Collaboration Fall Conference 2006

Motivating Students for Better Learning: A Service Learning Partnership

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University of Minnesota

Updated 2007
Learning Reconsidered

- “An argument for the integrated use of all of higher ed’s resources in educating and preparing the whole student.”
- “Supporting learning and development as intertwined, inseparable elements of the student experience.”
- “It advocates for transformative education - a holistic process of learning that places students at the center of the learning experience.”

Published by NASPA and ACPA, 2004
Learning is a complex, holistic, multi-centric activity that occurs throughout and across the college experience.”
Learning Reconsidered

“Transformative learning outcomes are complex and cumulative.”
Learning Reconsidered

No single arena of experience is solely responsible for producing college outcomes.

- **Academic affairs and student affairs partnerships for learning opportunities** - service learning, living learning programs, study abroad...

- **Academic learning opportunities** - classroom knowledge acquisition, labs, undergraduate research, art exhibits, theatre & music productions...

- **Student affairs learning opportunities** - leadership development, co-curricular programming, civic engagement via student organizations, recreation...
Breadth of Involvement

“In some areas of intellectual development (including critical thinking), it is the breadth of student involvement in the intellectual and social experiences of college, rather than any particular type of involvement that matters most...”

Pascarella & Terenzini, 2005, p. 647
Campus Engagement

“The greatest impact appears to stem from students’ total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing, and relevant to a particular educational outcome.”

Pascarella & Terenzini, 2005, p. 647
Project DEEP

- Documenting Effective Educational Practice Project
- 20 colleges and universities
- Scores on the National Survey of Student Engagement (NSSE) were higher than predicted
- Graduated students at higher rates that predicted

*after accounting for campus size, selectivity, student characteristics*
Project DEEP: Foundations for Student Engagement and Persistence

1. A “Living” Mission and “Lived” Educational Philosophy
2. An Unshakeable Focus on Student Learning
3. Environments Adapted for Educational Enrichment
4. Clear Pathways to Student Success
5. An Improvement-Oriented Ethos
6. Shared Responsibility for Educational Quality and Student Success
Service Learning as an Academic and Student Affairs Partnership

...a journey toward transformational student learning
Why is UMM Committed to Service-Learning?

- Service-Learning is one way UMM fulfills its mission as a public, land grant institution that serves its community.
- Service-Learning enhances UMM's core liberal arts mission by deepening students' understanding of the interconnectedness of diverse theories, knowledge and skills.
- Service-Learning is one response to the University of Minnesota President's call to deepen civic learning and engagement for our students.
Service Learning At UMM

Our definition of service learning:

Service learning is a pedagogy that utilizes community service, community-based research, or other civic engagement activities along with regular reflective activities and assignments to meet both course goals and identified community needs and to teach students the skills they need to grow as thoughtful citizens and leaders.
Service Learning At UMM

- Phase 1: Pioneering faculty and staff - 1st courses
- Phase 2: Learn and Serve America Grant I 2000-03
  - Deepened the practice of service learning
  - Piloted new courses & 20+ faculty added service learning to existing UMM courses
  - One teacher recognized by Governor’s Office
  - Developed goodwill in the community
- Phase 3: Learn and Serve America Grant II 2003-06
  - A web of integrated student engagement
- Phase 4: Current work, 2006-?
  - Building a transformational student learning model
Program Priorities...2003

- Coordinated leadership & involvement - VCSA and VCAA
- Integrate service learning more thoroughly in the academic program
- Strengthen who we are and what we do, rather than create add-ons
- Increase sustainability - program structure, faculty involvement, student development
- Meet high priority needs identified by the community in recent community visioning processes
- Advance the mission, vision, and core work of the college during a time of state budget reductions
Core Program Components

- Academic program alignment
- Faculty fellows program
- Multidisciplinary, multi-class projects that meet compelling community needs
- Building sustainability, infrastructure, involvement and student learning
- Dual reporting to VCAA & VCSA
Building sustainability, infrastructure, involvement and learning

- Talented, visionary program leadership
- Faculty fellows multi-year commitment (vs. course mini grants)
- Effective service learning practice defined and shared
- Student service learning ambassadors/research assistants
- Faculty, student, and community partner advisory boards
- Indepth, ongoing partnerships with community initiatives
- Building on-going structures that support service learning.
Dual reporting to VCAA & VCSA

- Strong roots in the academic program
- Strong partnerships across campus initiatives
- Deeper student learning - in and out of class
- Access to resources
- Creative problem solving
- Strategies informed by multiple world views
- Coordinated planning
- Shared vision
Multidisciplinary, multi-class projects meeting compelling community needs

Four initiatives address key community needs and build on campus priorities/strengths

- Arts and Culture
- Elder Partnerships
- Youth Mentorships
- Regional, Sustainable Agriculture
Building a web of student engagement... for deeper student learning.

Where “academic, interpersonal, and extracurricular involvements are mutually reinforcing, and relevant to a particular educational outcome.”

Pascarella & Terenzini, 2005, p. 647
The Engagement Web

Faculty
Staff
Community Partners
Students

Community Needs & Assets
Campus Initiatives
Academic Goals

- service learning courses
- co-curricular opportunities
- other academic opportunities

University of Minnesota MORRIS
The Engagement Web: Regional Sustainable Agriculture

Community Needs & Assets
Asset: Farms, New Local Foods Initiative
Need: Local Food System Development

Campus Initiatives
Seeking Local Foods for Campus Dining
Pride of the Prairie Local Foods Initiative

Academic Goals
General Education: People and the Environment

Building the Web 1. Find the places of intersection: community needs - campus initiatives - academic goals
The Engagement Web: Regional Sustainable Agriculture

Faculty: Prairie Biologist, Art, English

Staff: VC for Student Affairs, Sodexho Campus Services

Community Partners: Organizers, farmers, K-12 school

Students: MPIRG, Pride of the Prairie volunteers

Building the Web 2. Identify key stakeholders and leaders in the work who will support student learning.
The Engagement Web: Regional Sustainable Agriculture

- **course based service learning**
  - Environmental Biology
  - Writing
  - Photography
  - Mural Painting

- **co-curricular opportunities**
  - Local Foods Admin Fellow
  - Fall Feast Volunteer
  - Eating delicious local food

- **other academic opportunities**
  - Econometrics Directed Study
  - Honors Project
  - Environmental Internship

Building the Web 3. Identify multiple mutually reinforcing opportunities for student engagement.
The Engagement Web: Regional Sustainable Agriculture

Community Needs & Assets
- Asset: Local Foods & Farms
- Need: Food System Development

Campus Initiatives
- Local Foods for Campus Dining
- Pride of the Prairie Local Foods Initiative

co-curricular opportunities
- Local Foods Admin Fellow
- Fall Feast Volunteer
- Eating delicious local food

Academic Goals
- General Education: People and the Environment
- other academic opportunities
  - Econometrics Directed Study
  - Honors Project
  - Environmental Internship

Faculty
- Prairie Biologist, Art, English

Staff
- VC for Student Affairs
- Sodexho Campus Services

Community Partners
- Organizers, farmers, school

Students
- MPIRG, PoP volunteers

service learning courses
- Environmental Biology
- Writing
- Photography
- Mural Painting

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MORRIS
Pastures A’ Plenty
Erin Christenson, photographer

Garden Goddess Produce
Mina Ounchith, photographer

Dry Weather Creek Farm
Kate Rolf, photographer

Regional Sustainable Agriculture Service Learning Course
Art Studio 2500 Advanced Photography
Therese Buchmiller, Instructor
The Engagement Web: Arts and Culture

Community Needs & Assets
Asset: Prairie Renaissance Cultural Alliance
Need: Art classes in K-6 public school

Campus Initiatives
HFA Art Gallery
Performing Arts Series
co-curricular opportunities
Art Club event planning
Performing Arts Co-chair
Gallery assistant

Academic Goals
other academic opportunities
Directed Study: creative writing in the schools
Honors Projects in the Arts
Art Camp Teacher Internship

Faculty
Art, Music, Theatre, Sociology

Staff
Student Activities

Community Partners
Local artists, educators, arts groups

Students
Art Club, Activities Council

Service learning courses
Creative Dramatics for Children
Creative Writing
Photography
Sculpture
Painting

Asset: Prairie Renaissance Cultural Alliance
Need: Art classes in K-6 public school

Art, Music, Theatre, Sociology

Gen Ed: Performance & Fine Arts

University of Minnesota
Advanced Individual Performance Study: Voice
Music 3204
Hope Koehler

Media Studies Mural Project
Art Studio 3004
Michael Eble
Corina’s story...a student gets caught in the web

UMM is a founding partner in the Pride of the Prairie local foods initiative.

ARTS 2500 Photography
ENG 1001 Fundamentals of Writing

- Student teams travel to local farms, interview farmers and take photos.
- Their completed work
  - met course requirements
  - was made available to farmers for their use in raising awareness of local foods

Photographs and stories were displayed at the campus local foods dinner and a cool coffeeshop in Montevideo that features local foods. Some of the photos are on permanent display in the local food coop.
A student gets caught in the web...

- Clearer connections between academic goals, life goals, career and civic goals
- Student achievement and retention
- Intercultural, critical thinking, and other skills develop incrementally
- Deep transformational learning
Student Outcomes

Service Learning

- Understand the connections between academic work and civic needs
- Understanding of human diversity
- Commitment to civic engagement & social change
- Leadership skills
- Critical thinking skills

Student Life

- Explore personal identity and recognize value to community
- Accept personal responsibility and act on it
- Multicultural perspective
- Leadership skills & abilities
- Develop critical thinking, problem solving, and adaptive skills to address change & conflict
- Self understanding, finding balance, fulfillment and joy
Where are your webs of student engagement?

What partnerships support integrated student learning?
Project DEEP: Foundations for Student Engagement and Persistence

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The Engagement Web

Faculty  Staff  Community Partners  Students

Community Needs & Assets

Campus Initiatives

Academic Goals

service learning courses

co-curricular opportunities

other academic opportunities

Your Web: ________________________

University of Minnesota

M O R R I S
Vision for the future: Transformational Student Learning

- Build on UMM strategic plan’s identification of service learning as part of the core UMM student experience
- Coordinated website for service learning, civic engagement, community service, and volunteerism
- UM Student Engagement Planner - a comprehensive opportunities resource; co-curricular planning/portfolio
- Create a service learning semester track
  - 2-3 courses from different disciplines, with a 2-credit service learning course w/ joint service learning project.
- Residential Life theme floors linked to initiatives
- Campus-wide articulation of 21st century student learning outcomes for a rigorous liberal arts education
- Integrated planning and assessment
Our award winning coordinator

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