WHY ACADEMIC SERVICE-LEARNING?

FAU
Weppner Center for LEAD and Service-Learning
Division of Student Affairs
Florida Atlantic University
CONTACT INFORMATION

Weppner Center for LEAD & Service-Learning:

Northern Campuses
Jupiter, SR Room 151
561-799-8724
Contact: Devin Herrera
Assistant Director, Campus Life
djherrera@fau.edu

Boca Raton Campus
SS 8, room 224
561-297-3607
Contact: Aaron Hackman
Associate Director, Civic Engagement & Service-Learning
hackmana2015@fau.edu

Broward Campuses
Davie, Student Union, SD 219
954.236.1264
Contact: David Blank,
Associate Director, Campus Life
blank1@fau.edu
IN SEARCH OF OUR PURPOSE

- Research, see and act on problems individuals and communities face
- Engage directly in dialogue and problem solve with those most affected
- Observe firsthand effects of various social issues such as racism, sexism, poverty, and oppression
- Participate in engaged, challenging learning experiences
- Foster change
- Discover relevance of learning through real-world experiences and related reflection
MORE ON WHY A S-L...

- Personal growth and development
- Apply classroom knowledge and skills
- Explore career options
- Networking
- Résumé building
- Hours posted to official transcript
- Experience civic responsibility
THE COMMUNITY'S WHY

- Innovative ideas and approaches
- Skilled volunteers
- Additional expertise for community development
- Participate in the student’s academic experience
- Build long-lasting relationships
- Strengthen advocacy efforts
- Enhance public awareness of community needs
- Potential employees
FOUNDATIONS OF A S-L

“Discover relevance of learning through real-world experiences”

WHERE DOES THIS COME FROM?

ROOTS FROM the early 20th century where John Dewey introduced experience in education and described reflection as linking understanding with doing, whereby one cannot fully understand without doing.

EXPERIENTIAL EDUCATION combines direct, hands-on experience with guided reflections and analysis of what is being done.
A S-L “How to” Guide

1. **Investigate**

   Students begin to research community issues of interest/relevance that correlate with course objectives.

2. **Plan**

   Students, often working with professors and community partners, plan ways in which to address the community need.

3. **Act**

   Students and community partners implement plans by engaging in activities to meet community needs. This is the actual service portion of service-learning.

4. **Reflect**

   Students engage in activities to help process what they have learned about the community need, their actions, their impacts, what worked and did not work, and/or similar types of critical thinking.
INVESTIGATE WHERE TO SERVE

WHO ARE OUR COMMUNITY PARTNERS IN ACADEMIC SERVICE-LEARNING?

- Non-profit organizations, government agencies, elementary schools, secondary schools, institutions of higher education, hospitals, community service programs, faith-based organizations, and tribal nations, etc.
- Contact the Weppner Center for LEAD & Service-Learning for a list of suggestions for appropriate local community agencies.
  - Tip: Organization’s website should end in .edu, .gov, .org to be classified as a non-profit.

Embrace the Opportunity to Grow

- This is a unique opportunity to develop a passion, foster a relationship with a potential employer, and/or test the waters about major decisions.
- This is not the time to be an ‘Envelope Licker’!
A S-L “How to” Guide

1. **Investigate**

   Students begin to research community issues of interest/relevance that correlate with course objectives.

2. **Plan**

   Students, often working with professors and community partners, plan ways in which to address the community need.

3. **Act**

   Students and community partners implement plans by engaging in activities to meet community needs. This is the actual service portion of service-learning.

4. **Reflect**

   Students engage in activities to help process what they have learned about the community need, their actions, their impacts, what worked and did not work, and/or similar types of critical thinking.
MODEL THE WAY

- Dress appropriately/professionally for the community site.
- Arrive on-time and call when you cannot make it.
- Respect the diversity of the Community environment.
- Personal business during service hours using employer resources is inappropriate, (e.g. telephones, photocopy machines, fax machines, computers/email).
- Notify your instructor should any problems arise during service hours to help solve problem in a timely and professional manner (e.g. communication with supervisors or co-workers, inappropriate conduct).
1. **Investigate**

   Students begin to research community issues of interest/relevance that correlate with course objectives.

2. **Plan**

   Students, often working with professors and community partners, plan ways in which to address the community need.

3. **Act**

   Students and community partners implement plans by engaging in activities to meet community needs. This is the actual service portion of service-learning.

4. **Reflect**

   Students engage in activities to help process what they have learned about the community need, their actions, their impacts, what worked and did not work, and/or similar types of critical thinking.
REFLECTION: THE CONNECTING LINK

Reflection is the process of deriving meaning from experience

- Conscious and intentional critical thinking about the service experience
- Builds bridges between content learning, personal reflections, and first-hand experiences

Forms of reflection

Reading: Case Studies, books about social issues, government documents, professional journals
Writing: Journals, reflective essays, portfolios, grant proposals, letters to other students/clients of agency, published articles
Doing: Conducting interviews, role playing, collecting photos
Telling: Presentations, focus groups, informal discussions, formal class discussions

FAU REFLECTION REQUIREMENTS

- HOW THE A S-L PROJECT LINKS TO YOUR COURSE OBJECTIVES
- HOW THE PROJECT IMPACTED YOUR PERSONAL AND/OR PROFESSIONAL DEVELOPMENT
- HOW THE COMMUNITY WAS IMPACTED BY YOUR WORK
WHAT IS ACADEMIC SERVICE-LEARNING?

ACADEMIC SERVICE-LEARNING (A S-L) Is learning achieved through service while applying curriculum taught in class.

- Beyond classroom learning to learn and serve locally, nationally or globally
- Structured time for thoughtful planning of service experience and guided reflection.
- Emphasis on both learning and service
  - Class instruction= the what?
    - Classes offer insight into what the issues are and what skills are needed to address the issues in community.
  - A S-L component = the how and why?
    - Service allows you to learn how to address the issue impacting/affecting the community and why you are learning the necessary skills in class.
**ACADEMIC SERVICE-LEARNING VS. VOLUNTEERING AND INTERNSHIPS**

**Types of Service Programs**

- **Volunteering**
  - Main focus: *service being provided*; Primary intended beneficiary: *community* agency where service is done (e.g., stuffing envelopes to be mailed out).

- **Internship**
  - Main focus: purpose of providing students with hands-on learning experiences in a specific area of study; Primary intended beneficiary: student intern (e.g., pharmacy student interns at a for-profit branch of a pharmacy chain).

- **Academic Service-Learning**
  - Equal focus: both learning and service; Benefits both student and community (e.g., Students in an intro sociology course tutor children and adolescents in K-12 schools applying learning topics of race and class, socialization, social institutions, inequality, etc.).
REQUIREMENTS FOR A S-L STUDENTS

1. Review “Why Academic Service-Learning?” presentation prior to beginning your academic service-learning project and completing hours in the community. Congratulations! You’ve just done this!

2. Once you have selected your location of service, complete an “academic service-learning risk waiver” form. The waiver may be found on the WCLSL website, under academic service-learning, for students. Waivers are to be collected by your faculty instructor.

3. Track academic service-learning hours to submit to your faculty instructor by deadline provided by faculty instructor. Hours submitted by your faculty/instructor will be reported to the registrar’s office for posting to your official transcript—a benefit for your future employment or professional/graduate school enrollment.

4. At the end of your academic service-learning project, complete an electronic academic service-learning student survey about your academic service-learning experience. The link to the survey will be available mid-semester on the WCLSL website: www.fau.edu/leadandserve.
TO WRITE MY STORY, I NEED A BIT OF YOURS.

OUR STORY IS A SOCIAL FABRIC...

THOUGHT:
SERGE RAVET
EPIC 2015
BARCELONA
THANK YOU!

LEAD AND SERVE TEAM