

COMMUNITY SERVICE LEARNING BASICS

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TOPICS

- What is CSL
 - Why is CSL effective
 - Components for successful CSL projects
 - CSL at MRU
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WHAT IS CSL?

- A credit based course providing students with a hands-on learning opportunity employing academic models
- Students participate in a mutually identified service activity that will benefit the community in a tangible way – results (report or presentation) often provided to the community partner
- Students will reflect upon the CSL activity to gain deeper understanding of the course content, a broader appreciation of the discipline, and typically experience an enhanced sense of self-awareness and personal values, and civic responsibility
- They address complex problems in complex settings rather than simplified problems in isolation.
- They offer opportunities to engage in complex problem-solving within the specific context of their service-learning activity and community challenges. As a result, CSL offers promotes skills associated with teamwork and community involvement and citizenship

CSL is a form of high-impact experiential learning: it is not:

- **An episodic volunteer program**
- **One-sided: benefiting only students or only the community**
- **Co-op: CSL provides exposure to partner environments, however it is not just 'working' in a job environment**
- **A paid activity – it is course based.**

CSL IS NOT

WHY SHOULD WE CARE?

CSL provides significant learning opportunities for students

- Govekar and Rishi (2007) have reported an enhanced ability to respond to change, better teamwork, an increased awareness of diversity, and improved critical and creative thinking
- Enhanced personal growth, self-esteem, the greater development of personal responsibility (Eyler & Giles 1999),
- Leadership, communication, and interpersonal skills (Lester, Tomkovick, Wells, Flunker, & Kickul, 2005),
- Students involved in CSL projects learn to respect disadvantaged persons, and overcome social barriers to not only identify with those in impoverished conditions, but also to become proponents of change, facilitating community development (Dana, Murphy & Callaghan, 2010).

DOES IT MATTER TO US?

CSL fits the MRU mandate for community engagement, and the broader vision of ethical graduates who are engaged in the local and global community

- CSL has been widely recognized as a teaching methodology that facilitates civic responsibility and heightened ethical behavior, as well as technical skills (Govekar & Govekar 2008).
- de Janasz and Whiting (2009) argue that traditional skill-set-focused curriculum is inadequate and that teaching pedagogy must be modified to enable students to adapt quickly within a moral framework. The complex and unanticipated global change necessitates the adoption of a holistic approach to education where adaptability, moral behavior, and global awareness is emphasized: CSL provides a pedagogy that facilitates an holistic learning experience.

CSL IS AN AGENCY OF CHANGE

The role of CSL as an agent for social justice has been explored with researchers suggesting that students who become engaged in their community internalize a personal identification with those they serve, and are more likely to become politically and socially active.

- Students involved in CSL projects will learn to respect disadvantaged persons, and overcome social barriers to not only identify with those in impoverished conditions, but also to become proponents of change, facilitating community development (Dana, Murphy & Callaghan, 2010).
- Robert Rhoads called for academic institutions to assume responsibility for healthier communities to address the struggle for community which he perceives as the central challenge of modern life (Rhoads, 1997). He argues that CSL breaks down ethnic, cultural, racial, religious and geographic barriers, and promotes the development of graduates who cares, and who will thereby commit to building a just and equitable society.

WHAT IS A SUCCESSFUL CSL EXPERIENCE?

- The project contributes to the sustainability of an organization or community while providing challenging and transformational learning experiences for students :
- Students address a real sustainability challenge for a community or business,
- Students have an opportunity to apply the concepts and methods learned in the classroom,
- The process is monitored by the professor in collaboration with community partners to develop a theoretically sound and socially robust solution,
- Students are challenged to produce a workable solution, and they gain an understanding of their impact on their community partner, and the broader world.
- The process would entail a self-reflective exercise by which their articulation of the concepts and methods applied within the CSL process may be synthesized, creating practical competencies and adaptability behaviors.

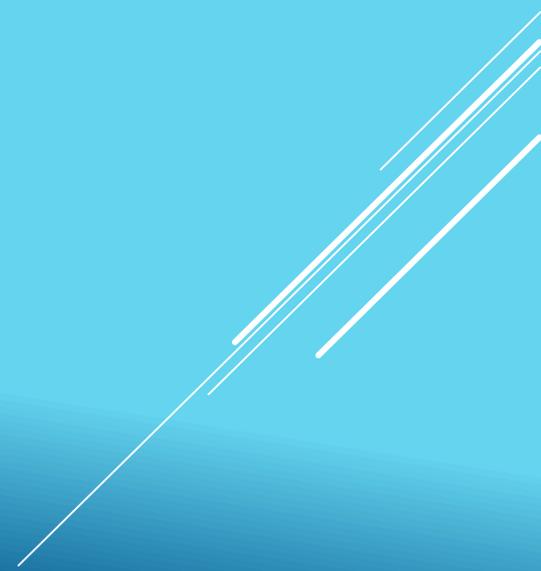
- ▶ In an effort to recognize student engagement MRU developed a CSL Citation in 2013 that is recorded on the co-curricular record in student transcripts. The Citation demonstrates that a student has significantly integrated CSL into their postsecondary education by completing three courses that employ CSL curriculum, for a minimum of nine credits.
- ▶ During the 2016-2017 academic year 2,500 students will commit over 300,000 hours with 475 community partners in more than 40 CSL designated courses (some courses have up to 16 sections and 400 students during the typical academic year). Approximately 400 students will receive the CSL Citation when they graduate in June 2017.

MRU SUPPORTS CSL

THE CSL CITATION

- Students will be awarded the CSL Citation once they have completed three designated courses
- All students in Nursing, Child Studies, Public Relations, and Information Design will automatically get the Citation – they do not need to fill out a form to register
- Students in other programs can declare their intent to get the Citation. A complete list of designated courses and the form for students is available on the MRU CSL site, in the student section, where they can click on the form:
<https://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/TeachingLearning/Departments/AcademicDevelopmentCentre/CSLearning/Students/index.htm>
- When students complete the three designated courses they will be awarded the Citation and it will appear on their transcript and mruGradU8 audit

SOME EXAMPLES FROM MRU

The image features a solid blue background with a gradient that is lighter at the top and darker at the bottom. In the bottom right corner, there are several white, parallel diagonal lines of varying lengths, creating a sense of motion or a modern design element.

BIOLOGY 4299 – DIRECTED READINGS: TRANSBOUNDARY CONSERVATION

- ▶ Students must participate in two mandatory field trips (they will be meeting the community partner at the first field trip in Missoula, MT and will work on the project at the second field in Waterton Lakes National Park). Each field trip is 4 days in length. Students will also engage in online discussion groups with a parallel U Montana class and work in groups that mix and match students from both universities. Group meetings at MRU will be scheduled every two weeks. Students will also need to do independent library research. It is estimated that students allocate an average of 9-12 hours per week for this course.
- ▶ For the 2015 fall class students will assist the community partner (Crown region and the goals of the Crown Roundtable) by leading breakout sessions at the upcoming conference they will be attending, and these sessions could direct the project.
- ▶ Time per student 80 to 100 hours, worth 60% of grade

1. Demonstrate a conceptual & critical understanding of the various elements of the Canadian criminal justice system;
2. Synthesize an understanding of the Canadian criminal justice system within the social, cultural and practical context of Rankin Inlet, Nunavut;
3. Evaluate the Canadian criminal justice system's process and effectiveness in Rankin Inlet;
4. Demonstrate that working within any criminal justice system requires dignity, respect, empathy, compassion, creativity, flexibility, energy and openness when dealing with all types of individuals
5. Complete a community service activity that involves a community partner, and which is directed by research methodology including its design, plan and delivery (i.e. program evaluation; case study; best practice models).
6. Complete a community service activity that involves a community partner, which is not directed by a research methodology (i.e., paint walls, organize storage, create a database for inventory etc.).

The project will take place in Rankin Inlet with work prior, during and after trip. Activities and projects are shared with the community partners.

Time per student 110 hours, worth 90% of course

CRJS 2011 COMPARATIVE CRIMINAL JUSTICE SYSTEMS

NURSING 3124: PROFESSIONAL PRACTICE IN CHILD HEALTH

- ▶ The CSL project will support Healthy School initiatives with Prince Jonah Kuhio Elementary School (PJK). In collaboration with Principal Evelyn Hao and the school community, the project will focus on activities and outcomes related to national goals, including the US Healthy School Challenge, and CDC School Health.
- ▶ *PJK is largely populated with high-rise and walkup apartment dwellers, with a smattering of single family house owners Kuhio also has a cross-section of socio-economic groups, from solid middle class to poverty levels."*
- ▶ We will have 2 half days (8h total) at Kokua Kailihi Valley (KKV) Comprehensive Health Care Centre with hands-on experience working with local Hawaiian and immigrant families at Ho'olou 'Aina community land-based health program. Student participants will participate in a mandatory preparation (12 hours) and debrief with the cohort.
- ▶ Hour requirement 56 to 72, worth 60% of grade.

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QUESTIONS

