



AZUSA PACIFIC
UNIVERSITY

ACADEMIC SERVICE-LEARNING 101

Center for Academic Service-Learning

November 9, 2017

Session Objectives

- Gain a working understanding of academic service-learning, particularly at APU
- Consider the related impact of academic service-learning on student development
- Provide participants with an overview of strategic priorities of the Center for Academic Service-Learning
- Create the context for networking and connection for service-learning stakeholders

● advocate ● collaborate ● support ●



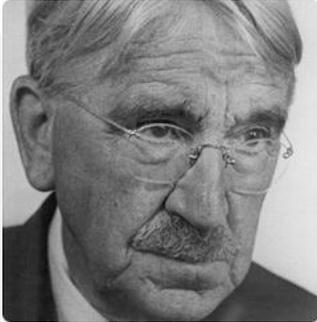
- 1 What is Academic Service-Learning?
- 2 Service-Learning at APU
- 3 Partnership // Co-Education
- 4 Impact on Student Learning
- 5 CASL Strategic Priorities

1. What is Academic Service-Learning?

Educational community activity/experience



Theoretical Roots: *Dewey (1938)*



"Education, therefore, is a process of living and not a preparation for future living."

John Dewey

Resources:

Cone, D. & Harris, S. (1996). Service-Learning Practice: Developing a Theoretical Framework. *Michigan Journal of Community Service Learning*, 3, 31-43.

Dewey, J. (1938). *Experience and education*. New York: MacMillan Publishing Company.

Freire, P. (1994, 1970). *Pedgogy of the oppressed*. New York: Continuum Publishing Company.

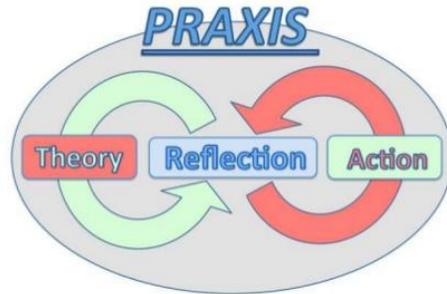
Kolb, D. A. (1984). *Experiential learning: Experience as a source of learning and development*. Inglewood Cliffs, MG: Prentice-Hall.

"We do not learn from experience, but from reflecting on experience." (Dewey)

Theoretical Roots: Freire (1970)

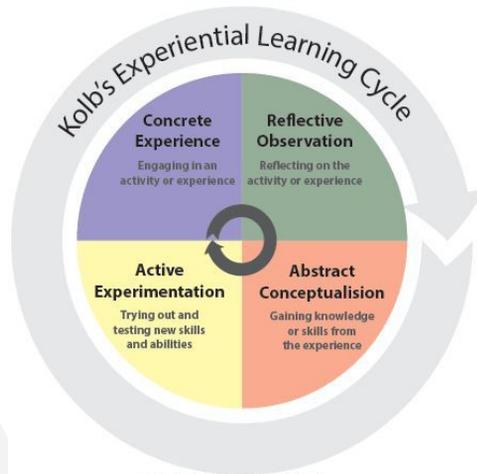
*"the praxis:
reflection and action upon the world,
in order to transform it"*

(Freire, 1970)



Education as praxis - knowledge which leads to action. This leads to creativity. Paulo Freire defines **praxis** in *Pedagogy of the Oppressed* as "reflection and action directed at the structures to be transformed." Through **praxis**, oppressed people can acquire a critical awareness of their own condition, and, with teacher-students and students-teachers, struggle for liberation.

Theoretical Roots: Kolb (1984)



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Kolb D.A. (1984) 'Experiential Learning: experience as a source of learning and development', New Jersey: Prentice Hall

“

*Academic service-learning, an **experientially-based teaching methodology combining classroom pedagogy with community action** as an integral aspect of the course*

”

SOCW 310 Human Behavior & the Social Environment



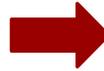
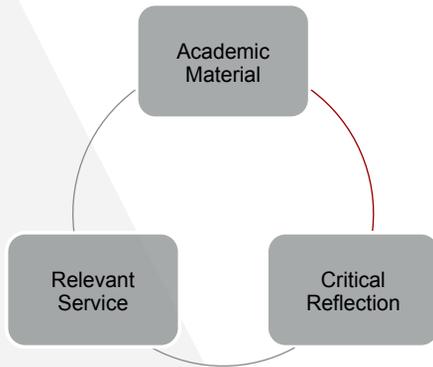
Cougar Pals is a year-long one-on-one mentoring program. Social Work major students are individually paired with selected local middle school students. APU students support them academically and provide encouragement for positive life goals and achievement.

SOCW 310/311 Human Behavior & the Social Environment Professors Helen Nazarian and Lynn Raine

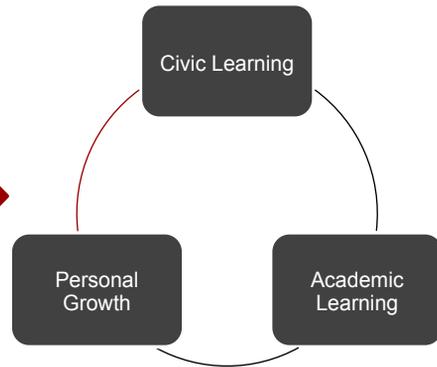
- i. Related Student Learning Objectives:
 1. Demonstrate awareness of how one's own cultural background and lived experiences influence professional and personal development, beliefs, and behavior.
 2. Articulate the impact of culture, social identity, and socio-economic status on human behavior, social functioning and well-being.
 3. Apply theories of human behavior and development, utilizing a multi-dimensional framework, to the assessment of human behavior and social functioning.
- ii. Project Description: APU Social Work students met consistently for one-hour weekly meetings with a selected middle school student from Center Middle School, Foothill Middle School, Slauson Middle School, or Ellington Schools as a mentor, encouraging them towards personal growth and academic success.
- iii. Partnership: Foothill, Slauson, Center, Ellington (Azusa Unified School District)

Conceptual Framework

Components of Service-Learning



Learning Goal Categories



(adapted from Ash and Clayton, 2009b)

COMM 230 Small Group Communication

Prerequisite course: COMM 201 (Introduction to Communication Studies)

Course Learning Outcome	IDEA Objective	Assignments Used to Assess
Define small group communication.	Learning fundamental principles, generalizations, or theories	Exams
Identify, define, and explain the major theories associated with the study of small group communication.	Learning fundamental principles, generalizations, or theories	Exams Reading Responses
Reflectively participate in and analytically observe communication practices in a variety of small group situations.	Learning to apply course materials (to improve rational thinking, problem solving and decisions) Acquiring skills in working with others as a member of a team	Papers Service-learning project + presentation
Articulate how group social structures are constructed and constrained through communication.	Learning to analyze and critically evaluate ideas, arguments, and points of view	Papers Exams
Identify applications of small group communication theory and practice through a Christ-centered perspective in real world issues.	Learning to apply course materials (to improve rational thinking, problem solving and decisions) Developing a clearer understanding of, and commitment to, personal values	Service-learning project + presentation

COMM 230 Small Group Communication

Professor Dr. Courtney Davis

a. (related) Student Learning Objectives

1. Reflectively participate in and analytically observe communication practices in a variety of small group situations.
 2. Identify applications of small group communication theory and practice through a Christ-centered perspective in real world issues.
- ii. Project Description: Students are assigned to a small group which will take on a service-learning project that culminates in a formal oral presentation (15-20 minutes) to the rest of the class during week 15. Groups will partner with APU's Center for Academic Service-Learning and a local community partner organization and take on some sort of action enterprise that significantly benefits people in the surrounding community, such as: attempting to bring about change in a community; performing some type of community service; putting on training workshops; or doing a radio or television show, etc. Students have quite a bit of latitude for this project, as long as the project is robust and necessitates true teamwork, can be completed

- i. during the semester (meeting class deadlines along the way), and helps the group become a “real-life” decision-making group that can be subjected to critical analysis. Although some time will be provided during class for group meetings, it undoubtedly will be necessary for students to devote significant time to this project outside of class. A portion of the grade will be based upon group members’ ratings of one another in terms of involvement, effort, and production. More details provided in the assignment sheet.
- ii. Partnership: (next slide with all the sites)

Small Group Communication Community Partners

REDEEMING | LOVE 

 Neighborhood Homework House

D.C.F.S. Los Angeles County
Department of Children and Family Services

 REASONS TO BELIEVE

 **Shepherd's Pantry**
Hope and a Helping Hand



Foothills Pregnancy Resource Center

 **ELIZABETH HOUSE**
WHERE LOVE EMBRACES LIFE



 **THE Let it BE**
FOUNDATION .org
Caring for Children and Families

Where the Classroom Meets Reality



The place where the classroom meets reality.

- ▶ Is what we're learning in the classroom true in the real world?
- ▶ Is what we're learning in the classroom useful in the real world?

MUS 375 Worship Arts Leadership

Care-Full Listening: Ethnography as a Pastoral Practice

Posted on January 10, 2008 by Ryn Nasser



Most pastors are good listeners. They know how to open up a conversation and invite people to share the pain, struggles, and signs of growth in their lives. Many pastors stop there, and fail to help the members of the congregation form a collective story of where the people of God are being led. Ethnography is a structured method of participation and observation that equips pastors to listen more carefully and intentionally to the collective stories of a community of faith.

Pastoral counselors have long understood that the process of telling one's story and being well heard can bring change, healing, and hope. When a person tells his or her story to a careful listener, something shifts for the teller. In the best case, the speaker experiences insight; subjectivity is enlarged. "Hearing (someone) to speech," in theologian Nelle Morton's famous phrase, is a profoundly life-giving activity.¹

Article retrieved from: <https://alban.org/archive/care-full-listening-ethnography-as-a-pastoral-practice/>

MUS 375 Worship Arts Leadership

Professor Stephen Martin

- i. Student Learning Objectives:
 1. Demonstrate faithfulness to the weekly administrative and pastoral tasks required of the worship arts leader.
 2. Prepare materials necessary for promoting the vision and tasks of the worship arts ministry with professionalism and attention to detail.
 3. Articulate fundamental and philosophical perspectives on Christian leadership and artistic team development in ministry settings.
 4. Demonstrate collaborative skills with others through creative planning sessions and group projects.
 5. Demonstrate large-scale production and organizational skills with respect to significant moments and seasons within the ministry context.
 6. Prepare philosophical/biographical/professional history materials necessary for interviewing in the field.
- ii. Project Description: students visit folks further along in life living in a residential facility to interview them about their life experiences and develop a relationship. At the end of the

- i. semester, they return to meet with the residents to give an overview of their learning and how themes that the residents spoke of are connected with their academic learning in this course.
- ii. [Article](#) - students are studying Ethnography
- iii. Partnership: [Pilgrim Place](#)

Factors that make Service-Learning Transformational

1 Learning Goals

Learning and service goals are appropriate and integrated

2 Alignment

Student work is designed so that goals, experience in the community and in the classroom, reflection activities and assessment are aligned and complementary

3 Collaboration

The community partnership is collaborative throughout, from initial planning to completion

4 Integration

The experience is integrative, bridging what students do in and out of class and connecting perspectives and knowledge from the full range of participants

5 Flexibility

The pedagogy is intentionally designed yet flexible enough to accommodate dynamic situations and to respond to capacity-building needs and opportunities for everyone involved

25+ Years of C.H.A.M.P.
(EDLS 405 Diversity in the Classroom)



EDLS 405 Diversity in the Classroom (CHAMP)

Professors: Dr. Paul Flores & Dr. Tolu Noah

i. Related Student Learning Objectives:

1. Effectively teach diverse students by applying appropriate pedagogical practices that provide access to the core curriculum and lead to high achievement for all students.
2. Recognize and minimize bias in the classroom, and to create an equitable classroom community that contributes to the physical, social, emotional and intellectual safety of all students.
3. Systematically examine his/her stated and implied beliefs, attitudes and expectations related to gender, and apply pedagogical practices that create gender-fair learning environments.
4. Systematically examine his/her stated and implied beliefs, attitudes, and expectations about diverse students, families, schools, and communities, and to apply pedagogical practices that foster high expectations for academic performance from all participants in all contexts.

- i. Project Description: The College Headed and Mighty Proud (C.H.A.M.P.) is a community program in partnership with Azusa Pacific University (APU) and the Azusa Unified School District. The program was established in 1991 and was originally voluntarily based. Local fourth grade students participate in the opportunity to be mentored by Azusa Pacific University students who will visit the school site classroom for 45 minutes a week to facilitate college preparatory activities including career exploration, a visit to the APU campus, and a concluding graduation to mark the successful completion of the program. The program is designed to prepare Azusa Unified fourth grade students for what it is like to attend college and guide them toward a future college.
- ii. Partnership: fall - Murray, Magnolia, Paramount, Valleydale; spring - Mt. View, Lee, Powell (Azusa Unified School District); Summer: Baldwin Park School District



Clip from graduation of mentor introducing 4th grade student to read essay (spring 2017: <https://youtu.be/6lbYsKVUsUE>, play minutes 12:00-15:00)

2. Academic Service-Learning at APU

- advocate ● collaborate ● support ●



Where the cornerstones connect

CHRIST • SCHOLARSHIP
COMMUNITY • SERVICE

Academic service-learning builds **COMMUNITY** by developing positive, reciprocal relationships between Azusa Pacific University and the local, national and international private and public sectors in order to enhance **SCHOLARSHIP** of faculty, students, and community partners through **SERVICE** activities, which integrate faith in **CHRIST** with service and learning.

APU 2016-2017 Year in Review

24

Academic
Departments

180

Service-
Learning
Courses

3,262

Students Engaged in
Service-Learning

44,405

Hours of Service
through courses

1,225,134

Monetary Value of
Service-Learning Hours

Awards and Distinctions



Carnegie Engaged Campus, 2010-2020

In 2010, APU joined the select group of only 310 campuses in the United States who have ever received the prestigious Carnegie designation for "excellent alignment among mission, culture, leadership, resources, and practices that support dynamic and noteworthy community engagement."

Presidential Honor Roll with Distinction

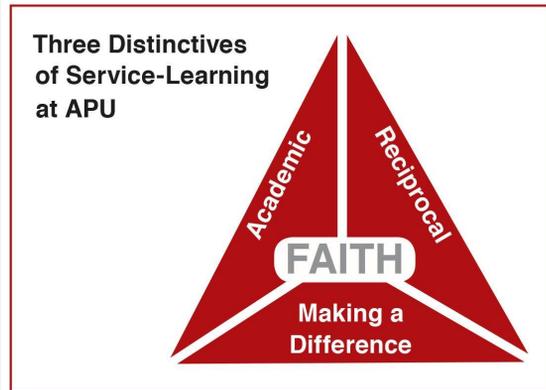
For ten of the last eleven years, APU has been recognized by the President of the United States for "the extraordinary and exemplary community and service contributions of its students, faculty, and staff in meeting critical community and national needs."

The President's Honor Roll distinguishes APU as a leader in community service and service learning. This award demonstrates the university's commitment to:

- Being a service leader in our community
- Building community partnerships
- Strengthening our neighborhoods
- Fulfilling our mission and purpose



Service-Learning at Azusa Pacific University



Academic: The service-learning experience is integrated into the course content.

Reciprocal: Service-learning at APU must be intentionally reciprocal.

Making a Difference: Service-learning at APU is intended to make a difference.

- **Academic:** The service-learning experience is integrated into the course content. As students gain a larger perspective for the context of course materials which they are studying, those subjects become more dynamic and authentic because of their experiences and observations.
- **Reciprocal:** Service-learning at APU must be intentionally reciprocal. In a true service-learning model, the community, the students, and the professors are all active partners in the learning process and in the benefits derived.
- **Making a Difference:** Service-learning at APU is intended to make a difference. Evaluation and reflection not only focus on learning experiences, but also allow students to predict and measure the many ways that their service-learning activities have impacted them, the community, and APU.



Michelle LaPorte, M.Ed. | Director (mlaporte@apu.edu, ext. 2824)

Michelle provides visionary leadership & management of the Center by developing a collaborative team, leading strategic planning, providing support to academic departments and faculty, overseeing service-learning programs, and developing & sustaining campus and community partnerships.



Becca Payne, M.A., M.S. | Program Coordinator (rpayne@apu.edu, ext. 2826)

Becca provides support to faculty and community partners by coordinating service-learning projects, supervising graduate assistants, overseeing the coordination of the EDLS405 C.H.A.M.P. program, and facilitating the program reporting and communication.



Catherine Wade | Program Coordinator (catherinewade@apu.edu, ext. 2823)

Catherine is responsible for the administrative aspects of service-learning programs including maintaining databases, tracking & verifying university service credits, overseeing awards presented by the Center, and serving as the point-person for overseas, internship, and Nursing courses.

Professional Staff

GRADUATE INTERNS



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UNDERGRADUATE SERVICE-LEARNING ADVOCATES (SLA)

General email: sladvocate@apu.edu; please include appropriate student's name in the subject line when emailing.



Jonathan Escobedo



Timothy Gee



Renae Giacopuzzi



Jessica Granner



Caleb Hoornbeek



Stefan Kingsley



Mackenzie Miller



Ella See

Student Staff

APU Faculty: General Roles and Responsibilities*



- ❑ **VERIFYING COURSE** is assigned the “Service-Learning Course” designation with the department
- ❑ **DESIGNING & IMPLEMENTING** a service-learning project that contributes to the goals and learning outcomes of your course
- ❑ **INCLUDING S-L** as an integral part of the syllabus and grading system
- ❑ **DEMONSTRATING** the connection between S-L activities and course objectives



- ❑ **COLLABORATING** with Community Partners in the co-education of the students
- ❑ **FACILITATING** student reflection on the relation between S-L and the course
- ❑ **PROVIDING** adequate time for an S-L Orientation and Evaluation during class time
- ❑ **VERIFYING STUDENT** participation and service credit approval at the end of the project

*Project-specific roles & responsibilities outlined on the Co-Education Plan for each

Community Partners: General Roles and Responsibilities*



- COLLABORATING** with APU faculty and CASL to implement service-learning projects

- SERVING AS A CO-EDUCATOR** of APU students

- COMMUNICATING** any concerns with APU faculty & Service-Learning staff



- PARTICIPATING** in the evaluation of the S-L partnership through the community partner feedback form

*Project-specific roles & responsibilities outlined on the Co-Education Plan for each

Service-Learning Staff: General Roles and Responsibilities*



- ❑ **VERIFYING** S-L projects and partners
- ❑ **WORKING WITH FACULTY** to determine the scope and objectives of the S-L experience, appropriate partners, and the effectiveness of programs
- ❑ **ASSISTING FACULTY** to develop and improve S-L projects



- ❑ **PROVIDING ON-GOING SUPPORT** for SLAs, faculty, and community partners
- ❑ **ADDRESSING AND RESOLVING ISSUES** that arise during the course of S-L projects
- ❑ **SERVING AS A PRIMARY POINT OF CONTACT** for urgent matters relating to S-L programs

*Project-specific roles & responsibilities outlined on the Co-Education Plan for each

Service-Learning Advocate: General Roles and Responsibilities*



- ❑ **WORKING** with faculty to prepare orientation materials
- ❑ **CONDUCTING** S-L Orientations and Evaluations
- ❑ **COORDINATING PLACEMENT** of APU students at appropriate agencies (if necessary)
- ❑ **PROVIDING PROJECT SUPPORT** through site visits, mid-project check-ins, end-of-project reports, co-education summaries, collecting service credit verification, etc.
- ❑ **OVERSEEING** paperwork and inputting evaluation data

*Project-specific roles & responsibilities outlined on the Co-Education Plan for each

APU Service-Learning General Timeline Summary

BEFORE SEMESTER BEGINS Aug | Jan

- ▶ Finalize logistics & update specific roles on Co-Education Plan.
- ▶ Faculty send syllabus to SLA and community partner.
- ▶ Service-Learning Orientation & Evaluation dates scheduled.

BEGINNING OF SEMESTER Sep-Oct | Feb

- ▶ Co-Education Plan completed & sent to faculty and community partner(s).
- ▶ SLA lead a 15-minute S-L Orientation.
- ▶ On-site orientation hosted by community partner(s) as necessary.
- ▶ Upcoming semester schedule draft due to Registrar; schedule published & student registration begins.

MID-SEMESTER Nov | Mar-Apr

- ▶ Upon completion of the project, Service-Learning Evaluation in class facilitated by SLA.
- ▶ Faculty and Community Partner Feedback Surveys distributed and collected.
- ▶ Prepare next semester's projects & draft Co-Education Plans.
- ▶ Faculty (and community partner, as appropriate) verify student participation & completion of S-L requirements for service credit approval.

END OF SEMESTER Dec | May

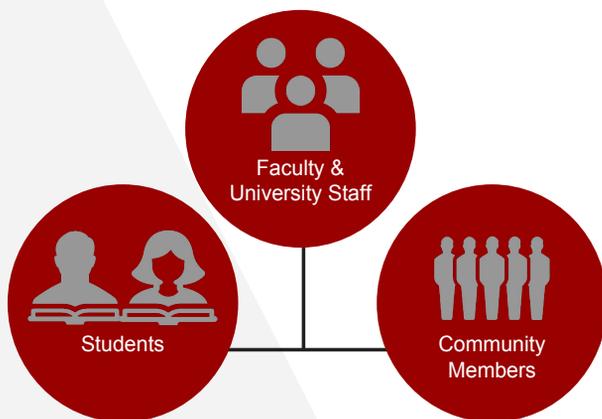
- ▶ Report of student evaluations & Co-Education Summary prepared and sent by SLA.
- ▶ University service credits uploaded to students' accounts.

3. Partnership // Co-Education

collaborative & cooperative relationships for student success



Co-educators: Partners in Service-Learning



- ▶ As a co-educator, the community partner with the expertise derived from education and practical experience **can enable students to ground the theories and methods studied through text and lecture in real life situations.**
- ▶ **In truly reciprocal service-learning relationships the community partner plays an educational role that is a critical addition to that of the classroom.**

(Nola L. Freeman, 2003. *A Meeting of Minds • A Handbook for Community-Campus Engagement*)

- A. Role of community partner *and* faculty are vital in the academic, civic & personal learning of students.
- B. Community partners (organizations, agencies, etc.) have assets and strengths upon which to build a solid learning experience for the student.
- C. Community partner brings expertise derived from education & practical experience

4. Impact on Student Learning

competence • critical thinking • community • character



APU Student Outcomes: competence, critical thinking, community, character

Benefits of Academic Service-Learning



Community Building

Making a difference in the community



Academic Success

Increased understanding of course material through experiential learning & real-life experience in the field



Increased Employability

Better preparation for vocation, resulting in increased employability

Service-Learning Process: Predict, Do & Reflect

1 Predictive Exercises

- ▶ Predicted relevance to course material
- ▶ Predicted outward impact
- ▶ Predicted personal impact
- ▶ Predicted big picture impact
- ▶ Predicted faith impact

2 Service-Learning Experience

- ▶ Go serve in and experience the community

3 Reflective Exercises

- ▶ Reflect on accuracy of student predictions in group and individual settings

1. Predictive exercises

Predicted relevance to course material

How relevant is this experience to this course's learning outcomes?

Predicted outward impact

How and **who** will you impact, and how will you **prove** your predictions are true?

Predicted personal impact

How and who will you be impacted by, and how will you prove to yourself that you were impacted as predicted?

Predicted big picture impact

What is the big picture impact you anticipate making?

Predicted faith impact

How will your faith and this service opportunity impact one another?

EDLS 405 Diversity in the Classroom: C.H.A.M.P.

57.3%

Demonstrate initiative, maturity, positivity and dependability

50.5%

Demonstrate good working relationships with others

78.6%

Cross-cultural understanding and communication skills

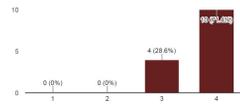
42.9%

Demonstrate good planning and organizational skills

44.2%

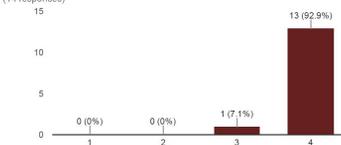
Demonstrate awareness of personal strengths and challenges

1. I feel that I made a positive contribution at my service site.



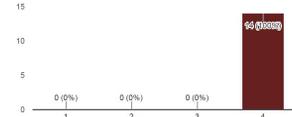
2. My learning in this specific course was enhanced by the service-learning project.

(14 responses)



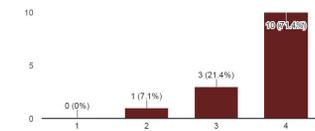
4. This service-learning experience helped me better understand the worth of all people.

(14 responses)



5. My desire to be involved in the community in the future has been deepened through this experience.

(14 responses)



Sample of questions included on the service-learning student evaluation.

Student Responses (BIOL 465, Fall 2017)

Academic: How was your learning supported by the service-learning project and/or the people you interacted with?

- ▶ *I was able to directly apply what I've learned in the classroom into our presentation. It was nice to relay the message to kids that aren't as familiar with the knowledge.*

Reciprocal: In what ways was your service beneficial to you and/or those you served?

- ▶ *I learned about the importance it is to be able to know and understand the health topics that we addressed. It was supportive to see/experience that some of the students were interested and had some background in the information. I think that those students appreciated being taught health related topics in an interactive way than being lectured about it.*

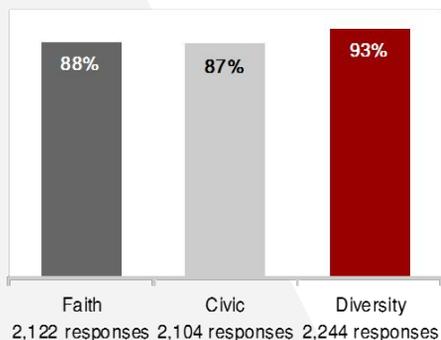
Making a Difference: How did this project encourage you to be a difference maker?

- ▶ *I want to be able to be an effective teacher to my patients. This taught me that sometimes you have to think outside of the box in order to gain attention and care from people who may not be as inclined to care.*

Open-ended questions on the service-learning student evaluation.

Service-Learning Student Responses

**Student Evaluation Responses:
Faith, Civic and Diversity Outcomes**



Employability: Service-learning provides excellent opportunities for students to develop skills and gain professional experience. In 2016-17 students were asked to indicate the **top five** traits from a list of 14 desirable qualities that potential employers have indicated they demonstrated in their service-learning experience.



5. Strategic Priorities & Goals

- advocate ● collaborate ● support ●



APU Strategic Priorities and CASL Goals

1

Enhance the university's ability to flourish & engage in an increasingly post-Christian culture.

- ▶ Provide a variety of interventions, resources, & assessment data to support faculty.
- ▶ Explore potential external platforms regarding faith & service-learning.

2

Deliver academic & co-curricular programs with continued excellence, while increasing attention to affordability, accessibility, & innovation.

- ▶ Revise faculty survey.
- ▶ Update materials & process for creating a new service-learning course.
- ▶ Campus collaboration to support students.
- ▶ Ensure quality service-learning placements.
- ▶ Offer at least 1 service-learning course in every undergrad dept by F2019.
- ▶ Expand beyond traditional UG.

3

Grow total student headcount to 19,500 by 2022 to strengthen our Christ-centered mission and fiscal viability.

- ▶ Develop on-campus partnerships to assess student retention rates & support recruitment in regard to service-learning experiences.

APU Strategic Priorities and CASL Goals

4

Cultivate a Christ-centered, inclusive institutional culture that intentionally values people, diversity, & mutual understanding.

- ▶ Carnegie Community Engagement Classification.
- ▶ Highlight service-learning experiences & their relation to valuing people & diversity.
- ▶ Cultivate a departmental team of dynamic, equipped, innovative, & committed advocates.

5

Strengthen the financial health of the institution to accomplish our mission.

- ▶ Seek additional funding for service-learning programs & development through external grants & donors.

6

Advance the physical & virtual infrastructure to execute our mission & support our growth goals.

- ▶ Update physical space to ensure professionalism that invites & expects Christ-honoring excellence.
- ▶ Continue to make advances in virtual resources.
- ▶ Develop plan for online database.



Questions?

Michelle LaPorte, Director of the Center for Academic Service-Learning
(mlaporte@apu.edu)