

Service-Learning Community Partner Workshop
Miami Dade College
Agenda



Registration and Lunch	11:30AM - Noon
1. Welcome and Introductions	
2. Rationale for Service-Learning	
3. The Role of Community Sites/Community Partners in Higher Education and Democracy	Open Discussion
4. Reflection <ul style="list-style-type: none"> • Learning and reflection • The community partner role • Utilizing reflection activities 	Open Discussion
5. Challenges and Solutions	Open Discussion
6. Student and Faculty Perspective on Service-Learning	Student Ambassadors Faculty Members
7. The Community Partner Perspective	Community Partner
8. Florida International University	
9. The Student/Community Partner Handbooks	
10. Liability and Service-Learning	
11. Neighborhood Clean-Up Case Study	Group Discussion
12. Action Plan - The next steps	
13. Wrap-up, Community Partner Descriptions, Announcements and Evaluations	3:00PM

Thank you for coming! ☺

Service-Learning Community Partner Workshop
Miami Dade College
12:00PM - 3:00PM
Miami Dade College
Agenda



Notes:

- Set aside a table at registration area for community partner representatives to put their brochures, business cards, etc.
- Since the workshop is highly interactive, a lapel mic is used for the speaker and a portable for the participants.

Folders contain the following information:

- Service-Learning Community Partner Workshop Agenda
- Community Partner Service-Learning Handbook
- Letter of Understanding
- MDC Service-Learning Student Handbook
- Why Service-Learning—What's the point?
- Service-learning Community Partner Action Plan
- "Double-Dipping" Case Study - Understanding Service-learning
- Reflection Activities
- Turning Challenges into Solutions
- Service-learning Community Partner Workshop Evaluation
- Two pages for Notes

Sign-in and Registration

Several copies of the RSVP list are made so that registration is facilitated by merely checking off the individuals who attended. It is essential to sign in EACH person, not just the community partner, as this is needed for thank you notes, etc. Community partner descriptions (which are alphabetized) are also distributed at registration.

Welcome, enjoy lunch and network!

After a brief welcome and announcements (pagers, restrooms, etc.), participants are encouraged to eat lunch by engaging in the opening exercise. Each table contains cards with the following networking exercise:

1. During lunch, introduce yourself to each person at the table with:

- Your name
- Your agency and its primary responsibility
- How long you've been there
- Where you worked before
- Answer the following:
 "You have been given an opportunity to travel into the future to see how the world will change in the next 25 years. What changes in particular interest you the most?"

Review goals of the workshop:

- Understand service-learning and how it differs from volunteerism
- Define the role of reflection in service-learning
- Identify ways to strengthen civic skills in service-learners
- Use this as a networking opportunity
- Enhance MDC-agency partnership

2. Rationale for Service-learning

A brief overview of service-learning ensues using PowerPoint after soliciting as much information from the participants as possible.

- "How many of you know what service-learning is?"
- "What distinguishes service from service-learning?"
- "What are benefits of service-learning to students and your organization?"

The "Double Dipping" case study ([Appendix I](#)) is used to illustrate the essence of service-learning.

- Participants discuss in small groups how they believe this study should be resolved.
- Discuss in large group. Participants realize that if they can understand this concept, they full understand service-learning.

3. "The Role of Agencies in Higher Education" and "What roles do agencies play in Democracy" are discussed. Astin quote is used on PowerPoint ([Appendix II](#)).

4. Reflection

A discussion of what reflection is, how it is used in the classroom, and the role of the community partner in this process is important in connecting the learning with the service-learning experience. The participants are asked to work in groups and decide on a few ideas about how to use reflection at their agency. These are shared with the large group and listed on poster paper. Additionally, "Reflection and the Role of the Agency" ([Appendix III](#)) is the handout used to illustrate several additional reflection techniques that can be used.

5. Challenges and Solutions - Appendix IV

The sheet "Turning Challenges into Solutions" is used for this participatory exercise. Each person writes his/her name on the sheet and a challenge they face in their agency. The sheet is passed around the table and everyone writes the first solution that comes to mind. It is done fast and there is no encouragement to labor on determining the best or most creative idea. At the conclusion, when the sheet is returned to the "owner," several workable solutions should have been noted.

6. Student Panel - Experiences with Service-Learning

Each student provides a brief and distinct perspective of their service-learning experience, focusing especially on what students want/expect, problems that occur and how to avoid them, and the impact service has had on their lives.

Faculty Panel - Experiences with Service-Learning

A couple of faculty are invited to share an overview of their service-learning experience and the importance of their partnership with the community partners.

7. Community Partner Perspective - Experiences with Service-Learning

One representative is invited to share an overview of their agency's perspective on service-learning and their relationship with the students, faculty, and the college.

8. Florida International University

A representative from FIU and/or other surrounding colleges/universities are invited to share thoughts on their program. They are also encouraged to bring their community partners.

9. The Student/Community Partner Handbook

After a brief overview of the Student Handbook ([Appendix V](#)), pages 8 (Agency/Student Agreement), 9 (Time sheet), and 10 (Agency Evaluation) are discussed in detail, with particular emphasis on the agreement. This page is placed on the overhead so the participants understand the details and the importance of completing this with the student at the initial appointment. It is essential that both the community partner coordinator and the student understand their responsibilities and obligations during the service-learning tenure at the outset. Emphasis should also be placed on finalizing the student assignments, that is providing closure for their service-learning project, particularly if mentoring/tutoring is involved.

The "Letter of Understanding" (page 12) in the Community Partner Handbook (**Appendix VI**) is discussed in detail as well as "Practical Tips for Agency Success" (page 7). Overheads are once again used with these two pages to emphasize importance.

The following questions are provided as background information that may be raised with the community partner representatives:

- I. WHAT KIND OF ORIENTATION/TRAINING IS PROVIDED? Is it structured? Comprehensive? Well organized? Are written materials provided? Will students understand the agency's mission and how their service-learning assignment will contribute to that mission? Will student feel welcome and appreciated?
- II. TYPE AND QUALITY OF SUPERVISION: Will students feel comfortable and be encouraged to talk/share issues and problems with the agency supervisor? Will other workers/staff understand the student's role? Will they be friendly and help the students feel comfortable? Does the supervisor view him or herself as a "partner in education"?
- III. RECOGNITION: What will the agency do to show appreciation & recognition to the student?
- IV. OVERALL EXPERIENCE: Will the students be challenged to learn and grow from the experience? Will the experience strengthen the students' commitment to service and community involvement? Will the students gain a better understanding of the relationship between service and citizenship?

Community partners are provided with suggestions for key questions that they should be asking the service-learners:

- Why do you want to do your service here?
- What class are you doing this for?
- May I see your syllabus?
- Why did you choose this option?

10. Liability - Appendix VII

The purpose of the liability discussion is to merely raise consciousness about this important topic. We emphasize that we are not trying to raise alarm or serve as lawyers with all the answers, but it is essential to have the community partners understand their role with regard to insurance and ensuring a safe environment for our students.

A short conversation about liability begins with an overview of the Nova University case followed by defining negligence and how all stakeholders play a part in minimizing risk.

11. Case Study - Appendix VIII

- The "Neighborhood Clean-up" case study is used to demonstrate how an agency can best prepare for events and/or their students when they arrive for their assignments.
 - Again, participants discuss in small groups resolutions from the agency perspective followed by a large group interaction.
 - In the interest of time, the faculty, CCI and student role are merely mentioned.

12. Action Plan - The next steps - Appendix IX

- Have participants work in small groups (3-4) on the Community Partner Action Plan (orientation/training, on-going support, etc.). They should discuss each question and write down their ideas. Reconvene the large group and allow people/groups to share their ideas. This serves as a review of best practices (Emphasize that this document is for them to take with them and utilize. Some invariably leave it behind for our reference.).

13. Wrap-up, Agency Descriptions and Evaluations

Participants are asked to complete the evaluations (Appendix X) and leave them on their tables so the workshop can be improved for the future. In addition, agency description changes are to be left on the table so the list can be finalized. These two points were stressed as important documents.

Announcement: Volunteer Fairs

There is an elaboration of thank you's, acknowledgements, continuing of partnership, etc.

Conclude with quote from Wingspread Group Report on Higher Education:

"We challenge you to assure that the next year's entering students will graduate as individuals of character more sensitive to the needs of community, more competent to contribute to society, and more civil in habits of thought, speech, and action."



Reflection and the Role of the Agency Miami Dade College

APPENDIX III

- 1) Think about your agency's mission statement. How can you use it as a teaching tool for the students? How can it enhance their experience at your agency?
- 2) Learning Objectives - work with students to set objectives related to their learning. Have them put several objectives in writing and help them develop a plan to meet these objectives (Ask them what they want to learn...about the agency, about the clients, about the profession, about the work you do, about connections with their MDC course, etc..)
- 3) Gather articles about your agency/your clients/the societal problem you address. Give the students one of these articles and ask them to read it and discuss it with you the following week.
- 4) Exit Interviews - design an exit interview questionnaire and administer it to students before they leave your agency to elicit their feedback. (What did you like best about your experience here? What recommendations do you have for us? How can we improve our program? Are you willing to continue to serve with us in the future? What was the most important thing you learned? Etc...)
- 5) "Mini-research project" - Ask students to find and read a short article related to their service project (Internet, magazine, etc.). Ask them to bring it in and then discuss it with you.
- 6) Weekly or bi-weekly "processing" meetings: meet with your students regularly to process their service experience with them. E.g., "What have you learned? What has surprised you? What can we do to reduce "homelessness/environmental contamination/fraud against the elderly (your issue)" in our society? As you move on with your life, how can you use the information you are learning here?"
- 7) Weekly/Bi-Weekly Writing Assignments - every week or two weeks give the students a question to answer. Ask them to write a one-page response and turn it in. E.g. "What can we do to improve society to the point that the work our agency does is no longer necessary? How can we get more people involved as volunteers with our agency? What are the most important things you are learning from this experience? What were your expectations before starting with us...how have these changed as a result of your experience?"
- 8) Critical Thinking Questions - give students a list of questions that challenge them to explore and think critically about your agency and the issues it addresses. Ask them to find answers to these questions during the course of their service and then process what they discover with them periodically. (Why does this problem exist [homelessness, children who can't read, etc..] ... interview at least two staff members to get their opinions? How can society reduce the incidence of this problem? Interview a staff member and ask them why they work in this field. Make a list of all the different types of jobs that exist at this agency and the skills and education required. Etc...).

Turning Challenges into Solutions

APPENDIX IV

Name: _____

A Challenge we have encountered at our agency is:

Solutions are:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Student Checklist Service-Learning

APPENDIX V

- ✓ Read Student Handbook
- ✓ Review “Placement List”
- ✓ Call agency to set up appointment
- ✓ Complete “Service-learning Application” - page 7 of handbook
 - Double-check to ensure that all spaces in the top portion are completed:
 - Instructor’s name
 - Name of course
 - Class meeting day/time
 - Hours required
- ✓ Complete “Service-learning Placement Confirmation Agreement” – page 8 with supervisor
- ✓ Submit application and agreement (pages 7 & 8) to professor or CCI
- ✓ Keep track of hours, “Service-learning Hour Report” – page 9
- ✓ Have supervisor complete “Agency Evaluation of Student” – page 10
- ✓ Submit hours and agency evaluation (pages 9 & 10) to professor/CCI
- ✓ Submit “Student Satisfaction Questionnaire” (pages 11& 12) to professor or CCI

Deadlines:

- Application (page 7) / Placement Confirmation (page 8) due: _____
- Time sheet (page 9) / Agency Evaluation (page 10) due: _____
- “Student Satisfaction Questionnaire” (pages 11 & 12) due: _____
- Instructor assignments(journals, class presentations, etc.) due: _____

For additional information, contact:
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Center for Community Involvement
Room 6219-15
(305) 237-0859
(305) 237-2843 (Fax)
ohanauer@mdc.edu
www.mdc.edu/cci

MDC SERVICE-LEARNING

STUDENT HANDBOOK

A guide to making the most out of your service-learning experience.



"I believe every student at MDC should participate in service-learning."

Miami-Dade College Student



"If you want to lift yourself up, lift up someone else."

Booker T. Washington

Take a moment to consider the following:

1. What is the best way to learn and remember something?

2. How can you get the most out of this class and make a difference in the community at the same time?

3. Are you interested in:

- ☞ Exploring your intended major or career?**
- ☞ Gaining invaluable job experience?**
- ☞ Building your resume?**
- ☞ Helping make a difference in the community?**
- ☞ Learning things that will make you a more successful person?**

4. What does civic responsibility mean to you?

READ THIS HANDBOOK FOR ANSWERS TO ALL THESE QUESTIONS!

INTRODUCTION

Welcome to service-learning at MDC. Service-learning is about helping you grow and develop, while at the same time helping meet important community needs. Although we realize that your service-learning project will require a great deal of effort, and even sacrifice on your part, we can almost guarantee that you are about to embark upon an experience that will make a major contribution to your learning and personal growth. You will be joining thousands of college and university students all over the United States who are involved in service projects designed to enhance classroom learning, foster civic responsibility, and meet community needs. On behalf of Miami-Dade College, the Center for Community Involvement, and the agencies you will be assisting, we extend our appreciation and gratitude.

Please be certain to review this Handbook carefully as it will guide you through the experience, as well as provide you with answers to frequently asked questions. It also includes all the forms you need to successfully complete your service-learning project.

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1 TAKE A MOMENT TO CONSIDER
2 INTRODUCTION
3 WHAT IS SERVICE-LEARNING?
4 HOW DO I GET STARTED?
5 KEYS TO SUCCESS
6 DID YOU KNOW? & BENEFITS OF SERVICE-LEARNING

DUE DATE*

7 SERVICE-LEARNING APPLICATION _____
8 PLACEMENT CONFIRMATION AGREEMENT ... _____
9 HOUR REPORT FORM _____
10 AGENCY EVALUATION OF STUDENT _____
11-12..... STUDENT SATISFACTION QUESTIONNAIRE... _____

(Instructor Assignments: Journal, Class Presentation, etc.*, _____)

***Ask your instructor for these deadlines**

"I was taught that . . . service is the rent each of us pays for living--the very purpose of life and not something you do in your spare time or after you have reached your personal goals."

-Marian Wright Edelman, Director, Children's Defense Fund

WHAT IS SERVICE-LEARNING?

Service-learning is defined as any program in which students learn and develop through thoughtfully organized service experiences that meet real community needs.

WHY USE SERVICE-LEARNING?

- ☞ **ACTIVE LEARNING** -- The best way to learn is through active participation.
- ☞ **PERSONAL GROWTH AND DEVELOPMENT** -- One of the best ways to help yourself, is to help someone else. Through service, you will gain skills that will help you for the rest of your life.
- ☞ **MEETING COMMUNITY NEEDS** -- Do you think we can rely on government to solve all our problems? Each one of us must do our part to help make our community better.
- ☞ **CIVIC RESPONSIBILITY** -- Our country was founded on an ethic of service. The health of our democracy depends on service and community involvement. Working toward the common good is something we must all practice.

MDC Student Voices

“I have never done any volunteer work before, but this experience was the most interesting and valuable of my life.”

“I’ve volunteered before, but this time I’ve been able to put into practice what I’ve learned in the classroom--making the classroom more interesting and fun.”

“Service-learning helped me in many ways to stay in college and meet my goals in life.”

HOW DO I GET STARTED?

1. TALK TO YOUR PROFESSOR

- ❶ What are the deadlines?
- ❷ How many hours are required?
- ❸ What else is involved (journals, class presentations, class discussions, reading assignments, etc.)?
- ❹ Which agencies are approved for this class (your service experience must be related to your class)?

2. CHOOSE A PLACEMENT FROM THE LIST OF APPROVED SERVICE-LEARNING SITES*

- ❶ Review the list of service-learning sites given to you in class. Carefully read all the information about agencies you are interested in--including “minimum requirements” and “hours needed.”
- ❷ **Complete the “Service-Learning Application”--page 7 of this handbook.** (Turn this in to your instructor after you have confirmed your placement.)

(*You must choose a placement from the MDC list of “approved sites.” Students are highly discouraged from choosing their own placements. Requests will be reviewed on a case-by-case basis and must be approved, in advance, by your instructor and the Center for Community Involvement.)

3. CALL THE AGENCY CONTACT PERSON AND ARRANGE AN INTERVIEW AND ORIENTATION

- ❶ Identify yourself as an MDC service-learning student and clarify any questions you may have.
- ❷ Take the “Service-Learning Placement Confirmation Agreement”--page 8--with you to your interview/orientation and complete it with your supervisor.
- ❸ **Turn in the Confirmation Agreement to your professor by the deadline in order to be eligible for service-learning credit!**
- ❹ Start as soon as possible.

4. SHOW UP AT YOUR SCHEDULED TIMES, KEEP TRACK OF YOUR HOURS, AND COMMUNICATE REGULARLY WITH YOUR SUPERVISOR

- ❶ Use the “Service-Learning Hour Report” (page 9 of the handbook) to keep track of your hours. Turn this in to your instructor by the deadline to be eligible for service-learning credit.
- ❷ Have your supervisor complete the “Agency Evaluation Of Student” on page 10 (back of hour form). Turn this in to your instructor.

KEYS TO SUCCESS

BE PROACTIVE

- ❑ Start your service early in the term to obtain the maximum benefit from your experience.
- ❑ Being proactive means taking charge of your own experience. By being responsible, you can make your experience one that is meaningful, positive, and allows you to learn and grow.
- ❑ If you are bored, feel like you aren't doing something worthwhile, or are in any way dissatisfied--TALK TO YOUR SUPERVISOR OPENLY AND HONESTLY TO RESOLVE THE PROBLEM.
- ❑ Feel free to call the Center for Community Involvement for assistance, however, 99% of the issues you might face can be solved by simply speaking with your supervisor.

RESPONSIBILITY & COMMITMENT

- ☞ The Agency is counting on you...show them they can!
- ☞ Treat your service-learning assignment like a job:
 - ✓ Be prompt for your interview/orientation
 - ✓ Set up a schedule and stick to it
 - ✓ Call your supervisor ahead of time if you can't attend--and arrange to make up the missed hours
- ☞ As a service-learning student you are representing:
 - ⇒ Yourself ⇒ Your instructor ⇒ MDC ⇒ The entire service-learning program
- ☞ Service-learners should dress neatly, conservatively, and be well groomed.
- ☞ Service-learners are expected to display a professional attitude and refrain from unprofessional remarks about colleagues, students, or clients; maintain confidentiality regarding students or clients; and be courteous and respectful at all times.
- ☞ Keep this in mind and do a great job!
- ☞ If you drop the class or stop your service for any reason, please inform both the agency and the Center for Community Involvement
- ☞ If at any time you feel uncomfortable or unsafe, immediately let your supervisor, instructor, or campus director know.

DID YOU KNOW?

- The average American watches four hours of TV a day
- Americans are less likely to vote, serve on a PTA, or be involved with community groups than they were 30 years ago
- We tend to remember:
 - 10% of what we read
 - 20% of what we hear
 - 30% of what we see
 - ➔ **and 90% of what we both say and do!**
- Over 150 agencies in Miami-Dade County want your help!

PROVEN BENEFITS OF SERVICE-LEARNING

- ◆ Explore majors and careers that interest you
- ◆ Build your resume and gain valuable work experience
- ◆ Learn new skills
- ◆ Gain a better understanding of what you are learning in the classroom
- ◆ Improve your chances of getting a job
- ◆ Learn things that you'll never forget and that will benefit you for the rest of your life
- ◆ Improve your self-esteem and sense of personal satisfaction
- ◆ Meet new people, make new friends and contacts
- ◆ Contribute to our community



MDC Center for Community Involvement, 237-0859

SERVICE-LEARNING STUDENT APPLICATION

(To be completed by the student)

MDC Instructor's Name _____ Class Meeting Day/Time _____
Name of Course _____ Hours Required _____

Name (Please print) _____ Male/ Female (Please Circle)

Date _____ Student Number _____ Date of Birth* _____

Address _____

City _____ Zip Code _____ Telephone (Hm) _____ (Wk) _____

E-mail address: _____

Best time to reach you: _____

*(Students under 18 must complete a "Parental Consent" form before beginning their placement--available from the Center)

(for statistical purposes)

Ethnic Group:

_____ Black (not Hispanic origin); _____ Hispanic; _____ White (not Hispanic origin);

_____ Asian/Pacific Islander; _____ American Indian/Alaska Native; _____ Other

Important:

Both this form, and the "Service-Learning Placement Confirmation Agreement" on the back of this page, needs to be turned in to your instructor (or the Center for Community Involvement) by the deadline.



MDC Center for Community Involvement, 237-0859

SERVICE-LEARNING PLACEMENT CONFIRMATION AGREEMENT
(To be completed jointly by student and agency supervisor)

Dear Agency Supervisor,

On behalf of the MDC Center for Community Involvement we would like to thank you for entering into an educational partnership with our students. By accepting and supervising service-learners, you are helping these students join classroom theory with real-life experience. By encouraging and allowing these students to perform meaningful service, you are also contributing to education's mission of promoting civic responsibility. The critical role you play as a mentor and educator for our students cannot be underestimated. We appreciate your commitment to making our service-learners feel welcome and to ensuring that they have a productive and educational experience.

Name & Address of Agency _____

Telephone _____

Supervisor or Coordinator _____ Title _____

Describe the service-learning project, including expectations, requirements, and responsibilities

Days and hours to work _____ Total number of hours to be worked _____

Date student will begin _____ Date student will end _____

The student expects to gain the following kinds of learning from this experience:

The agency agrees to provide the student with orientation and training:

Yes ___ No ___ Approximate date _____

The agency agrees to provide the student with the following resources: (Check as applicable)

___ On-site supervisor ___ Space to work ___ Critique of student's work

___ Materials (please specify) _____ ___ Other (please specify)

I agree to, and will uphold, the terms of this placement.

Student's Signature _____ Date _____

Supervisor's Signature _____ Date _____

STUDENT SERVICE-LEARNING HOUR REPORT

Students please use this form to record the number of hours per week that you serve at the placement site. When you have completed your service-learning hours, please turn this report in to your instructor (or to the Center for Community Involvement).

Student Name _____ Phone _____

Number _____

Course _____ Class Meeting Day/Time _____

MDC Professor's

Name _____

Agency: _____ Supervisor's Name:- _____

Date	Time In	Time Out	Supervisor's Approval	Total Hours	Date	Time In	Time Out	Supervisor's Approval	Total/ Hours

Ending Date _____ Total Hours Completed _____

Supervisor's Signature _____

Supervisor's Phone# _____

Agency Evaluation Of Student

TO BE COMPLETED BY AGENCY SUPERVISOR

AGENCY SUPERVISOR: Please complete this evaluation of the service-learning student. Thank you for your cooperation!

SERVICE-LEARNING STUDENT: After your supervisor completes this form, please return it to your instructor, or to the Center for Community Involvement.

Student's Name: _____

Agency's Name: _____

On a scale of 0 to 4 ("4" representing the highest) please rate the service-learning student in the areas listed below by placing an "X" in the appropriate box.

	0	1	2	3	4
Attendance/Punctuality					
Attitude					
Quality of Work					
Initiative					
Overall Performance					

Comments: _____

Supervisor's Name: _____

Signature _____

Title: _____ Phone: _____ Date: _____

Service-Learning Student Satisfaction Questionnaire

Name(optional) _____ MDC Professor _____
 Course _____ Class Meeting Day/Time _____

Agency where service was completed: _____

1. How long have you been involved in service-learning?

First semester (1) Second semester (2) More than two semesters (3)

2. Were you satisfied with the help you received in choosing a service-learning placement?

Yes (1) No (2)

3. Did your service-learning experience have any effect on your career plans?

confirmed my career choice (1) made me think about a different career choice (2)
 changed my career choice (3) had no effect on my career choice (4)

**PLEASE RATE YOUR EXPERIENCE AT THE AGENCY SITE AT WHICH YOU PARTICIPATED
 (Mark only one per row):**

VS = Very Satisfied S = Satisfied D = Dissatisfied VD = Very Dissatisfied

<u>Questions</u>	(4) VS	(3) S	(2) D	(1) VD
4. Helpfulness of agency staff				
5. Adequate orientation and training				
6. Adequate supervision				
7. Meaningful tasks to perform				
8. Recognition of my efforts				

9. OVERALL, HOW WOULD YOU RATE YOUR EXPERIENCE AS A SERVICE-LEARNING STUDENT? (Mark only one)

excellent (4) good (3) fair (2) poor (1)

10. WOULD YOU RECOMMEND YOUR SERVICE-LEARNING EXPERIENCE TO ANY OF YOUR FRIENDS AND CLASSMATES? yes (1) no (2)

COMMENTS: _____

Please circle the response that matches your feeling to the statements below*:

11. The service I did through this class helped me to see how the subject matter I learned can be used in everyday life.

Strongly Agree Agree Disagree Strongly Disagree

12. I feel that the service I did through this class was not at all beneficial to the community.

Strongly Agree Agree Disagree Strongly Disagree

13. The service I did through this class helped me to better understand the lectures and readings required for this class.

Strongly Agree Agree Disagree Strongly Disagree

14. I feel I would have learned more from this class if there were more time spent in the classroom instead of doing service in the community.

Strongly Agree Agree Disagree Strongly Disagree

15. The idea of combining service to the community with college course work should be practiced in more classes at Miami-Dade College.

Strongly Agree Agree Disagree Strongly Disagree

16. I was already doing service in my community before taking this class.

Strongly Agree Agree Disagree Strongly Disagree

17. This class made me more interested in doing service in my community than I was before.

Strongly Agree Agree Disagree Strongly Disagree

18. I probably won't do community service of any kind once this class is finished.

Strongly Agree Agree Disagree Strongly Disagree

19. I learned a great deal about myself through my service activities.

Strongly Agree Agree Disagree Strongly Disagree

20. Some educators say that real learning means being able to integrate learning into your own behavior. With that definition, I feel that this class was very successful in helping me really learn.

Strongly Agree Agree Disagree Strongly Disagree

*(These 10 questions are from the Bennion Center at the University of Utah)

FINAL COMMENTS ABOUT YOUR SERVICE-LEARNING EXPERIENCE: _____

COMMUNITY PARTNER *SERVICE-LEARNING* *HANDBOOK* – APPENDIX VI

A Guide for Working with Student Service-Learners



Enhancing Classroom Learning

Fostering Civic Responsibility *Meeting Community Needs*

"I was taught that the world had a lot of problems; that I could struggle and change them; that intellectual and material gifts brought the privilege and responsibility of sharing with others less fortunate; and that service is the rent each of us pays for living--the very purpose of life and not something you do in your spare time or after you have reached your personal goals."

-Marian Wright Edelman Revised July 2004



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WHY THIS HANDBOOK?

Service-learning is receiving unprecedented recognition for its value to students, higher education, and community. Service-learning programs consist of four main roles: the student, the college instructor, the service-learning program staff, and the community. The importance of the community service site cannot be underestimated. In fact, successful service-learning is largely dependent on the level of partnership and collaboration between community partner and educational institution. This handbook is about understanding and developing this critical partnership. This requires a considerable commitment of time, resources, and effort on your part; however, the results for your agency/school, the service-learning students, and our community can be dramatic and transformational. Please review this handbook carefully as it is the first step in the process of becoming a service-learning partner and placement site.

WHAT IS SERVICE-LEARNING?

Service-learning is a teaching strategy that combines course-related service projects with guided reflection (processing the service experience) to 1) enrich and enhance student learning of course material, 2) help meet community needs, and 3) foster civic responsibility and a sense of caring for others.

GOALS:

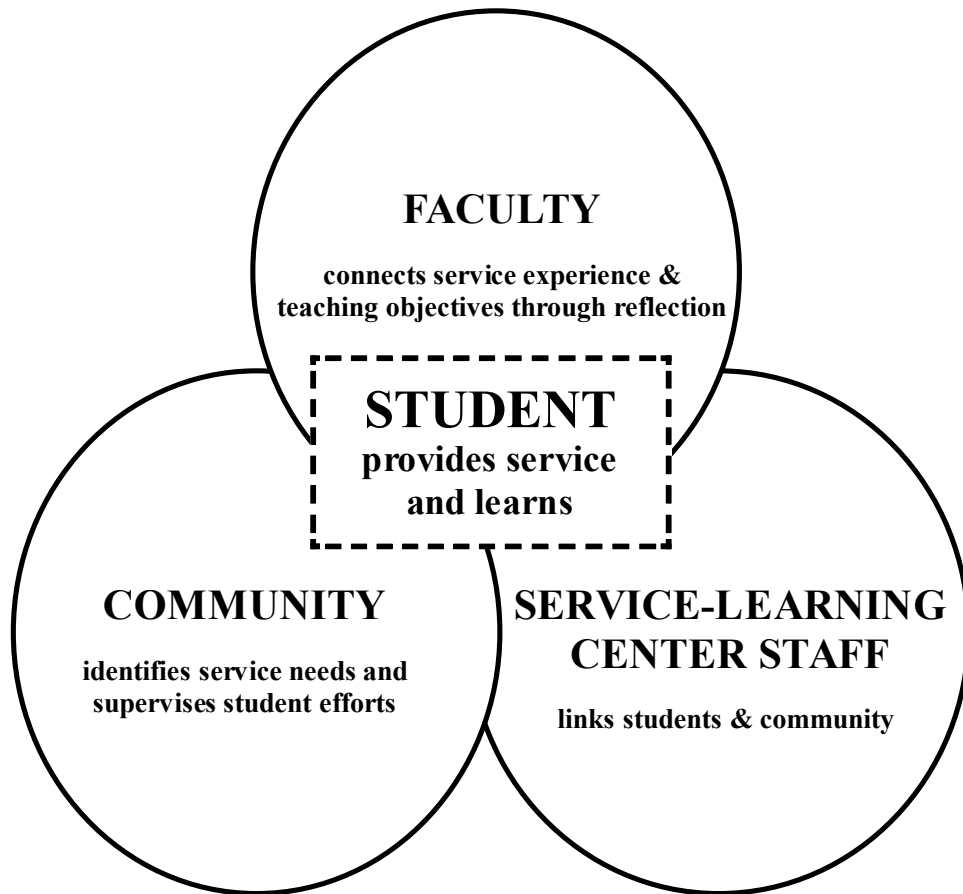
- Enhance Classroom Learning**
- Meet Community Needs**
- Foster Civic Responsibility and a Sense of Caring for Others**

Defining Characteristics of Service-Learning

- **THE COMBINATION OF FOCUSING ON MEETING COMMUNITY NEEDS, IDENTIFYING LEARNING OBJECTIVES, AND INTENTIONALLY REFLECTING ON WHAT IS BEING LEARNED MAKES SERVICE-LEARNING UNIQUE AND FUNDAMENTALLY DIFFERENT FROM COMMUNITY SERVICE, VOLUNTEERISM, AND EXPERIENTIAL EDUCATION.**
 - Community service helps meet community needs through volunteer efforts. Service-learning also meets those needs, but students use the service experience as a foundation to examine themselves, their society, and their future.
 - The goal of service-learning is to empower those being served and those who serve. This is not necessarily the goal of volunteerism, community service, or experiential education.
- Service-learning uses community service as the vehicle for students to reach their academic goals and objectives by integrating teaching objectives with community needs.
- Service-learning is based on a reciprocal relationship in which the service reinforces and strengthens the learning, and the learning reinforces and strengthens the service.
- Service-learning is integrated into the academic curriculum and provides structured opportunities for students to reflect critically on their experience through a mix of writing, reading, speaking, listening, and group discussions.
- Service-learning identifies and tracks specific learning objectives and goals.
- Service-learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities.
- Service-learning fosters a sense of caring for others and a commitment to civic responsibility.
- Service-learning gives academic credit for demonstrating learning achieved through the service, not just for putting in hours.

SERVICE-LEARNING ROLES

All Service-Learning Programs Are Composed Of The Following Roles



PRACTICAL TIPS FOR COMMUNITY PARTNER SUCCESS

1. REMEMBER, SERVICE-LEARNERS ARE STUDENTS, FIRST AND FOREMOST!

Supervisors must always keep in mind that not only do service-learning students want to help meet important community needs, but they are also using the experience as the basis for understanding their college course. Students are receiving academic credit for learning through their service efforts. Help students think about what the experience means to them, the organizational context, and overall societal issues and impacts.

2. PLAN AHEAD!

Clear, well thought-out service-learning placement descriptions outlining tasks, responsibilities, and skills needed must be prepared and given to the Center for Community Involvement and student. Often a fresh needs assessment with key staff will allow you to more effectively and creatively use service-learners within the framework of your agency/school. Are there tasks that you and your staff are now doing that could be divided up and given to one or several students? Is there a project that you've always wanted to do but never had the time to organize? Positions that carry some degree of responsibility and involve client contact are ideal.

3. BE AWARE THAT SOME STUDENTS MAY NOT MATCH YOUR NEEDS. BE SELECTIVE!

Although the Center for Community Involvement will refer student service-learning candidates to your agency/school, **the final selection will be made by you**. If a student's qualifications and/or motivations are not in harmony with your needs, it is your right and obligation to not accept this student.

4. ORIENT TRAIN SUPERVISE!

Students require carefully structured orientation to your agency/school, staff, and clients. This should answer such questions as "Where do I fit in? How do I get things done? What do I need to be aware of? What is expected of me? How do I get information/support if my supervisor is not available? What do I have to learn?" Introduce them to other staff, give them a tour of the facility, and make sure they feel comfortable and welcome. Students should also be familiarized with your mission and key community and societal issues facing your agency/school (i.e., "the bigger picture"--why you do what you do, and how the student can contribute to this end).

5. BE REALISTIC WITH YOUR TIME COMMITMENT EXPECTATIONS OF STUDENTS. THINK SEMESTER!

Remember that you will have to be aware of the semester schedule and adapt accordingly (offer training sessions during the early part of the semester and expect students for only 12-14 weeks at the most).

6. BE AN INVOLVED TEACHER AND MENTOR FOR OUR STUDENTS !

Throughout the assignment the supervisor should help the student interpret the experience and the relationship between what he/she is doing and the work of the agency/school and others. The student-supervisor relationship is one of the most significant parts of the student's experience and often determines the success of the placement. The supervisor is truly a partner in the student's education and should view him or herself as an "educator."

7. SAY THANKS!

Like everyone, students want to be welcomed and appreciated. This may take many forms from letters of recognition, to a thank you note, to a simple acknowledgment of a job well done. Students also need to see how their work is important to your agency/school's mission. Ask the students how they're doing and what can be improved upon.

8. TALK TO US Keep the Center for Community Involvement staff informed of any concerns, problems, successes, or other pertinent issues related to the placement and/or student. We are here to facilitate the entire process and ensure that all parties are satisfied.

STEPS TO BECOMING AN MDC SERVICE-LEARNING PLACEMENT SITE

SERVICE-LEARNING SITES SHOULD BE WILLING TO DO THE FOLLOWING:

1. Become familiar with this MDC Service-Learning Community Partner Handbook.
2. Arrange a site visit by a member of the Center for Community Involvement staff to discuss service-learning opportunities.
3. Attend a Community Partner Service-Learning Workshop.
4. Complete the *Letter Of Understanding* and return it to the Center for Community Involvement (see Page 12).
5. Prepare a “Service-Learning Opportunities Description” that includes your agency/school’s mission, specific service-learning opportunities and hours, orientation/training procedures, and any special conditions or requirements (see Center staff for a sample write-up).
6. Review the opportunities you have developed to **ensure that you have a plan in place to foster student learning at your agency/school** (how thorough is your orientation, are you providing any training, what type of “on-going support” do you offer to the student, do you meet regularly with the student to process and debrief the experience, what are you doing to recognize and say thank you to the student, etc.?)
7. Interview service-learning student candidates to clarify the responsibilities of the placement and to evaluate the students’ abilities and appropriateness with respect to these responsibilities. Ask them who their MDC instructor is and make a note of this (this will prove helpful if you have to call our office about a student).
8. Authorize the placement by signing the "Site Placement Confirmation Form" which will be brought in by the student. The student will then return this form to the Center as notification of your acceptance.
9. Provide the service-learning student with appropriate orientation, training, on-going supervision, and recognition.
10. Report any problems, concerns, or issues to the Center for Community Involvement:
 < Main office: 305-237-3848 (Fax: 305-237-7580)
11. Sign off on the student’s hour log and complete a brief evaluation of the student (the student will bring you both of these forms).

TURNING SERVICE INTO LEARNING – HELPING STUDENTS GET THE MOST OUT OF THEIR SERVICE EXPERIENCE!!

How Can I Really Help Students Learn at My Agency/School?

There are countless benefits that can result for students, community, and community partners when service-learning is successful. To name just a few, students learn the value of service and their ability to make a difference, classroom learning is enhanced, they become lifelong volunteers, and they are better prepared to lead lives of engaged, democratic citizenship. Agencies/Schools gain invaluable people-power, fresh ideas and energy, and client needs are met. Our communities gain a more involved, engaged citizenry who are more informed and more likely to work collaboratively to solve community problems.

However, we also know that community service in and of itself won't necessarily result in student learning or the benefits that we mentioned above. In fact, without conscious attention to the issues addressed and the learning strategies employed when engaging in service-learning, students merely engaging in service may come away as civically disengaged as they were when they started participating in service-learning. As John Dewey (1938) understood it, the "discipline of experience" by itself may even be "miseducative," and therefore must always be subjected "to the tests of intelligent development and direction."

Reflection – The Key to Helping Students Gain the Most from Their Service-Learning Experience

In order for your agency/school to most effectively foster student learning, reflection activities should be included in the service experience. Reflection means the process of thinking about what we do and processing it to draw meaning from our experiences. Reflection is an intentional endeavor to discover specific connections between something we do and the consequences which result. Reflection translates experiences into knowledge.

In your role as a community partner supervisor, it is essential that you help students reflect on their experiences – in short, help them think critically about what they are doing, why it is important, and what it means. The following page provides a few examples of how you can help students reflect.

REFLECTION – Continued

A Short List of Reflection Activities for Community Partner Supervisors

1. **Thorough Orientation** – make sure that your orientation is comprehensive and informs the student about your mission, your goals, and the work you do in the community, the organizational structure of the agency/school, etc. Talk to them about why they have chosen your agency/school? What interests them about it?, etc.
2. **Learning Objectives** – work with students to set objectives related to their learning. Have them put several objectives in writing and help them develop a plan to meet those objectives (what do they want to learn...about the agency/school, about the clients, about our community, about the profession, about the work you do, etc.).
3. **Regular “Processing” Meetings** – gather your students weekly or bi-weekly and ask them open-ended questions about their experience (What are you learning? What has surprised you? What is the most challenging thing that has happened and how did you handle it? What can we do to better serve our clients? Why do you think this problem (homelessness, etc) exists? How can you incorporate what you are learning into your everyday life?etc.
4. **Readings** – give your students a short article from time to time related to your agency/school, your clients, your community issue, and ask them to read it. Later on, gather them together and process it with them (What were your reactions to this article? Do you agree or disagree? What did you learn? How can you incorporate this into your everyday life? etc.,)
5. **Mini-Research Project** – ask students to find and read a short article related to the work your agency/school does (on the Internet, from a magazine, etc...), and then bring it in to discuss with you and the other students/staff/clients, etc.
6. **Critical Thinking Questions** – give students a list of questions that challenge them to explore and think critically about your agency/school and the issues it addresses. Ask them to find answers to these questions during the course of their service and process what they discover with them periodically. (Why does this problem exist [homelessness, children who can't read, etc.]...interview at least two staff members to get their opinions? What are the advantages and disadvantages of a career in this field? Make a list of all the different types of jobs that exist at this agency/school and the skills and education required. etc...).
7. Be creative...develop your own reflection exercises...!

KEY LOCATIONS AND PHONE NUMBERS

CENTER FOR COMMUNITY INVOLVEMENT

Main Office: Center for Community Involvement
300 NE 2nd Ave, Rm 1452
Miami, FL 33132

Phone: 305-237-3848 Fax: 305-237-7580

[www.mdc.edu /ccj](http://www.mdc.edu/ccj)

(Call the above number for information on each campus's service-learning coordinators)

MDC CENTER FOR COMMUNITY INVOLVEMENT

MANAGEMENT TEAM (as of 3/05)

Josh Young	Director--College-wide	237-7477	jyoung@mdc.edu
Ossie Hanauer	Director, Kendall Campus	237-0631	ohanauer@mdc.edu
Miriam del Campo	Faculty Coordinator, Kendall Campus	237-0956	mdelcamp@mdc.edu
Nicolle Hickey	Kendall Campus Coordinator	237-0859	nhickey@mdc.edu
Lauren Rose	Director, North Campus	237-8358	Lauren.Rose@mdc.edu
Diane Sloan	Faculty Coordinator, North Campus	237-1869	dsloan@mdc.edu
Jonquila Williams	North Campus Coordinator	237-8380	jwillia1@mdc.edu
Tamica Ramos	Director, Wolfson Campus	237-3848	tramos@mdc.edu
Vanessa Hernandez	Wolfson Campus Coordinator	237-3848	vhernan1@mdc.edu
Carlos Gonzalez	Faculty Coordinator InterAmerican	237-6028	cgonzal3@mdc.edu
Alejandro Salinas	Faculty Coordinator InterAmerican	237-6358	asalinas@mdc.edu
David Johnson	Faculty Consultant/Advisor	237-2255	djohnson@mdc.edu
Sharon Johnson	Faculty Consultant/Advisor	237-2276	sjohnso1@mdc.edu

FACTS ABOUT MIAMI DADE COLLEGE

ENROLLMENT BY CAMPUS, 2003-2004 CREDIT AND NON-CREDIT STUDENTS:

North	49,716
Kendall	62,312
Wolfson	35,989
Medical Center	5,436
Homestead	7,834
InterAmerican	17,755

FACULTY: There are approximately 718 full-time, and more than 3,702 part-time faculty at MDC.

Fall Profile 2004, Enrolled Student Survey Fall 2004, College Fact Book:

- 31% of Miami Dade College students are between 21-25 years of age. Average age is 27.
- More than 66 percent attend on a part-time basis.
- Ethnic mix: 10% white non-Hispanic; 22% black non-Hispanic; 65% Hispanic; & 3% other.
- 62% are female, 38% are male.

LETTER OF UNDERSTANDING
(FOR PLACEMENT OF MDC SERVICE-LEARNING STUDENTS)

Dear Community Partner Supervisor:

On behalf of the Miami Dade College Center for Community Involvement, we would like to thank you for entering into a partnership with us to provide richer educational opportunities for our students. By accepting and supervising our service-learners, you are helping these students join classroom theory with real-life experience. Ultimately you are also contributing to education's mission of promoting civic responsibility.

As a community partner supervising Miami Dade College students involved in a service-learning project, you will ensure that these students are provided with the following:

- **Orientation, training, and supervision.**
- **An understanding that you screen and make the final decision as to which students will serve with your agency. Students who are not a suitable match should be referred back to Miami Dade College.**
- **A description of the skills needed to complete the assigned project.**
- **A clear description of the assigned service-learning project including expectations, requirements and responsibilities.**
- **A safe and appropriate working environment.**

The Center for Community Involvement at Miami Dade College will ensure that your agency/school is provided with the following:

- **Direct consultation for identifying appropriate tasks for students.**
- **Orientation for community partner supervisors regarding student needs and capabilities.**
- **Student candidates for service-learning placements.**
- **On-going follow-up and support regarding student developmental issues.**

If you wish to become a partner in education with Miami Dade College and agree to the listed provisions, complete the community partner information below and return it to: **MDC Center for Community Involvement, 300 NE 2nd Ave., Miami, FL 33132 (Ph: 305-237-3848/ Fax: 305-237-7580).**

Name of Agency/School _____

Address _____

Contact Person _____ Phone _____ E-mail: _____

Signature _____ **Date** _____
(Community Partner Representative)

MDC

Contact Person _____ Phone _____

Signature _____ **Date** _____
(MDC Service-Learning Coordinator)

SERVICE-LEARNING: ESSENTIAL ELEMENTS

RECIPROCITY: The service and learning must be worthwhile and valuable for both the student and the community. There must be reciprocity between the server and those served.

REFLECTION: Intentional, systematic reflection about the experience must take place in order to draw meaning and make connections between service and learning. Reflection within the context of the volunteer experience encourages introspection of other aspects of the student's life.

DEVELOPMENT: Service-learning occurs in different stages: beginning with serving, to enabling, to empowering; from observation, to experience, to leadership.

MEANINGFUL SERVICE: Service tasks need to be worthwhile and challenging in order to strengthen students' critical thinking.

DIVERSITY: A priority is placed on involving a broad cross-section of students working in diverse settings and with a diverse population within the community.

“Meaningful service is not about doing good to someone; it is about the dignity and growth of the giver and the receiver.”

Harry C. Silcox

STUDENT TESTIMONIALS

"Another great aspect about the program is that it doesn't only teach the children, but it also teaches the mentors as well. The program has taught me to become a responsible leader and backs up what I teach in class by modeling the way. Before I began to teach I would waste water incessantly, litter without care, put others down unconsciously (and sometimes consciously), and would pay little attention to safety. These are the exact opposites of the concepts which the program is attempting to instill. I did not want to become a hypocrite, so I've changed my ways..... For the past three months I've acted like a responsible leader and have been a contributing factor to the well being of future generations.... This experience will always be something that I treasure and that I'll never forget."

-Service-learning student with the EnviroMentor program

"I've volunteered before but this time I've been able to put into practice what I've learned in the classroom; making the classroom more interesting and fun."

-Service-learning student from the Kendall Campus

"There is nothing in the world that can compare to the deep sense of pride I feel when I leave there after a particularly productive day. I went into the school, originally, with high expectations but after seeing all the chaos and problems, I grew doubtful. Now that I've seen the difference that the kids and I make as a team, I'm ready to take on anything. I feel that I'm making a small difference in their futures and they're fulfilling a very big void in my life. I really need that sense of accomplishment almost as much as they do."

Service-learning student from the Medical Center Campus

"At first I looked at the syllabus with skepticism because of my earlier experiences with what was supposedly service-learning. I felt pressured into completing x number of hours which seemed to be the most important factor. Both the Listening Project and the Leadership class have since clarified and influenced me enough to change my perception of service-learning. Leadership class provided me with all the theory. The Listening Project afforded me the opportunity to put this classroom knowledge to work in the real world.... It has always been my firm belief that individuals should perform service to the community. At first it seemed like a one-sided affair, only the community benefited. I was wrong because at the same time I was helping the community, there were things that I learned that sitting in the classroom would not have taught me. It also reinforced my conviction that we should all invest in our community. The service experience definitely changed my opinion. It has enhanced my thinking and communicating skills, given me the opportunity to put what was taught to test, and it provided me with an awareness of some of the needs of the community. I sincerely recommend that everyone be given the opportunity to be exposed to service-learning and I am certain it would change the minds of many."

-Service-learning student from the Medical Center Campus

"When it is carefully planned, service-learning is a great success. It so easily intertwined class objectives with our service, that I often had to think to pry the two apart."

-Service-learning student from the Medical Center Campus

"I got to work with only one student the first day. He was obviously from a Latin American country and he did not speak much English. I had to use a lot of patience with him because he was getting frustrated. He finished all his assignments for that day, but by the time we were done I was ready to go home. At the end of class, the first thing he asked me was if I could work with him the next day. Tears came to my eyes, not only because I was touched by the gesture, but because I felt guilty. Guilty because at first the only reason I did it was because I had to, not really because I wanted to help. But this definitely changed my attitude from then on..... Most important of all, I learned a lot about the society we live in, and about myself as an individual. It contributed to my personal growth which was one of my goals as a volunteer."

-Service-learning student at Lindsey Hopkins Adult Education Center

PRINCIPLES OF GOOD PRACTICE

IN COMBINING SERVICE AND LEARNING*

The principles that follow are a statement of what we believe are essential components of good practice that should guide all service-learning programs.

1. An effective program engages people in responsible and challenging actions for the common good.
2. An effective program provides structured opportunities for people to reflect critically on their service experience.
3. An effective program articulates clear service and learning goals for everyone involved. From the outset of the project, participants and service recipients alike must have a clear sense of : (1) what is to be accomplished and (2) what is to be learned.
4. An effective program allows for those with needs to define those needs.
5. An effective program clarifies the responsibilities of each person and organization involved.
6. An effective program matches service providers and service needs through a process that recognizes changing circumstances.
7. An effective program expects genuine, active, and sustained organizational commitment.
8. An effective program includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. An effective program insures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
10. An effective program is committed to program participation by and with diverse populations.

* from the Wingspread Special Report (1989)

Community Partner Workshop

Reducing Liability – **APPENDIX VII**

- Nova University case overview
 - Nova University was found liable due to:
 - Knowing site was dangerous and sending students anyway;
 - Providing no other choice for the service experience.
 - Community partner settled out of court
 - Community partner was on notice as having duty to protect based on the series of criminal incidents that had occurred on or near the parking lot;
 - If community partner had a structure in place to protect, it could have been absolved of responsibility (security, lights, etc.).

- **Negligence:** failure to do what a reasonable and prudent person would ordinarily have done under the circumstances, or the doing of what a reasonable and prudent person would not have done under the circumstances. May be active or passive, meaning that the cause could be an action or a failure to act. Three elements (all of which must be proven to have legal action in negligence):
 - Duty to protect others
 - Failure to perform the duty
 - Injury or damage caused by the failure to perform

- Minimizing risk:
 - Community Partners:
 - Orient, supervise, and provide a safe working environment for the student;
 - Complete the “Service-Learning Placement Confirmation Agreement” (page 8 of Student Handbook) with the student and abide by the expectations, requirements, and responsibilities;
 - Discuss precautions; provide clear guidance on ways to reduce risk;
 - Make certain students have necessary skills to complete their service;
 - Set up a line of communication for students to report difficulties to their agency supervisor;
 - Read and understand the contents of the “Letter of Understanding” (page 12, *Community Partner Handbook*);
 - Ensure that students are instructed to let their supervisor and campus director know if they feel uncomfortable or unsafe at any time;
 - Understand that MDC provides community partners with student candidates. The ultimate decision on whether to accept a student or not rests with the community partner.

 - Faculty:
 - Include service-learning in the syllabus, with clear guidelines, and with connections to course learning objectives;
 - Provide choices for students with respect to their service-learning project.

- Center for Community Involvement (CCI):
 - Delivers class presentations detailing the service-learning program;
 - Provides handbooks with written guidelines for all participants – student, community partner, faculty;
 - Hosts bi-annual workshops for community partners;
 - Makes decisions about appropriate placements;
 - Offers flexibility and choice for students projects;
 - Hosts faculty workshops;
 - Ensures confidentiality of all student information.

- Discussion:

- What kinds of insurance do you have in place that covers volunteers?

- What measures are in place (could be in place) to reinforce safety and avoid negligence?

NOTE: Community partners are responsible for providing a safe working environment and for taking all necessary measures to reduce liability and avoid negligence.

Case Study – Service-learning – APPENDIX VIII

You are the service-learning coordinator at your college. In February you received a call from a representative of the Great American Cleanup, Inc. He explains that his group, sponsored by the **Keep America Beautiful Foundation**, in partnership with city government, and the Weed and Seed Program are organizing a major cleanup, beautification, and community improvement program in Liberty City, one of your city's most impoverished areas. He asks the college to become a partner and help recruit 70 volunteers. You make a recruitment flyer and get it to all your service-learning faculty members.

Environmental Studies Professor Don Jones sees the flyer and posts it in his class as an option for students. He decides to give any students who participate extra credit if they go to the cleanup, get someone there to sign off on their hours, and write a half page about what they did and what they learned.

One of Professor Jones' best students, Hector Sanchez, decided to help out because he believes in "keeping the environment clean." He called the RSVP number at the service-learning office on your campus and was told to "just show up." When he got there Saturday morning he couldn't tell who was in charge. He found a table inside with two college students where he signed in. When he asked what to do they told him to "go outside." Although there were many people there, he didn't know any of them and it was unclear what to do. He saw some people laying mulch so he tried to help there, until someone shouted to him, "Hey, come with us to pick up trash." He spent several hours picking up little pieces of trash. He saw people working on a vegetable garden but there were already more than enough people to help so he didn't bother going there. He saw a person dressed like superman with trash stuck all over him and the words "Great American Cleanup Person" on his chest. He wondered why he was there, but then moved on. When his group finished picking up trash he went back to the center to get the lunch that was provided. He ate by himself, and left.

After the event, the Great American representative wrote a letter to your president thanking her for the college's outstanding contribution to the project and saying "This event brought together 160 volunteers who worked hand in hand with local residents to pick up 400 bags of trash, plants two large vegetable gardens, landscape several community centers, and help a neighborhood association clean up an illegal dump. By all accounts this was a very successful event..."

The next day Professor Jones came to see you. He said his best student, Hector Sanchez, went to volunteer at the event and was very disappointed. Professor Jones said that it "was a waste of time and wasn't well organized, and that Hector was very disappointed and felt he didn't learn or contribute anything."

Your Task: Critique this case study from the standpoint of reflection. What could the project organizers have done to make this a learning experience for Hector? If time permits, evaluate this question from the perspective of the 1) faculty member and 2) the service-learning center staff.

SERVICE-LEARNING AGENCY ACTION PLAN - APPENDIX IX (for use in last part of workshop)

Please discuss what your agency does or will do in each of the following categories to ensure that the service-learning partnership is as successful as possible. Write down ideas that you want to implement next semester with your service-learning students:

Reflection (What will you do to ensure that students reflect on their experience with your agency?)

Initial Orientation/Training (What will you do to ensure high quality orientation/training?)

On-going Support/Communication (What will you do to ensure on-going support and open lines of communication?)

Recognition (What will you do to recognize your service-learners?)

Miscellaneous (What other best practices can you think of? E.g., how will you evaluate your service-learning program, etc.?)

Service-Learning Community Agency Workshop – Appendix IX

Evaluation

1 = Strongly Agree 2 = Agree 3 = Disagree 4 = Strongly Disagree

- | | | | | |
|---|---|---|---|---|
| 1. I have a greater understanding of service-learning than I did at the beginning of this workshop. | 1 | 2 | 3 | 4 |
| 2. I understand the educational base for the partnership my agency has with the service-learning program. | 1 | 2 | 3 | 4 |
| 3. I have a greater understanding of the roles and expectations each participant must fulfill in order for service-learning to be successful. | 1 | 2 | 3 | 4 |
| 4. I believe that the written materials provided shall be helpful in the future. | 1 | 2 | 3 | 4 |
| 5. I have a better understanding of both the role of reflection in service-learning and ways that I can help students reflect at my agency. | 1 | 2 | 3 | 4 |
| 6. I believe that this workshop has been informative and helpful. | 1 | 2 | 3 | 4 |

COMMENTS/FEEDBACK/SUGGESTIONS FOR IMPROVEMENT:

. Thank You)

(Please leave completed evaluations in the center of the table – they will be collected after the workshop)