

APPENDIX II-L: SERVICE LEARNING INSTITUTES PARTICIPATION AND ASSESSMENT

Summary Data—2005-06 Academic Year

- 15 faculty members trained during week-long Service Learning Institute, May 2005
- They developed 21 new service-learning courses
- More than 600 students completed the courses

Summary Data—2006-07 Academic Year

- 15 instructors trained during week-long Service Learning Institute, May 2006
- They developed 28 new service-learning courses
- 1,250 students completed the courses

Totals for both years

- More than 1,850 students involved in 49 new service-learning courses developed by 30 faculty members who participated in the two Institutes.
- Students performed more than 28,000 hours of service in satisfaction of their course requirements.

Colleges Represented

College of Liberal Arts and Sciences (CLAS)—25 faculty members
Tippie College of Business—2
College of Dentistry—1
College of Education—4
College of Engineering—1
Carver College of Medicine—2
College of Nursing—1
College of Pharmacy—1
College of Public Health—1

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The two Institutes have included at least one representative from every college except the College of Law.

Staff instructors from the Pentacrest Museums and the University Libraries also participated.

Departments Represented

CLAS: English (2), Geography, History, Journalism, Library Science, Political Science (2), Rhetoric (3), Sociology, Spanish & Portuguese, Speech Pathology & Audiology
Business: Management & Organizations
Dentistry: Preventive & Community Dentistry
Education: Counseling, Rehabilitation, and Student Development; Music Education; Art Education; Teaching & Learning
Engineering: Civil & Environmental Engineering
Medicine: Internal Medicine; Physical Therapy & Rehabilitation
Nursing
Public Health: Community & Behavioral Health
Pharmacy: Clinical & Administrative Pharmacy
Graduate College: Library and Information Science
Other: Museum Studies; Iowa Nonprofit Resource Center

Community Partners

The following list includes some of the community partners with whom faculty and students collaborated through the service-learning courses developed through the Institutes. In early summer 2007, the Center for Teaching will survey all 30 Institute participants to obtain a complete list of community partners.

2005: Political Science: local political campaigns; Iowa House and Senate; English: Iowa City/Coralville Animal Shelter; Museum Studies: Children's Museum, and the Cedar Rapids Museum of Art; Nursing: Mobile Clinic(?); Internal Medicine: Iowa City Hospice; Counseling, Rehabilitation, and Student Development: K-12 school counselors; Dentistry local dental clinics across state; Spanish & Portuguese: Hills Community Center, and Horace Mann Elementary School

2006: Audiology—K-12; Music—Iowa City Hospice; Rhetoric--?; Pet Central Station; Library Science—local and international nonprofits; Physical Therapy & Rehab: Miracles in Motion; Art Education: Elizabeth Tate High School; Hancher Auditorium; Teaching & Learning: United Action for Youth, and Johnson Country Neighborhood Centers; Kirkwood Learning Center and other alternative educational sites; Clinical and Administrative Pharmacy: pharmacy delivery systems in Xicotepec, Mexico; Civil & Environmental Engineering: local government, Xicotepec, Mexico; History: State Historical Society of Iowa, and University of Iowa Library Special Collections and Government Publications

2007: Many of the same partners continued to be involved in the service-learning courses developed through the Institutes. In addition, the first international service-learning courses, "International Perspectives: Xicotepec" was taught by a team of two faculty members, a staff members, and a community partner/member of Rotary International.

Assessment of Student Learning

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As of September 1, 2006, Ken Brown, Associate Professor of Management & Organizations and 2005 Institute member, collected the following data in his role as Faculty Fellow at the Center for Teaching. Kelly Sass, a participant in the 2006 Institute, Ph.D. candidate and Adjunct Faculty member in Physical Therapy and Rehabilitation, joined the assessment team, which also included Spencer Jardine, a Graduate Assistant at the Center for Teaching. .

- Three sets of data were collected from students who took courses that the 2005 Institute cohort developed and taught during the 2005-06 academic year. The data were collected at the start of each course, at the end, and four months following.
- 82 students in the Fall 2005 courses answered follow-up email questions. 66% said they were more likely to volunteer in a community organization following their SL experience.
- 95% said they had benefited from their SL activities in class.
- Student comments included the following:
 - "I learned more from this activity than any in-class exercise. It not only taught me to apply principles learned in class but provided me with an overall understanding of nonprofit organizations and their struggles. In every interview I had had I have used this experience as a demonstration of what I have learned in my years at Iowa."
 - "I benefited by doing. I learn so much more when I am actually doing something rather than reading or listening about it. The reality of the project makes individuals feel more important and the information in class more applicable."

- The three negative comments included: “I think that the service learning could have been better organized on the part of the community partner, it could have been very good, but it wasn’t.”

Assessment of Teaching

In the same study, faculty members in the 2006 Institute were surveyed prior to their weeklong training and immediately following. Virtually all of them said that university courses (not just service-learning courses) should be designed to include more:

- hands-on learning activities
- connections with the community
- student responsibility for learning
- student reflection on what they had learned, how, and for what purpose
- time spent on higher-order learning/critical thinking

Faculty comments included:

- “I will spend much more time conceptualizing/designing my courses in advance.”
- “More emphasis on how students can use their individual experiences as a source of knowledge.”

Initiatives that have developed following the Service Learning Institutes

- Cashore Marionette project—partnership between the Center for Teaching, Hancher Auditorium, Iowa City Community School District art teachers and school counselors, and the Cashore Marionette Troupe. Lesson plans developed by UI students around the performance, and used by ICCSD art teachers and counselors. The project was awarded an Iowa Arts Council grant and served as the showcase partnership for the Kennedy Center for the Performing Arts education partnership with Hancher.
- Building on a partnership developed five years ago by College of Engineering instructor Craig Just and Rotary International, two 2006 Institute participants created several courses (one in Pharmacy, one in Engineering), plus a third service-learning course that included students from these two courses and others from the College of Liberal Arts & Sciences.

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The latter course, “International Perspectives: Xicotepec” was taught in spring 2007 by Hazel Seaba (Pharmacy), Craig Just (Engineering), Jim Peterson (Rotary International), and Jean Florman (Center for Teaching). This course will be part of the long-term partnership between the University, Rotary International, and the community of Xicotepec, Mexico. At least two additional faculty members and their students from the College of Education and the Department of Spanish will join the team in spring 2009. Four other faculty members (dentistry, anthropology, public health, and art history/art education) also have expressed interest in joining the team.

At the invitation of the editors of *New Directions for Teaching and Learning* (Jossey-Bass/John Wiley & Sons), the instructors wrote “Bridging the Distance: The University of Iowa, Rotary International, Xicotepec International Service Learning Partnership.” The chapter will be included in the series volume, *Internationalizing the Curriculum in Higher Education*, to be published in spring 2008.

Political science faculty members David Redlawsk and Tom Rice are editing *Service Learning with Government Partners*, a collection of chapters describing how a number of faculty members across the country have incorporated the service-learning approach into their political science courses. In June 2007 contributors gathered on campus to work on the volume, which is under consideration by Jossey-Bass Publishers.

- Center scholarship on service learning includes:

- Two publications (a chapter in the *New directions for Teaching and Learning* series and the book *Service Learning with Government Partners*) developed from the Service Learning Institute.
 - The learning assessment conducted by Ken Brown and and Kelley Sass.
 - Advanced practicum—A graduate student in the College of Education designed a survey of faculty to determine their understanding of and interest in the role of undergraduate course coordinators in service-learning courses.
 - Using this data, data collected previously from student leaders, and research from other universities, the Center developed resources and a course syllabus for a student leadership course that would train undergraduate students who would like to serve as course coordinators and peer instructors in service-learning courses.
 - Another advanced practicum graduate student in the College of Education developed a survey of Institute faculty to determine their experience designing and teaching service-learning courses and to collect data about community partners.
 - The Center hopes to edit a collection of pieces about the various projects that have spun off from the Service Learning Institutes, including those above and others. Several nationally-known scholars in this field have expressed interest in such a volume.
- Service Learning Institute participants David Redlawsk and Teresa Mangum created the week-long Obermann Graduate Institutes on Engagement which were held in January 2007 and 2008. Although the Center for Teaching was not involved in the development of this initiative, the event was a direct outgrowth of the two faculty members' participation in the 2005 Service Learning Institute and their enthusiastic response to this pedagogy.
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- The Center's Associate Director is member of the Civic Engagement Advisory board; the former Experiential Learning Council; the Provost's service-learning course criteria committee; the Citizen, Leadership, and Service Learning Community Committee; and the Peer Learning Committee, which is part of the Provost's Office's Student Success Team.

Future Development

- The Center for Teaching's Associate Director will continue to lead the Best Practices in Community Partnership subcommittee of the Civic Engagement Program Advisory Board.
- The Center will be an integral part of the process through which faculty members may request a "service-learning" designation for their courses. The initiation of this process is related to the development of the new transcript formats being developed by the Registrar's Office.