"Tell me and I forget. Teach me and I may remember. Involve me and I will learn."

Benjamin Franklin

Pedagogy of Engagement

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Key Concepts – A Tangled Relationship
These concepts are not mutually exclusive; however, their similarities and distinctions make a unified definition or model difficult to construct

- Civic Engagement
- Community Engagement
- Service Learning
Civic and Community Engagement

**Civic Engagement:**

Reciprocal community-campus collaboration that includes community-based learning, civic education, community service, community-based research, and service learning (Pew Charitable Trust, Campus Compact)

Includes local, regional, national, global communities (Carnegie Foundation)

Social responsibility in a larger context instilling life long commitment and preparing students as active participants in democracy locally, nationally and globally

**Community Engagement:**

A specific localized problem or issue located on or near the campus, city, county or state

*Both terms are used interchangeably*
The following definition of service learning provided by Bringle and Hatcher (1996) is one of the most comprehensive and frequently cited in the literature:

- We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentation. Unlike practice and internships, the experiential activity in a service learning course is not necessarily skill-based within the context of professional education (p.222).
## Service Learning Overview

### Principles of Service Learning

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<th>Study</th>
<th>Service and Reciprocity</th>
<th>Reflection</th>
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<td>Credit bearing coursework with a service experience</td>
<td>Community needs are met while educational goals are attained</td>
<td>View actions and self development within a larger context of social justice and policy</td>
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Historic roots of service learning movement

- Benjamin Franklin – University of Pennsylvania
- The Morrill Act of 1862 – land grant colleges and universities
- The second Morrill Act of 1890 – founded Black land grant colleges and universities
- In 1914 the Smith – Lever Act expanded the mission of land grant colleges to include off-campus extension work
- The cold war competition and defense technology shifts post-secondary education away from applied community based research
Historic roots con’t.

- In the 1960’s the term ‘service learning’ is coined to describe research addressing social problems using a participatory approach.

- In 1985 Campus Compact was established; a national coalition of college and university presidents advocating service learning and civic engagement – which has grown from 3 institutions in 1985 to over 1100 in 2009.

- In 1987 the National Society for Experimental Education was established, leading to the 1989 meeting at the Wingspread Conference in Racine, WI that produced the principals of good practice in service learning.

- The 1990 publication of *Combining Service Learning: A Resource Book for Community and Public Service* by Kendall established the blueprint for service learning and Boyer writes about the scholarship of engagement.
  - Social problems should inform research.
  - Marks a return to Franklin purpose for establishing Penn, the intention of land grant and moral institutions.
Historical roots, cont...

- 1993 National Community Service Trust Act – established the Corporation for National and Community Service which sponsored three programs - AmeriCorps, Senior Corps, and Learn and Serve America that began funding grants for service learning and catalyzed service learning at all educational levels.

- In 1994 the Michigan Journal of Community Service and Learning was established and has become a leading venue for peer reviewed research publication in the area of service learning.

- 2002 the American Association of State Colleges and Universities initiated the American Democracy Project – over 200 institutions committed to civic engagement.
Theoretical Framework: Dewey and Freire – More than Pedagogy

John Dewey - Developed and articulated the progressive education movement and established the philosophical foundations of services learning

- Students come to school to do things and live in a community
- School builds their capacity to contribute to a democratic society
- Learning occurs through reflection and is closely related to doing

Paulo Freire – Developed and articulated a critical pedagogy and understanding of the dynamics of power, the word and the world

- Influenced by Marx
- Liberation theology
- Humanist, teachers and students are partners
- Dialogical practice (way of knowing), action-reflection (transforming the world) and development of critical consciousness for educators, students and community
Current Research

- **Student Learning**
  - Primarily quantitative
  - Topics: GPA, Motivation, Attendance, Satisfaction
  - Cross disciplinary
  - Student generated products
  - Interviews and focus groups

- **Community Outcomes**
  - Very few, most are studies of organizations – Primarily mixed methods
  - Motivation, institutional benefits, organization impact on student learning

- **Personal and social development**
  - Primarily quantitative focused on citizenship, efficacy, identity, moral development, community involvement, tolerance and diversity awareness

- **What’s missing?**
  - Focus on the learning and transformation process
  - Development of models that employ best practices
  - Focus on community members – beyond agencies
  - Faculty experience
  - Institutional context (mandates and policy)
Pedagogy of Engagement

Learning Record:

- The Learning Record provides a way of accounting for learning that is richer and more meaningful than standardized testing, yet offers much more consistency and comparability across student populations than conventional portfolio assessment.

- It can serve as the sole record of students' achievement, or it can be used to inform and support conventional grading.

- The Learning Record seamlessly integrates student evaluation, research, program assessment, professional development, and teaching and learning practices. This is accomplished through the naturally-occurring activities and artifacts of the course, rather than artificial tasks, templates, “frameworks,” and research protocols.

- Teachers and students work together to document and interpret evidence of student learning, based on criteria and standards established by the teacher and reflecting the collective understanding of what disciplines, fields of study, and departments believe students should know and know how to do.

- The Learning Record model is based on students' development, not their presumed deficits. This simple rule has had the effect of qualitatively and globally changing the ecology of instruction and evaluation in ways that support student learning.
Part A gives students an opportunity to reflect on their development as readers, writers, and thinkers in a discipline as they enter the class. Where students are asked to interview parents or others familiar with their development, Part A also engages students in first-hand research on a subject of great personal interest to them. They practice interviewing skills and strategies, gathering field notes, and making summary interpretations which become part of the record.
In the summary interpretation of **Part B**, students engage in synthesizing and analyzing their learning and growth based on a criteria and course objectives. They develop interpretations as representative of their development across six **dimensions of literacy learning**: the dimensions of confidence and independence, skills and strategies, knowledge and understanding, the use of prior and emerging experience, reflectiveness, and creativity and imagination. Students connect these dimensions to the key themes or goals of the course. This provides practice in making analyses according to theoretical frameworks and grounded in evidence. They also practice summarizing a large volume of diverse data concisely.
Finally, in **Part C**, students present an argument for a grade, based on the reasons and evidence they have developed and presented for readers as related to the established grade criteria for the course. At the midterm, they reflect on what they hope to accomplish for the remainder of the semester, and make suggestions for improving the functioning of the class. This section engages students in the process of making informed judgments based on the rhetorical process of making an evaluation argument based on criteria supported by solid evidence, interpretations, and reasoning.
Blogging

Reflection

Synthesizing

Generating Knowledge

Blogger

One post a week

Comment on at least two peer’s blogs
Reflection and Dialog
Blogging – A Convergence of Service Learning Best Practices

- **Student comment:** “I feel very strongly that African American facilitators are essential to Africentric interventions, but part of me really wants to be able to be on the front line, delivering services and being an active part of the intervention. I have been able to be an active co-facilitator in Sisters of Nia, and I am grateful for the experience, but I wonder what my presence adds or takes from the overall group experience. Does it show the group that they have an ally? Does it inhibit true expressions of feelings and attitudes about race? Honestly, I don’t really think that my experience should be synthesized into our action/intervention as the books says. I think my experience and my perspective is valuable when it comes to working with the girls in Sisters of Nia, or collaborating with my group, but I think it’s best to leave my experience out when we are delivering our message.”

- **Comment from fellow student:** “Your identity as a woman, though it is not African American, could contribute significantly both in your relations to the women in your group and between the other facilitators. Since you have a passion for this type of work, it would seem that you can empathize, and thus relate personal experiences from your own life, even if you do not come from a specifically similar background. I am a bit curious as to why you explain that it would be best to leave these experiences out? You seem to be underestimating your potential to make a substantive change...”