

Integrating The Classroom With The Community

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Discussion Outline:

- Institutional history, profile, and culture.
- Integrative learning initiatives.
- The Setting: Momentum of service initiatives, PE requirement, new institutional leadership and strategic plan, climate towards service.
- Greater Expectations Institute.
- Service learning model: educating the civic professional.
- Course proposal: PE requirement, course design, and SERVE-101.
- SERVE-101, the proposal, implementation and findings.
- Next steps: Service-learning Addendum, Service based Learning Communities, and Signature Learning.
- Questions and Comments

Notes:

Visit our website to download:

- Course Proposal
- Sample Syllabus
- Evaluation and Findings
- Service-Learning Addendums
- Faculty Newsletter
- Information about Signature Learning
- Article on Educating Civic Professionals

About SERVE-101

SERVE-101 is designed to create an opportunity to understand the reciprocal nature and responsibility of citizenship through both practical applications and critical reflection. Students have the option to work with a community partner, explore the impact of service on the community, and understand the vehicles that contribute meaningful social action to address societal and policy issues that perpetuate social inequities. This intentional **service, reflection, understanding** and action model is designed to help students evolve from “volunteers” to “ethically responsible citizens and professionals.”

4th Credit Option

To help leverage opportunities for collaboration and learning between your traditional courses and SERVE-101 we encourage faculty to consider developing a Service-Learning Syllabus Addendum. The addendum introduces SERVE-101 to students and provides suggested service activities that would complement the linked course objectives. Having students co-enroll in SERVE-101 and intentionally connect their service activities to course material of another class helps students find a deeper understanding of class content. This integrative approach encourages students to take initiative in their educational experience by applying course concepts in the community and using service to enhance in-class learning.

Selected Findings Enrollment: 38 (FALL 09) 58 (SPRING 10)

After participating in SERVE-101, students expect to be:

0 - Less involved in community service.

33 (89.2%) - More involved in community service.

4 (10.8%) - No change in the level of involvement in community service activities.

34 (92%) indicated that SERVE-101 positively impacted their views on community service and civic engagement.

36 (97%) would recommend this course to other students.

Did the course meet it's stated objectives? **A resounding yes!**

(1 = Strongly Disagree, 2 = Disagree, 3 = Agree, 4 = Strongly Agree)

3.38 - I have a better understanding of my role as an **individual** in improving the quality of life of communities.

3.24 - I have a better understanding of my role as a **professional** in improving the quality of life of communities.

3.49 - I can articulate to others how and why they should be involved in community service.

3.41 - I have a better understanding of the broader issues (political, social, cultural, etc.) around the service area I chose.