variety of ways including research, exhibit creation, archiving, and conservation. Interns will have the opportunity to mix and match different aspects of the curatorial/conservation program so the internship fits their needs. Interns will conduct research about early California history, the Rancho period, missions and adobes, objects in the museum, and the plants on the Rancho. Interns will also assist with organizing and systematizing collections records & archives, inventorying collections, upgrading and updating archival system, and recording and photographing artifacts and records.

Curatorial interns will assist the museum staff in the creation, management, and display of exhibits in the museum, as well as with traveling exhibits. Interns working on traveling exhibits will be involved in the management of the exhibits and work with other museums that are involved in the traveling exhibits.

Conservation interns assist with the care of the actual objects in the Adobe as well as researching the latest conservation techniques for paper, paintings, artifacts, and plant material.

For more information about the internship program and to receive an application, please fill out following information.

#### Ongoing needs and special projects:

##### Volunteer Opportunities at Dominguez Rancho

Support the Dominguez Rancho Adobe Museum by joining our volunteer family. Each of the five different areas offer wonderful opportunities to learn about the Rancho, share history with the public, and interact with a fantastic volunteer group. Volunteer hours are available Tuesday through Saturday. There is a volunteer opportunity for every schedule and interest. All volunteer positions include training and supervision by museum staff.

#### Issues addressed:

[Arts & Culture Museum](#)  
[Conservation/Preservation](#)

#### Program(s):

[Service Learning](#)  
[Volunteers](#)  
[Internship](#)

#### Organization type:

[Non-profit](#)

#### Website:

<http://dominguezrancho.org/>

#### Phone number:

(310) 603-0088

#### Location(s):

**Dominguez Rancho Adobe Museum**

**Fax:**  
 18127 S. Alameda Street  
 Rancho Dominguez, CA 90220



#### Social network page:

<https://www.facebook.com/dominguezmuseum>

#### Population served:

**Maximum number of students:**  
 40 students

**Minimum hours:**  
 11-20

## Defining Student Learning Outcomes

- 1) Understanding course content
  - Improve student learning through obtaining, analyzing, and synthesizing data and using it to evaluate the community problem in light of concepts and theories presented in class.
  - Demonstrate relevance of community experience to course content.
  
- 2) Rank the following in priority order:
  - a) Awareness of Community
    - Increase student' knowledge of community issues, needs, strengths, problems and resources.
    - Increase sensitivity to major aspects and characteristics of issues, causal and correlative factors associated issues, and the nature of public and private organizations addressing the issues.
    - Understand relationship between democracy, politics, and civic participations.
    - Identify and analyze composition of community (on or off campus), including social, cultural, demographic, life-style, religious, and other factors.
    - Identify community-based public and private programs that provide assistance and advocacy.
  
  - b) Involvement with the Community
    - Increase quantity and quality of student interactions.
    - Improve students' attitude toward involvement.
    - Gain meaningful feedback from community.
    - Improve reciprocity and interdependence between community and students.
  
  - c) Commitment to Service
    - Improve students' attitude toward service.
    - Make life-long commitment to social responsibility, especially when holding future leadership position.
    - Remove barriers to future service/
    - Instill positive reactions to students' demands and the challenges of service.
    - Learn to value personal involvement in community for socially constructive purposes.
    - Demonstrate concern for welfare of others in the broader community.
  
  - d) Career Development
    - Help students make career decisions.
    - Expose students to career opportunities.
    - Match students with career-building service opportunities
    - Develop professional skills related to prospective careers.
    - Use leadership skills.
    - Develop personal leadership style.



Improve self-esteem, sense of personal worth, competence and confidence in one's ability to make a difference.

e) Self-Awareness

- Improve students' awareness of individual strengths.
- Help students set limits, goals, decrease fears.
- Help students change preconceive understanding.
- Expose students to options and points of view other than their own.
- Understand their own values and skills.
- Take responsibility for consequences of one's own actions.

f) Sensitivity to Diversity

- Improve students' attitudes.
- Improve understanding of diversity.
- Increase student' knowledge of new communities.
- Respect and appreciate different perspectives within diverse populations.
- Understand cultural traditions and their relationship with American and world societies.

g) Sense of Ownership

- Help students develop autonomy and independence from faculty.
- Improve students' comfort with their roles as learners.
- Have students assume responsibility for community projects.
- Help students develop a sense of their own sole in the community partnership
- Enhance appreciation of value of course content.
- Develop commitment to life-long learning.
- Explore altruistic and social justice motivations for community participation.

h) Communication

- Develop students' oral and/or written communications skills.
- Improve student recognition of importance of communication.
- Use variety of ways to articulate information (written, verbal, art, media, technology, etc.)
- Learn to collaborate and negotiate to resolve conflict.

i) Critical Thinking

- Improve students' ability to think, apply information to problem solving, and analyze information data and concepts.
- Students formulate plans within contextual constraints.
- Apply theoretical concepts.
- Increase complex problem-solving ability.

j) Improving Life Skills

- Demonstrate skills and attitudes needed for leaning from experience (observing, interviewing, asking questions, thinking for one's self).
- Learn to gather information.
- Have new experiences: take risks, accept challenges, assume new roles.
- Demonstrate necessary leadership skills such as those needed to plan, recruit, orient, train, motivate, evaluate, assess needs, and create budgets.
- Formulate or clarify personal values, attitudes, ethics and beliefs.
- Demonstrate independence, autonomy, assertiveness.
- Take responsibility for one's own actions.
- Demonstrate perseverance in the face of difficulty.

Assignment and Outcomes Planner

**Outcomes**

Week #	Student Learning			Scholarly Activity	Service		
Lecture Topic							
Reading							
Assignment							
Exam							
Reflection Activity							
Analysis							
Deliverable							

**Assignments**

# Scholarship Outcomes

## Research Approaches

Student Learning Goals

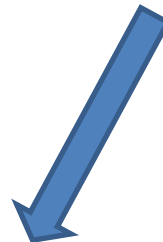


Pedagogy Driven

Personal Research Agenda



Discipline Driven



### Steps

1. Targe Audience
2. Decide on Approach
3. Operationalization of Question
4. Create Research Design
5. Select the Subject of the Study

## Service Learning and Your Research Agenda

*This section on research is based on the Service-Learning workshop hosted at CSU Dominguez Hills with presentations by Kathy O'Byrne, Ph.D.*

- 1) Research questions:
  - a) WHAT are the effects of service-learning on the students, faculty, community partners, service recipients, student learning outcomes, etc.?
  - b) HOW or WHY do a certain group of people describe or explain a shared experience?
- 2) Options for research design:
  - a) Quantitative studies: classical experimental design
  - b) Qualitative studies: descriptive, exploratory
  - c) Mixed methods: pre/post instrumentation for experimental and control sections paired with focus groups or interviews. Survey Monkey (surveymonkey.com) is a free resource for up to 10 questions for online surveys with tools to analyze the collected data).
- 3) Factors which influence the selection of design options:
  - a) Size of department and/or course offerings
  - b) Your teaching experience with this particular course
  - c) Familiarity with alternative research methods
  - d) Availability of teacher-researchers in home department, college, university
  - e) Graduate assistants available?
  - f) Availability of software to analyze transcripts of interview data: Or student assistants? Your own expertise?
  - g) Outlets for publication in your discipline

## Determining Your Research or Unit of Analysis

- Choose from one of many options for the scope of your study. Think about the time frame for your area of interest: day or weekend, semester, academic year or longer?
- Students as a unit of analysis: interpersonal skills, demonstration of learning, insight or awareness, change of attitude or perspective transformation, intention to engage in certain behaviors in the future, or satisfaction levels with service experience?
- Community partners as unit of analysis: feedback on the usefulness of the services provided by a group of students, feedback on individual students, ratings of the skill level or maturity of students, effectiveness of actual services provided, organizational impact, time in training or supervision, issues around framing the meaningful service and its relationship to course curriculum, community partners' participation in giving grades or evaluating students, feedback on raining, supportive services or resources available from the university.
- Service recipients as unit of analysis: numbers and types of persons served, number of contacts or contact hours per service recipient, feedback on the quality of services provided by students, change in status during time in program related to student contact, follow-up data on treatment or program gains reported by those who received services provided by students.

# Community Collaboration Planner

## Community Partner

- 1) Briefly describe your organization: mission, main interest, population served, organizational structure, budgets.
- 2) List three service outcomes (representative activities that you would like students to perform) at your organization and describe them to students and faculty members.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_
- 3) What do you see as the potential benefit for the community from students performing these service activities? What are the most important lessons your organization can teach college students?

## Faculty Members and Students

- 1) Describe the course in which service-learning will be used.
- 2) List your top three student learning outcomes (the three most important things you want to learn or have your students learn during the service learning experience) describe them to your community partner.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

## Both Partners

- 1) Find at least three intersections where the faculty and student goals and the community partner goals can coalesce. Keep talking and negotiating until this is accomplished.
  - a) \_\_\_\_\_
  - b) \_\_\_\_\_
  - c) \_\_\_\_\_

**Logistics:** Work together to arrive at decisions regarding the following:

- 1) How long will the service component of the class last? Start date \_\_\_\_ End date \_\_\_\_
- 2) How many students will go to this site?
- 3) How many times a week will they come to the site?
- 4) How many total hours will be required of each student?
- 5) Are there transportation or parking issues?
- 6) Who will conduct student orientation?
- 7) Will orientation be in class or on site?
- 8) What "ice-breakers" will be used to introduce students to their on-site clients?
- 9) Who will be the on-site supervisor?
- 10) What are the on-site check-in and check-out procedures?
- 11) How will students be evaluated?
- 12) What indicators or outcome measure will be used?

- 13) How will communication between the faculty members, students, and community partner be maintained throughout the semester? Exchange phone numbers and email addresses.
- 14) What is the plan for closure and recognition of participants?
- 15) Is any special training of students necessary? Who will provide it? Can faculty member and the community partner share the special training?
- 16) Are any additional tests or procedures (TB, Fingerprinting) necessary prior to starting?

## Design the Course

### Service-Learning Course Models

- Test a hypothesis
- Raise consciousness
- Teacher preparation
- Professional preparation
- Cross-disciplinary activities
- Increase understanding of the role of the discipline in society
- Build a foundation for future projects
- Plant seeds of entrepreneurship
- Research best practices of pedagogy
- Pure scientific research
- Project planning and execution
- Shared teaching responsibilities

### Designing Course Syllabi

*(Based in part from USC Joint Educational Project information)*

Your syllabi should provide:

- 1) A clear explanation of the connection between the academic content and the service component
- 2) Expected student learning outcomes and how they will be assessed
- 3) Clearly stated course objectives
- 4) A description of the service requirements: Is service an option or is it mandatory, how many hours a week are involved, what is the general nature of the work, the anticipated timeline, etc.
- 5) Specific information about placements – where, how, when
- 6) Clear information about requirements for the reflective process – How often, what format, oral or written, feedback process.
- 7) A concise description of the evaluation process – what will be evaluated and how will service-related evaluation be weighted with rest of the course.



## Reflect, Analyze and Deliver

### Reflection and Critical Thinking Projects

#### Structured Reflection Journals

Each entry is preceded by date, time of service and number of hours, and followed by a line for the signature of the on-site supervisor.

- ❖ Session 1- What did you do? Describe the setting.
- ❖ Session 2- What did you do? Did you meet anyone new?

Mini-analysis paper #1: (to be completed after 5 hours of service) What were your first impressions? Describe the setting, people and what goes on. How do you feel about what the site is doing? How do you feel about what you are doing? What are you excited about? What are your concerns?

- ❖ Session 3- What did you do? Cite one new observation?
- ❖ Session 4- What did you do? Did you enjoy it?
- ❖ Session 5- What did you do? Did you work with anyone new?

Mini-analysis paper #2: (to be completed after 10<sup>th</sup> hour of service) Interview a significant person(s) at your service site. What are their values, views and goals? How do they differ from your own values, views and goals? Why do they do what they do? Describe your relationship.

- ❖ Session 6- What did you do? Describe a conversation.
- ❖ Session 7- What did you do? Are you having an impact?

Mini-analysis paper #3: (to be completed after 15<sup>th</sup> hour of service) Think about the issues with which your service site is involved. What kind of impact are they having? What is your role in helping them reach their goals?

- ❖ Session 8- What did you do? How have your first impressions been altered?
- ❖ Session 9- What did you do? Describe something you would have done differently.

Mini-analysis paper #4: (to be completed after 20<sup>th</sup> hour of service or at completion of service) through this experience, how have your initial impressions been altered or confirmed? How have your learning goals been met? If you rewrote them, what would they be now? What have you gained from the service part of this class? What have you given? What would you change about the service or the class?

### ***Three- Part Journals***

After each service hour, ask students to make a journal entry with three parts, which can be written in different colors of different computer fonts. Students must write:

- ❖ Facts- What they saw and did
- ❖ Feelings- How they felt about what they saw and did
- ❖ Relation to course material- how what they saw and did relates to what they are studying in the class

### ***Content-based Journals Tied to Lecture and Reading***

Another approach to journals is to give the student an observation question tied to course content each week. The specific question will vary by discipline, but will tie an observation to a theory or concept covered in that week's lecture or reading. Students must determine from observation or conversation if the site accurately reflects the theory. This is a scaled-down application of the Test a Hypothesis Course Model.

### ***Ideas for Culminating Projects***

In addition to journals, which most service-learning practitioners believe to be of great value, most instructors require a final or culminating project that can actually be used by the agency or, at minimum a class presentation. Here are a few ideas:

***Compile statistics*** or other quantitative data that relate to the problems that your service site is addressing and prepare both oral and written reports.

***Create a display, brochure, newsletter, or speech*** for the director of the agency to use as a communication aid for reaching a specific target audience. Include information on the organization, its purpose, its activities and its impact on the community.

***Write a letter to the editor or an opinion-page article*** for a local newspaper that describes the issue with which the agency is concerned, list possible causes, and discuss how the organization is helping to counter the problem and discuss how the community has been affected.

***Write a short play*** and have the agency staff and/or clients perform it.

***Create instructional materials*** for the agency's clients, such as a how-to pamphlet, a useful checklist or a guide to solving a particular problem.

***Make a video*** about the organization and its issues. Include information about possible causes and visually depict how the organization is helping to counter the problem. Discuss how the community has been affected.

### **Ideas for Writing Assignments**

Write an essay on the following quotes:

“A cynical young person is almost the saddest sight to see because it means that he or she has gone from knowing nothing to believing in nothing...”

Maya Angelou

“An individual has not started living until he can rise about the narrow confines of his individualistic concerns to the broader concerns of all humanity...”

Martin Luther King, Jr.

“Experience is not what happens to a man; it is what a man does with what happens to him...”

Aldous Huxley

### **Poster Fair**

Assign each student or group of students who did service at the same time to make a poster describing the community-service learning experience. Encourage the use of photos, graphics, charts, or three-dimensional objects. Bring all the posters together in a culminating fair to which students and faculty are invited. Ask colleagues to judge the posters and include their evaluation in the students' grades.

## Performing Assessment and Evaluation

Remember, if you are using data from human subjects for research purposes (rather than curriculum development), you must complete the Institutional Review Board (IRB) process. They can be reached at: <http://www.csudh.edu/rf/irb.shtml>

Again, Survey Monkey is a wonderful tool for pre and posttests: [www.surveymonkey.com](http://www.surveymonkey.com)

This list is of forms that are not mandatory, but might be useful and can be found on the SLICE website at: <http://www.csudh.edu/csl/forms/>

[Student Skills Inventory](#) will help identify appropriate site/project for student placement.

[Student Timesheet \(.pdf 45kb\)](#)

A quick way for students to keep track of & validate their service hours.

[Student Performance Evaluation by Agency \(.pdf 73kb\)](#)

A convenient & standard method for gaining feedback from community partners about the success of the student at their service site.

[Internship Guidelines](#)

A helpful document to explain some important things to remember when offering or serving an internship.

Also, see the SLICE website for other helpful information: <http://www.csudh.edu/csl/>

## Resources

Center for Service Learning, Internships, & Civic Engagement (SLICE)

<http://www.csudh.edu/csl/>

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*California Campus Compact is a coalition of California's leading colleges and universities. We build the collective commitment and capacity of colleges, universities and communities to advance civic and community engagement for a healthy, just and democratic society.*

<http://www.cacampuscompact.org/index.html>

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[National Service-Learning Clearinghouse](http://www.servicelearning.org/)

America's Most Comprehensive Service-Learning Resource

<http://www.servicelearning.org/>



<http://www.ecs.org/>