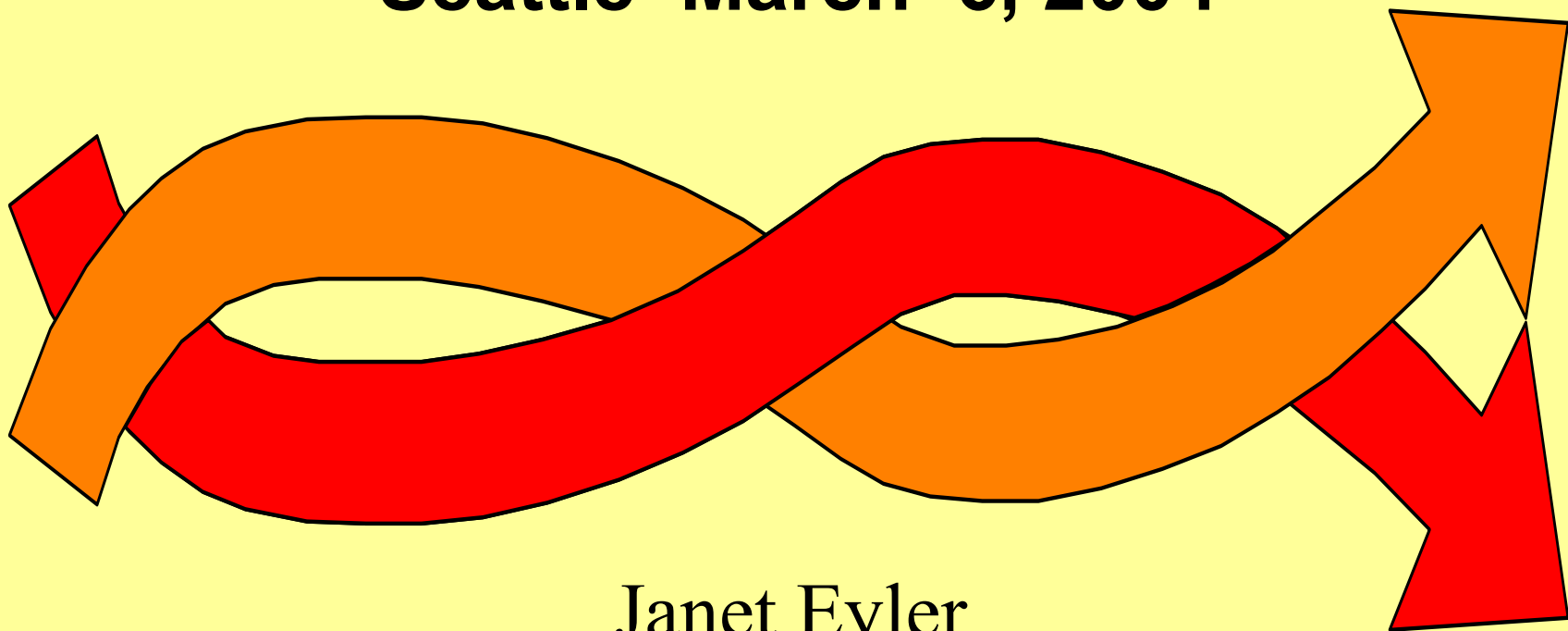




**Where's the Learning in Service-Learning?
American Dental Education Association
Seattle March 6, 2004**



Janet Eyler

Vanderbilt University



Dental School Accreditation Standards

(excerpts)

- ☞ Graduates must be competent in...
 - ☞ Application of behavioral sciences
 - ☞ Patient-centered oral health promotion
 - ☞ Managing a diverse patient population
 - ☞ Skills for a multicultural work environment
 - ☞ Evaluating models of oral health
 - ☞ Ethical reasoning, critical thinking, problem solving, life-long learning, self-assessment



Defining Academic Service-Learning

- ☞ **A credit-bearing educational experience in which students:**
 - ☞ **Participate in an organized service activity that meets community needs**
 - ☞ **Reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of diverse cultures, and an enhanced sense of civic responsibility.**

Bringle & Hatcher



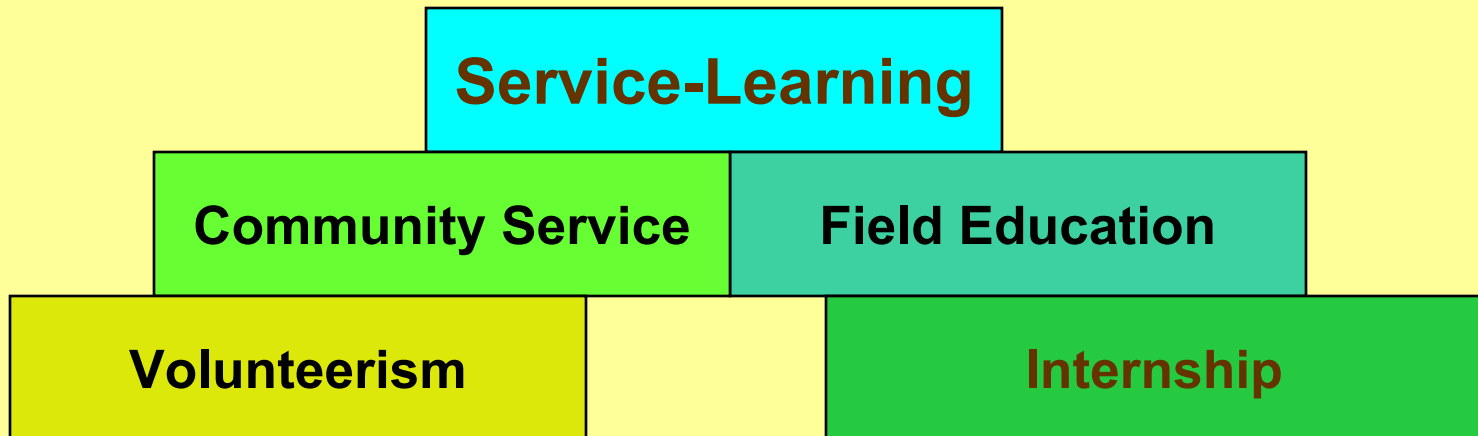
Central Claim of Service-Learning

***“Service, combined with learning
adds value to each
and transforms both”***

Honnet and Poulsen, 1989
“Principles of Good Practice for
Combining Service and Learning”

Distinctions Among Approaches to Service and Experiential Learning

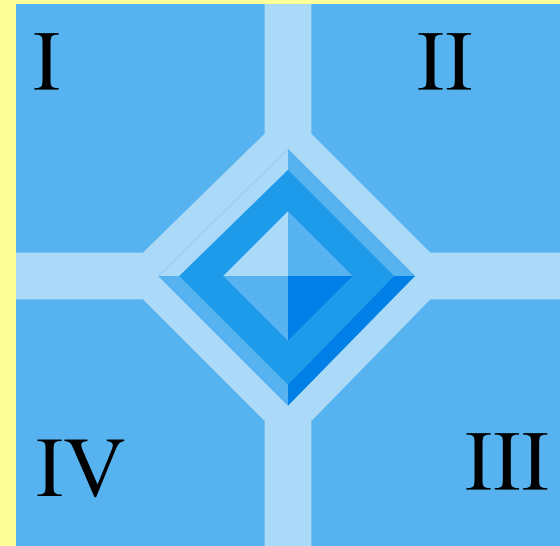
Recipient ←———— Beneficiary —————→ Provider
Service ←———— Focus —————→ Learning





Quadrant Exercise

- Review examples of service-learning in medical/dental education
- Place each in quadrant defined by quality of service and quality of learning
- How can those not in Quadrant II be altered to merit inclusion there?





High Service

I

II

Not integrated

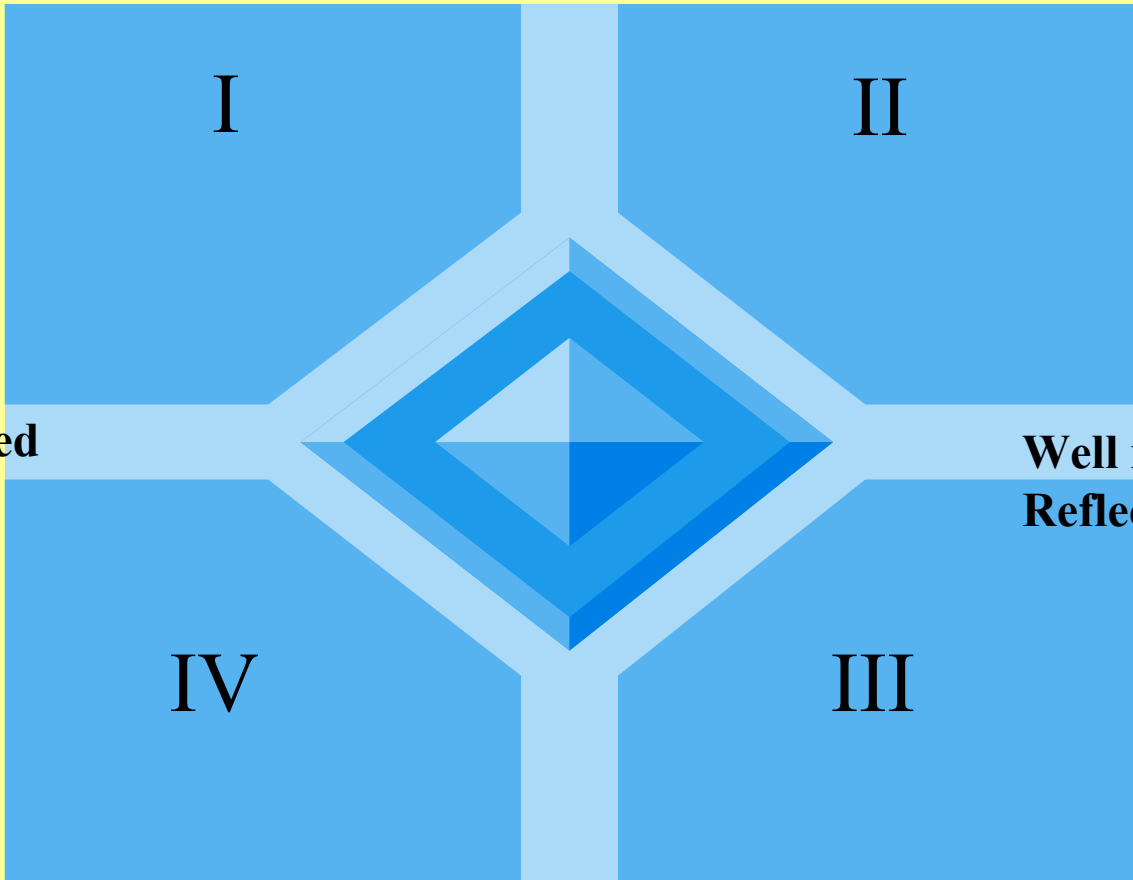
**Well integrated
Reflective**

IV

III

Low Service

Eyler Service-Learning





How does AS-L differ from Clinical Placements?

- ☞ Balance between service and learning**
- ☞ Community partners/ reciprocal involvement**
- ☞ Focus on community and cultural context for health**
- ☞ Time for reflection, leadership development and discussion**
- ☞ Goals go beyond clinical skill to foster life long learning, committed civic engagement, social change**



Academic Service-Learning

- ☞ Builds partnerships with community**
- ☞ Engages students in ‘real work’**
- ☞ Learning better match to professional practice**
 - ☞ Often group based**
 - ☞ Work in situated contexts**
 - ☞ Use tools, resources, processes common to workplace and community**
 - ☞ Task oriented - practical problem solving**
- ☞ Intellectual challenge through multiple forms of structured reflection**

Our Goals for Students

🖱️ **Personal Development**

🖱️ **Social Responsibility**

🖱️ **Intellectual Growth**





Head and Heart and the Courage to Act

“When you’re in a class...it’s all kinds of theory and ideas- it’s interesting but you don’t feel it. Once you’re in a situation where you’re actually working with the people you’re talking about in class- it makes it seem much more real and much more urgent to do something about..”



Linking Heart and Head

“I think great service, great learning and just great being, happens only when you are entirely engaged. . . When you just talk about what you thought, you miss part of it, you miss the feeling part. . .I think people will do more thinking once they have felt.”

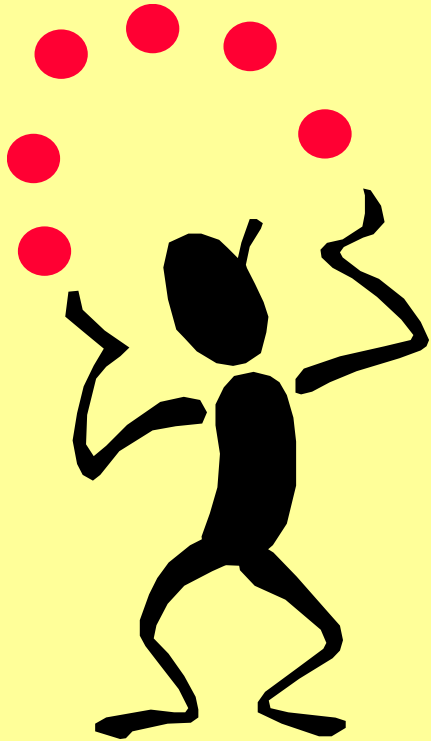


Personal Connections

“I’ve learned about real life. --- I’ve encountered people that I never would have met. --- I’ve had to deal with situations that I would never have been confronted with. I’ve been able to forge friendships with people that I never would have met.”



Personal Development Outcomes



- ☞ **Confidence**
- ☞ **Prepared to work in community**
- ☞ **Comfortable working with diverse populations**
- ☞ **Personal efficacy**
- ☞ **Interpersonal/teamwork skills**
- ☞ **Comfortable with complex challenges**



Social Responsibility

“. . . this was certainly the highlight of the semester. It also has influenced my goals as a dentist -- I plan on working and volunteering in similar areas.”

I hope to “get more volunteers in our profession. If everyone in the dental field donated even one Saturday a year, don’t you think that would make a big difference?”



Social Development Outcomes

- 🖱️ **Commitment to making a difference**
- 🖱️ **Increased likelihood of work in underserved areas**
- 🖱️ **Increased commitment to volunteer service**
- 🖱️ **Willingness to work in multidisciplinary team**
- 🖱️ **Personal becomes political**



Effective Involved Graduates



🖱️ Values “I ought to do”



🖱️ Knowledge “I understand what I ought to do”



🖱️ Skills “I know how to do”



🖱️ Efficacy “I can do and it makes a difference”



🖱️ Commitment “I must and will do”



Intellectual Development

“as we come out of school we’re full of all these theories - but until we see them working in human lives - we’re never going to understand them.”



Experience Challenges Assumptions

“We were surprised when this homeless man told us not to give him any desert -- he said he didn’t want to eat sweets -- because he wanted to keep his teeth.”



Value Added: Academic Outcomes Influenced by AS-L

  **Acquisition of Facts**

 **Acquisition of skills**

 **Deep Understanding social context**

 **Problem Identification, Framing, Resolution**

 **Teamwork Capabilities**

 **Transforming Perspectives**

 **Critical Thinking**



Understanding

“It is assumed too frequently that subject matter is understood when it has been stored in memory and can be reproduced on demand. Nothing is really known until it has been understood.”

 Dewey



Pharmacy Student's Challenge

“ Doctors had been unsuccessful at getting this teen girl to take her seizure medication and she kept landing in the ER. She was assigned to me and I was supposed to teach her how important it was -- but it seemed like she probably knew THAT. . .”



Critical Thinking

“The more educated I become, the more I know I don’t know, and the more I’m able to see that as a valuable point of view. . . And that I can get more out of life from saying ‘I’m not sure, let me find out’ rather than saying, ‘No, this is the way it is because that’s what I think”

Program Quality Matters

☞ **Application of Content**

☞ **Placement quality**

☞ **Reflection**

☞ **Writing**

☞ **Discussion**

☞ **Other modes**

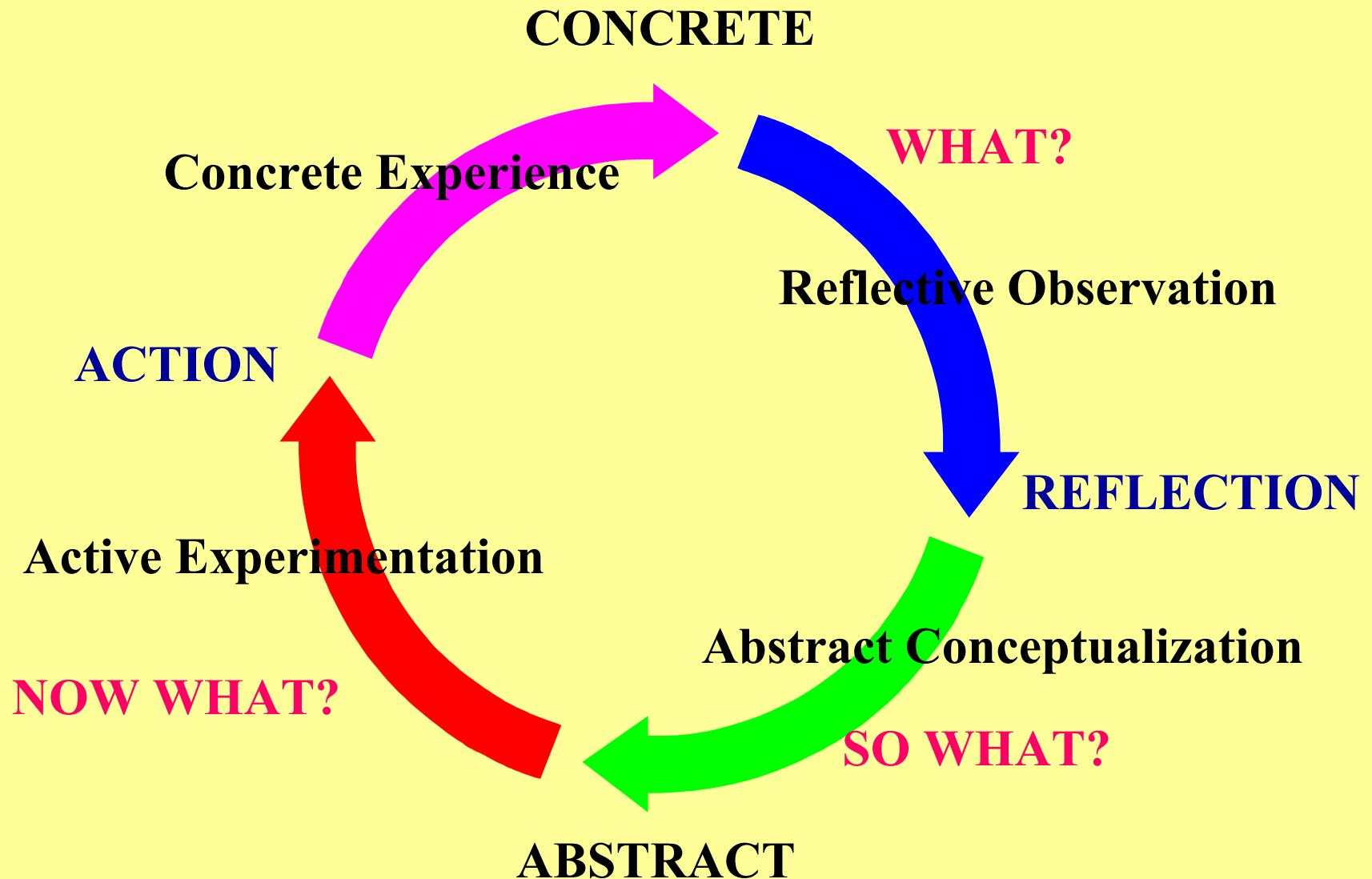
☞ **Community Voice**

☞ **Diversity**

☞ **Duration/Intensity**



Kolb's Model of Learning



Your Reflection Map

	Before	During	After
Student Alone			
With Class			
With Community Partners			

From: Eyler, J. (2001). Creating your reflection map. In M. Canada (Ed.) *Service-learning: Practical advice and models*. San Francisco: Jossey-Bass
New Directions for Higher Education Series # 114, 35-43

