



Transforming Lives through Service Learning: Empowering Communities and Enhancing Employability

Outline

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04 The Project



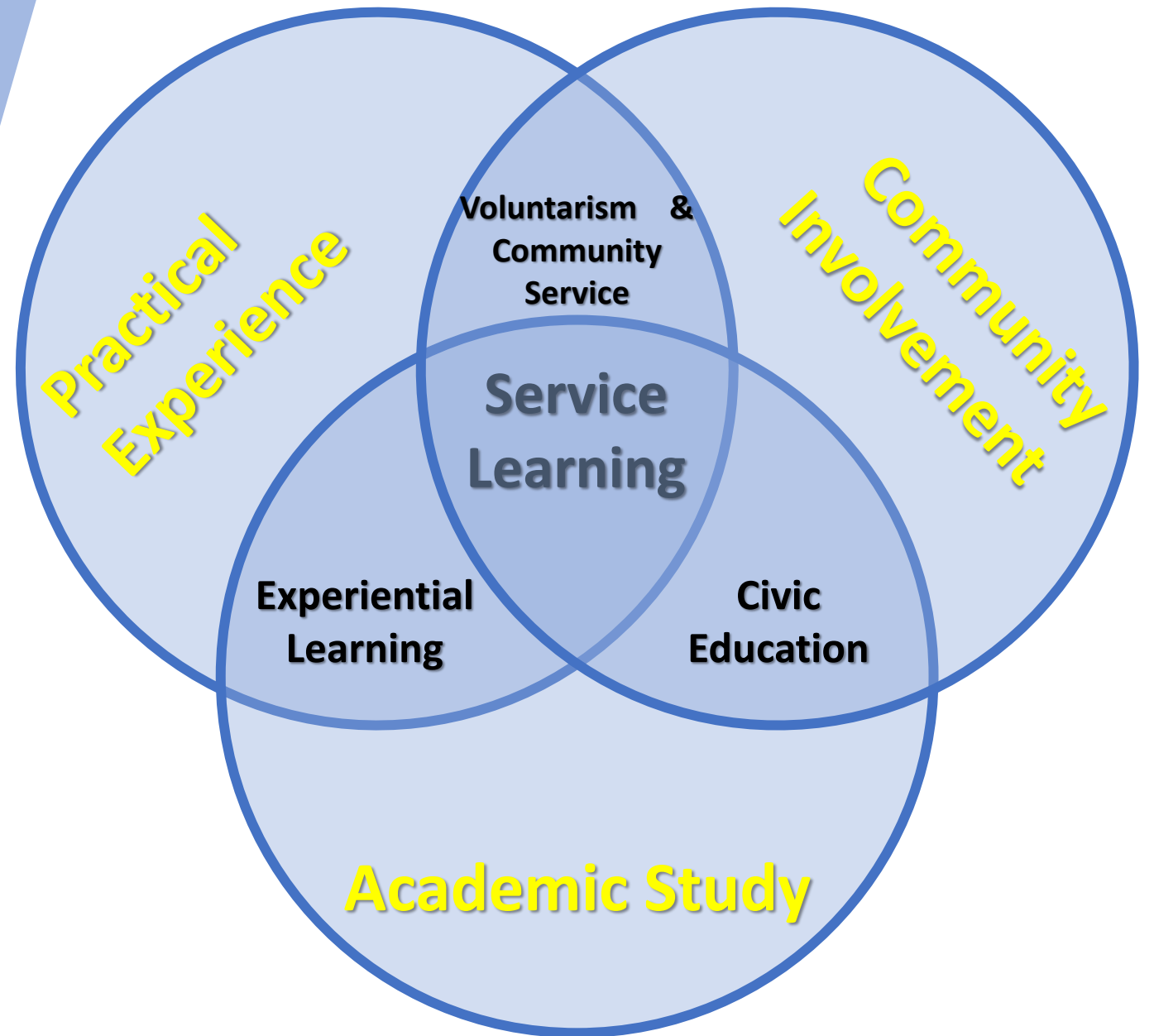
01 - Important Definitions

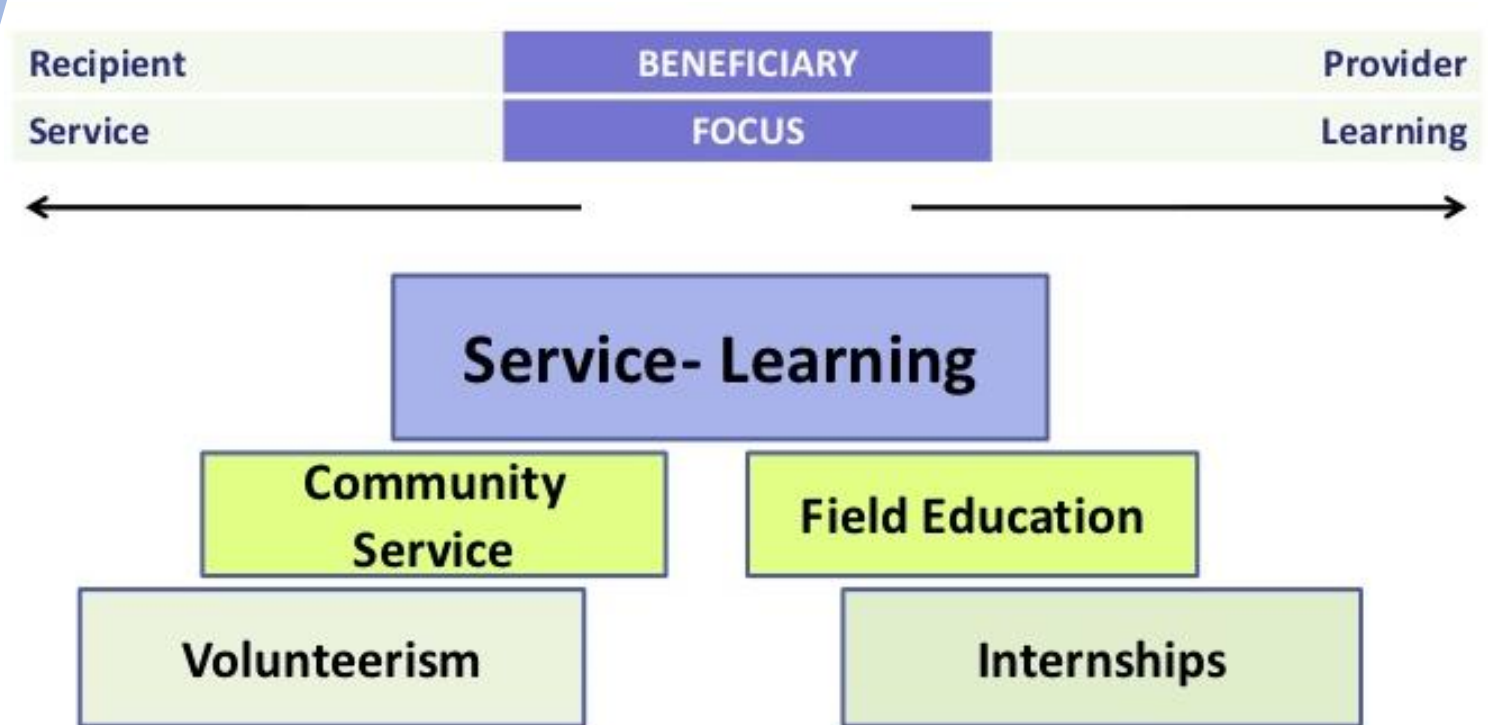




Terminology

- Voluntary Work
- Civic Engagement
- Community Service
- Service-Learning
- Social Responsibility
- Community Involvement
- Community-Engaged Learning





Furco, A. (2000). "Service-Learning: A Balanced Approach to Experiential Education." *Introduction to Service-Learning Toolkit*. Providence, RI: Campus Compact.



Classroom Learning

It hardly promotes team work among students.

It focuses on cognitive development of the students.

It does not provide an opportunity to students to apply their knowledge in real life situations

It does not help students to acquire problem solving skills

It is self-centered learning

Service Learning

It strongly emphasizes on team work among students.

It focuses on the all-round development of students.

It provides an opportunity to use the gained knowledge and skills in real-life situations

It aims at helping students to acquire problem solving skills by addressing serious issues

It is reciprocal in nature, benefiting both the students and the community they serve



Objectives of SL

- Link education to the community needs & issues.
- Link curricular objectives with overarching educational goals for sustainable development.
- Understand ones' roles as active members of the community.
- Develop positive attitudes towards community issues.
- Develop students' awareness of ethical and citizenship issues.
- Develop social responsibility and decision-making skills.
- Develop students' social and cultural skills.



- Service learning contributes to providing free and good service to the community.
- The projects presented represent the embodiment of modern learning strategies by employing students' knowledge in service of the community
- HEIs are the first to contribute to the field of service learning.
- Service learning is an increase in regular service in a structured way.

What Service Learning is and what it is not

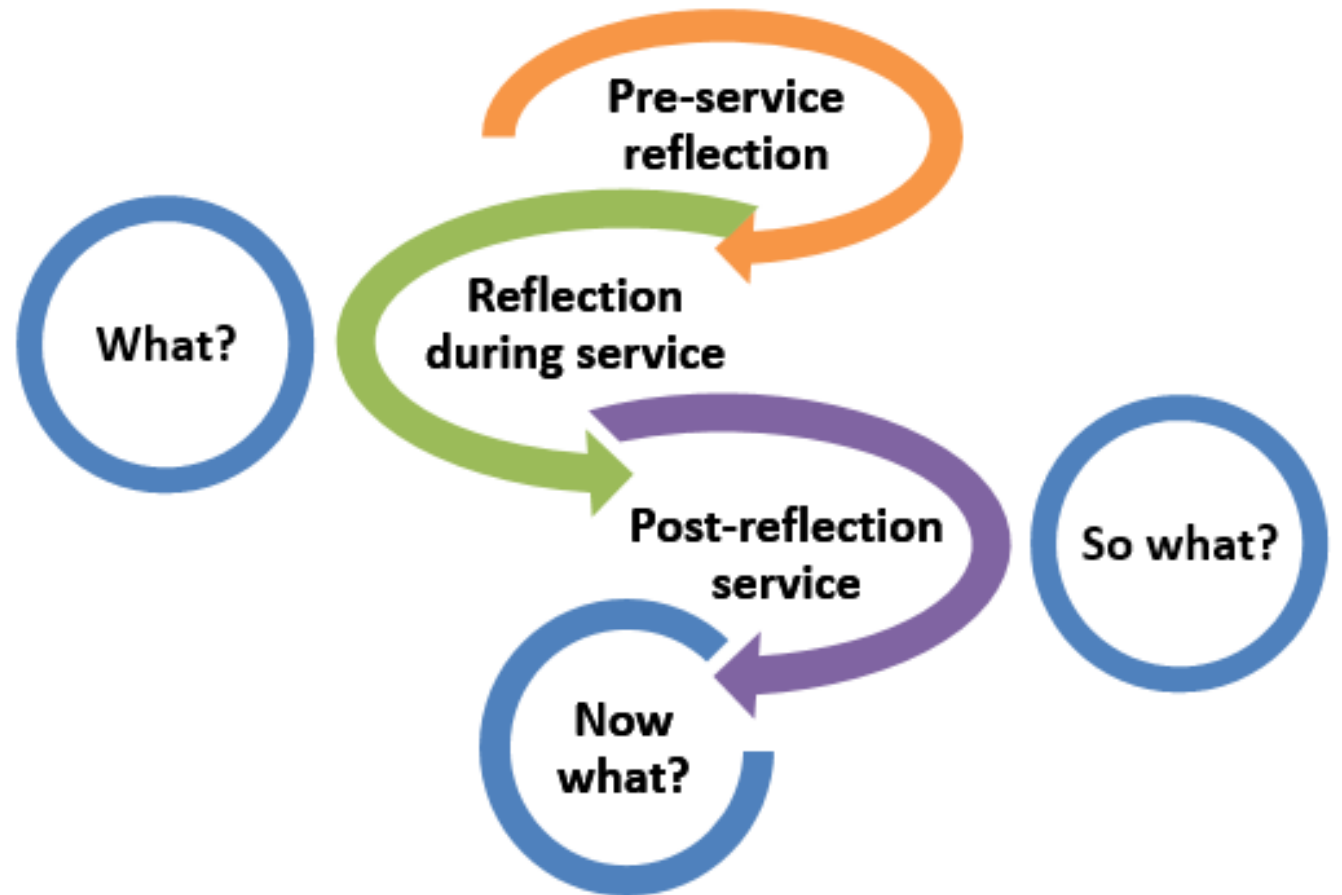
- links to academic content and standards
- involves students in determining and meeting real community needs
- includes on-going, meaningful reflection and analysis
- is reciprocal in nature, benefiting both the community and the service providers
- can be used in any subject area so long as it is appropriate to learning goals

- an episodic volunteer program
- an add-on to an existing curriculum
- logging a set number of community service hours in order to graduate
- service assigned as a form of punishment
- only for 'at risk' students
- one-sided (benefiting only students or only community).

SL Cycle



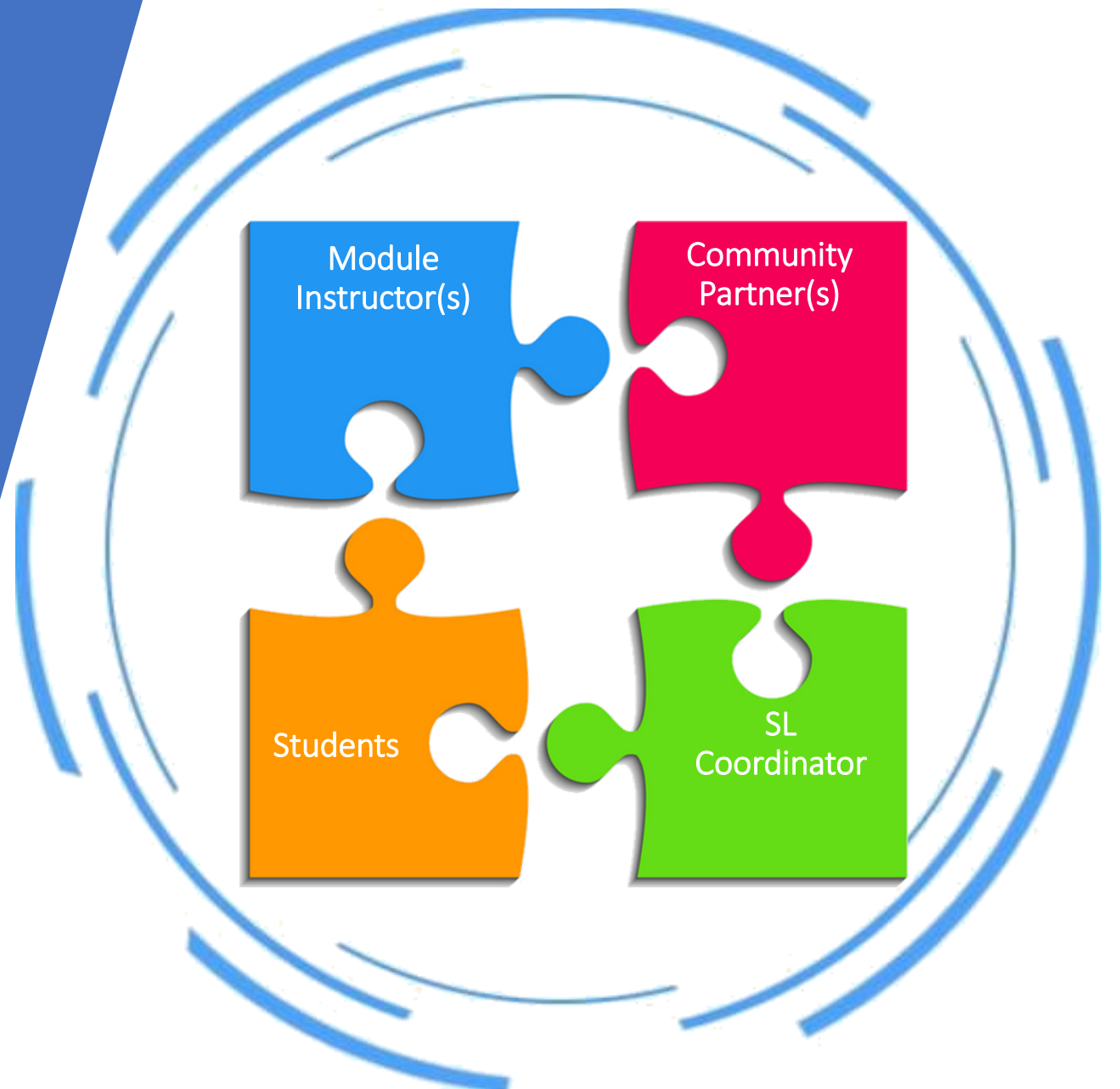
Reflection



02 – Service-Learning Stakeholders



Service-Learning Stakeholders





For the success of Service Learning ...

There must be close collaboration between

- (1) Community partners,
- (2) Educational institution,
- (3) Teaching Staff, and
- (4) Students.



Benefits for teaching staff

- Interactive teaching methods and mutual learning between students and faculty.
- Enrichment of course content and understanding of issues affecting communities.
- Knowledge expansion and new horizons for research and development.
- Leadership principles of community participation among students.
- Sense of pride and accomplishment when watching the evolution of student personalities.
- Feeling of satisfaction to provide services to the community.
- Breadth of the network of personal and social relationships.



Benefits for students

- Deep understanding of the curriculum by linking theoretical knowledge with practical reality.
- Extrovert personality of the individual and affirm self-confidence and ability to provide useful service to the community.
- Critical thinking, problem solving and decision-making skills at both individual and collective levels.
- Psychological maturity and reinforcement of the virtue of altruism.
- Individual capabilities and skills that may appear only in the context of real practical situations.
- Network of relationships with different community partners, paving the way for opportunities for training or employment in the future.



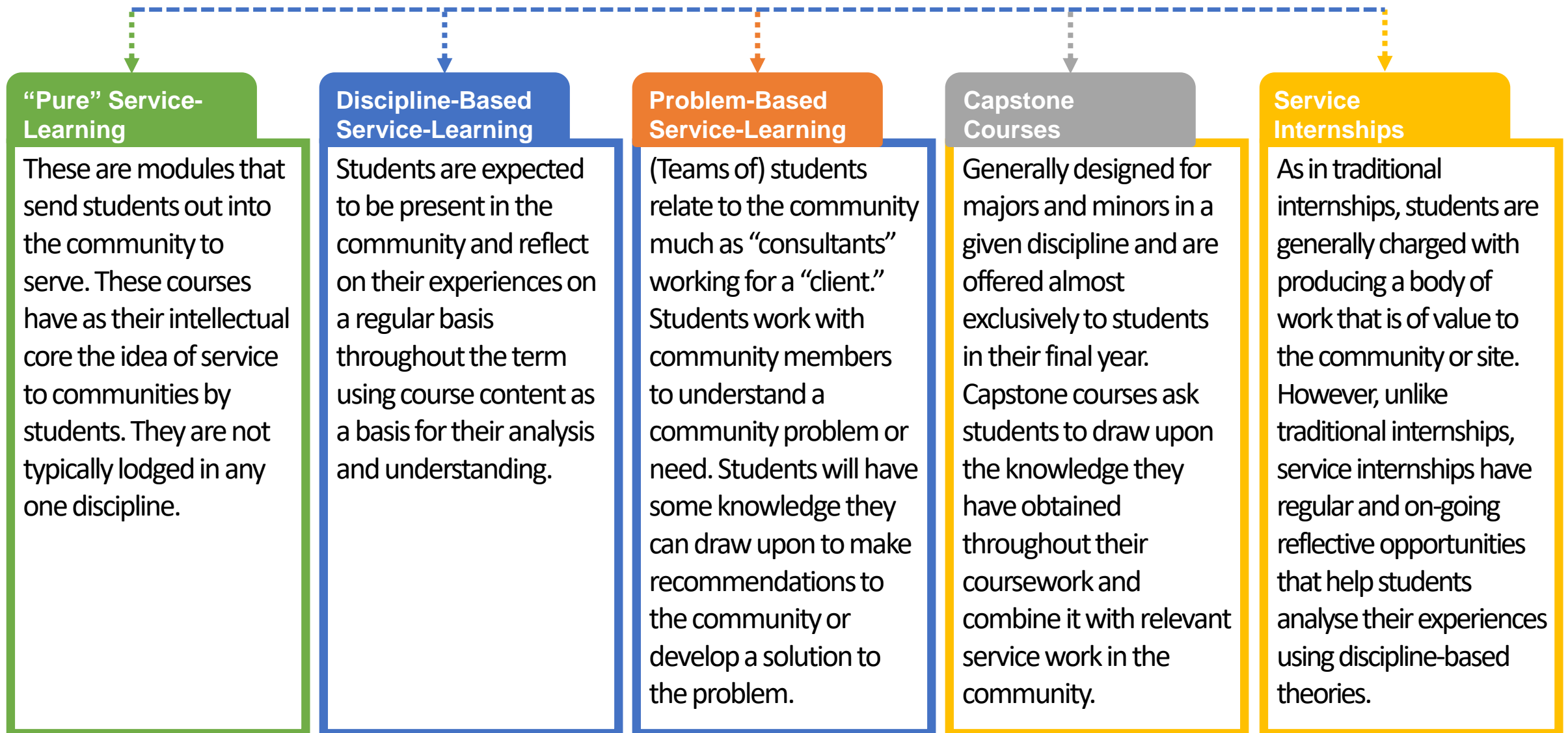
Benefits for community partners

- Additional human resources needed to achieve objectives.
- Communication among community partners within a single social fabric.
- Exchange of experiences among community partners, resulting in solutions to social issues and problems.
- Community partners' awareness, especially that of students about community issues.
- Students' enthusiasm is reflected in the service as it comes in the best possible image, at no cost.
- Discovery of the weaknesses of organizations in which students provide service.

03 - Service-Learning Models and Implementation



Models of Service-Learning



Stages of Implementation

Implementing service-learning pedagogy includes four stages: **Preparation, Orientation, Practicum, and Conclusion**



Preparation

Instructor meets with site supervisor and SL coordinator to set objectives and framework of project.



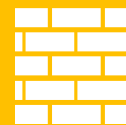
Orientation

Instructor helps training students for the SL project, clarifies expectations and negotiates project schedule and details with students.



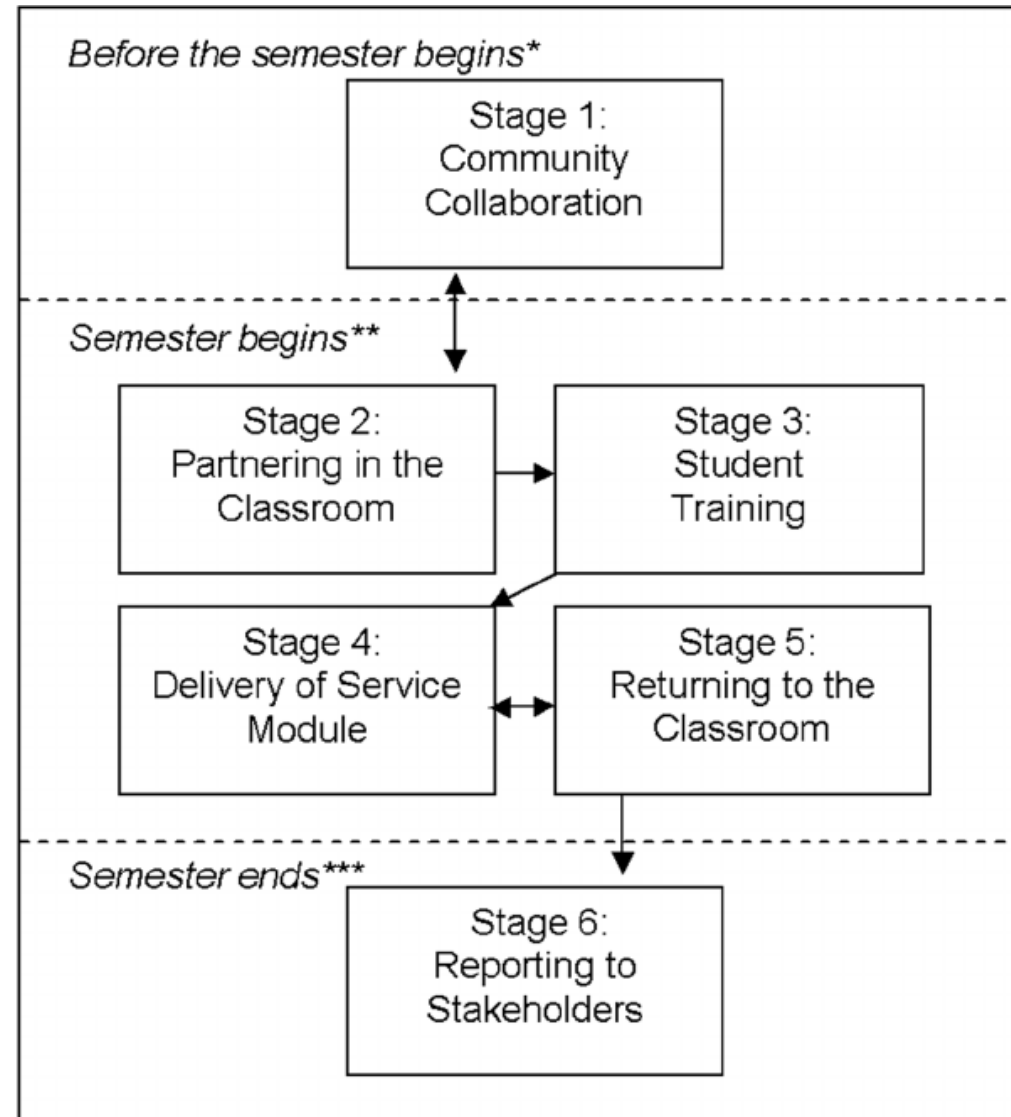
Practicum

Instructor hosts students, offers advice to project implementation and students' personal and professional learning.



Conclusion

Instructor assesses students' performance and evaluates the project outcomes with the site supervisor and SL coordinator.



*Team: Instructor, Teaching Assistant (TA), Community Partner

**Team: Instructor, TA, Community Partner, Graduate Assistants, Students

***Team: Instructor, TA, Community Partners, and Graduate Assistants

04 – The Project

