### Models of Service Learning

### Community-Engaged Learning at Stetson

- Two types: service-learning and service-theory
  - Certificate of Community Engagement minor
- 2015 NASCE:
  Faculty supports
  - 85% during development
  - 77% during the course
  92% would teach again

### Speed - Networking!

- 6 minutes per partner
- Participants will rotate around partners
- Review your packets for suggested questions!

### Community-Engaged Learning

- **Collaboration** between institutions of higher education and their larger communities for the **mutually beneficial** exchange of knowledge and resources in a context of **partnership and reciprocity.**
- **Encompasses both service learning and service theory**
- **Reflection occurs at every step in the process -**
  - **Pre-project, during, after, and at the end of the course**

### Objectives

- Understand Stetson's conception of community-engaged learning
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- Articulate resources available to you through the Center for Community Engagement

### Partner Contact Information


**Waylan Niece**
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# *Bust the Bubble:*

## Collaborating with Community Partners for Dynamic Experiential Learning

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# Welcome!

*Savannah-Jane Griffin*

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and Inclusive Excellence
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*Amber Finnicum-Simmons*

Community Impact Coordinator
AmeriCorps VISTA
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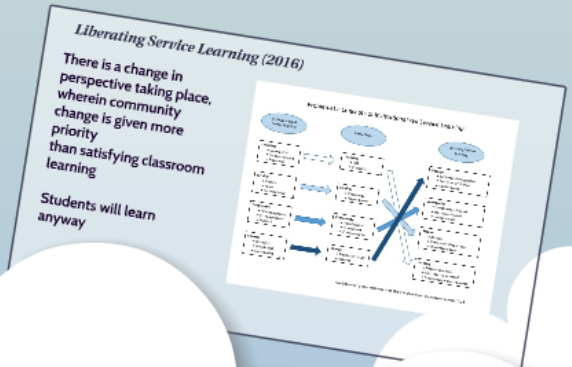


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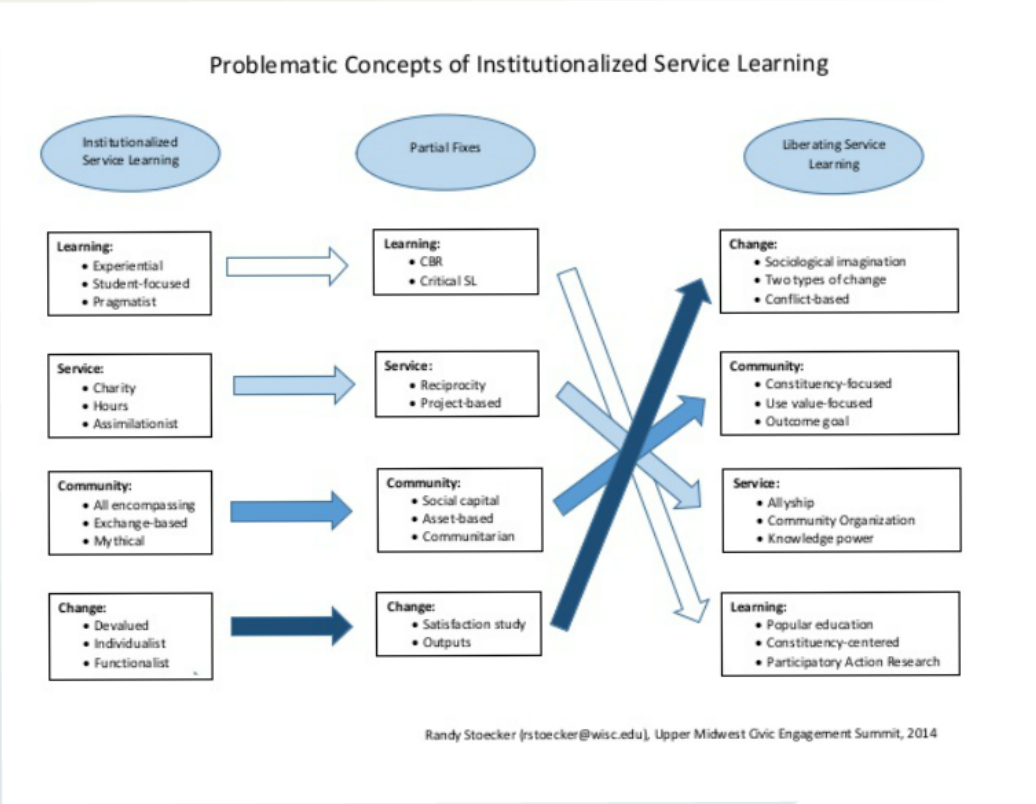
## *Liberating Service Learning (2016)*

There is a change in perspective taking place, wherein community change is given more priority
than satisfying classroom learning

Students will learn anyway



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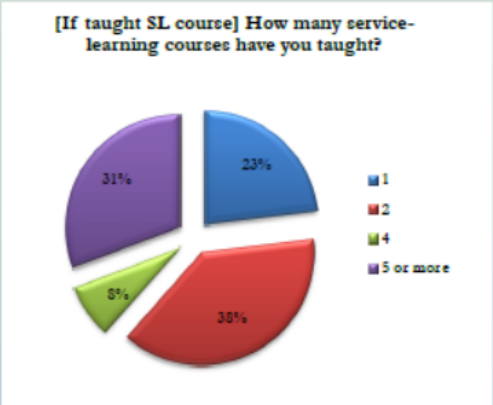


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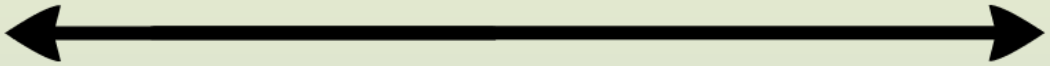

### *Models 1 & 2: Limited, Optional, Supplemental*

- Differ in their involvement with the class
  - Model 1: reflective paper, will not share with class
  - Model 2: will share to class their experiences
- Great for first-year seminars, 100- or 200- level classes
  - Annual Values Day

### *Model 3: Mandatory, Supplemental*

- Students are required to serve a few hours per week with one partner
- Reflective paper required for the course
- Great for 100- or 200- level courses
  - EDUC 255: Educational Psychology
  - FSEM 100:
    - Global Citizenship
    - Diversity in the 21st Century Classroom
    - Us & Them - Human and Unhuman

### *Models 4 & 5: Mandatory, Integrated*

- Differ in timing:

Model 4: Capstone project
- Last 3-4 weeks of course
- Students apply what they've learned to solve a community need

Examples:
- Social Marketing for Nonprofits
- Health Communications

Model 5: Completely integrated throughout
- Purpose of the course is the project or issue area
- Community-based research:
  - Needs assessment, data collection, final report to partner

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- Poverty and Microcredit
- Senior Project in Integrative Health Science

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