



Introduction to Community-based Learning

Notre Dame College

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Some Background...

- Dr. Jedlicka contacted Community-Campus Partnerships for Health (CCPH)
 - CCPH contacted us
 - Today's purpose
 - Introduction to models of community-based learning
 - Comparison with co-op/internship and practicum
 - Potential applications in your community of learning
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The Colby-Sawyer College Experience

- About the college
 - Small liberal arts college, rural NH
 - Mission of college and nursing program
 - Fuld grant
 - CCPH
 - Community members on curriculum committee
 - Community partnerships
 - Clarifying roles
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What Is Service Learning?

- *A structured learning experience that combines community service w/ preparation and reflection*
- *Students expected*
 - *To provide direct community service*
 - *To learn about the context in which the service is provided*
 - *To understand the connection between the service and their academic course work*

Seifer & Connors, 1997

Service-learning Experiences

- *Developed in collaboration w/community*
 - *Enhance the standard curriculum by extending learning beyond the lecture hall*
 - *Foster civic and social responsibility*
 - *Allow students to apply what they have learned to real world situations*
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Con't...

- *Provide time for reflection, leadership development and discussion*
 - *Foster a sense of caring for others*
 - *Identify and meet community needs and assets*
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Key Principles

- Partnership w/community
 - Shared mission, values, goals, outcomes
 - Shared resources
 - Mutual commitment to meeting needs
 - Communication among stakeholders
 - Shared credit for accomplishments
 - Take time to develop and evolve: nurture the relationship
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Key Principles Con't

- Students
 - Reflection
 - Social responsibility, caring, personal reward
 - Leadership development
 - Real world skill set
 - Applied learning
 - Understanding the context of their discipline:
why knowing your community matters
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How Is It Different From Co-op?

Picture of continuum

Refer to table

Examples

A Service and Learning Typology

Service - LEARNING	Learning goals primary, service outcomes secondary
SERVICE- learning	service outcomes primary, learning goals secondary
service-learning	Service and learning goals completely separate
SERVICE- LEARNING	Service and learning goals of equal weight, and each enhances the other for all participants.

(Sigmon, 1994)

Isn't That Volunteering?

Well, no...service learning:

- Benefits both the served (community) *AND* the server (student)
 - Marries the mission of the college w/the needs of the community
 - Builds capacity to address mutual goals
 - Integrated w/learning in classroom
 - Requires student to make meaning of the experience through reflection
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Why Is It Important?

“Citizens working together with their neighbors
Offer powerful solutions to some of the toughest
Problems facing our cities and rural areas.”

*Stephen goldsmith, chairman, board of director
Corporation for national and community service*

How Does It Work?

- Structure:
 - Begin with who you are:
 - Your mission
 - Your academic disciplines
 - Your community
 - Processes:
 - Assessment
 - Partnership building
 - Curriculum development and planning
 - Evaluation
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Con't

- Outcomes
 - Students
 - Community
 - College
 - Partnership
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Structure: Your Mission

“Notre Dame College, a Catholic institution in the tradition of the Sisters of Notre Dame, educates a diverse population in the liberal arts for personal, professional and global responsibility.”

Con't...

- *Reach out to the poor and marginalized by addressing issues of oppression, violence and injustice, and ministering to people in many kinds of need, especially women and children*
 - *Nurture communities of reconciliation and nonviolence*
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Structure: Your Academic Disciplines

Art

Business administration

Biology

Chemistry

Communications

Education

English literature

Environmental science

History/political science

Mathematics

Nursing

Psychology

Theology/ministry

Structure: Your Community

Euclid

Cleveland

Process:

Student Needs → Student Outcomes

- Think logically, analytically, and creatively
 - Communicate effectively
 - Demonstrate mastery of academic discipline
 - Choose wisely for health and well-being
 - Appreciate fine arts
 - Integrate judeo-christian values
 - Share talents and gifts
 - Engage in lifelong search for justice
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Process: Community Needs → Community Outcomes

Anderson and macfarlane's wheel

- Education
 - Social services and health needs
 - Physical environment
 - Government
 - Communication
 - Transportation
 - Economy
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Process: Partnership Building

Outreach to community

- Whose mission and values are compatible with yours?
 - Who has unmet needs?
 - Is there a match between these needs and your students' educational needs/skills?
 - Is there potential for a shared commitment?
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Partnership Building Con't

Meeting with community partners

- Identify mutual needs
 - Clarify expectations
 - Benefit to community
 - Benefit to student
 - Clarify roles: student, community, college, faculty
 - Planning: activities/responsibilities/processes
 - Resources: time, people, professional development
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Process:
Needs → curriculum → outcomes

Curriculum development

- Which courses
 - Credit hours/contact hours
 - Learner outcomes
 - Direct processes: student assignments and activities
 - Direct processes: community interactions with students
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Process: Curriculum Development

Planning and implementation

- Indirect/support processes
 - Coordinate placements and schedules between college/faculty, students and community
 - Faculty workload: oversight of student activities/responsibilities
 - Faculty workload: evaluation of student outcomes
 - Support staff at college and in community
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Process: Evaluation



How Can Service Learning Help to Strengthen My Course?

Resources

- National Service-Learning Clearinghouse
www.servicelearning.org
 - Community-Campus Partnerships for Health
www.ccph.info
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