Teaching and Research Done In Service (TARDS): Opportunities to Expand the University and the Communities We Serve

- USG FLC Learning Community

Our Process

The USG Service Learning Faculty Learning Community is comprised of faculty and staff from various USG institutions.

- Following a kickoff meeting where the basics of FLCs and service-learning were explored, we met virtually via WebEx on a regular basis to discuss a book on service-learning and to share ideas.

- This presentation is a reflection of several FLC members’ work with service-learning.

Early Stage Set-up and Administration

- No established center for service-learning (or experiential learning), but ongoing service-learning projects around campus
- Center for Teaching and Learning
- Use connections from internship program to set-up site partnerships
- FLC as a way to generate ideas for a S-L course
- Established S-L course for Fall 2018 as a “Special Topics” course; if successful, will transform into a regularly offered course

Early Stage

Set-up and Administration

- Judy Orton Grissett, Ph.D.
  Assistant Professor of Psychology
  Georgia Southwestern State University

FIGURE 1. A SERVICE-LEARNING TYPOLOGY (Sprunt, 1994)

Connecting Faculty and Community

Finding the right fit

Karen Wheel Carter
Georgia State University Perimeter College

Process from faculty idea to community Connection

• Research current issues or concerns that local community is experiencing
• Compare your course objectives to the information gleaned from your research. What is the right fit?
• Finding the “right” partner takes time. Consider reaching out to your on-campus unit if there is one, or fellow faculty who are already engaged in the local community.
• What do you want the students to learn from the experience?
• How can this partnership help students connect their learning and service (what sense-making should occur for the student)?
• What is in it for the partner, what do they gain?

Required or Optional Service Learning

Multiple Service Learning Opportunities

Jane Midea Hercules
Georgia State University Perimeter College

Required or Optional Service Learning

REQUIRED SERVICE LEARNING …
• Interpersonal Communication
• Variety of SL Partners
• Reflective Journal Entries
• Final Reflective Media Project

OPTIONAL SERVICE LEARNING …
• Interpersonal Communication
• Research Paper
• Reflective Journal Entries
• Final Media Project

Required or Optional Service Learning

My Learning...
- Increase Service Learning Hours
- Reduce Weekly Journal Submissions
- Partner Meeting on Week 1
- Student Response

Service Learning as One Module

Volunteering for a Domestic Violence Center in a “Gender and Victimization” Course

Allison Foley
Augusta University Department of Social Sciences
Options* within the Service Learning Module

1.) Volunteer on-site at local domestic violence center; plan a follow-up activity designed to meet need(s) identified while on-site.

2.) Plan and implement an event or fundraiser in coordination with university’s Sexual Assault Awareness Month Committee**

3.) Get trained as a One Love Peer Educator; facilitate a One Love Escalation Workshop**

*I always allow options to better accommodate preferences of abuse survivors and agency’s rules for volunteers. This semester, 90% of students chose Option 1. Only 1 student each chose 2 and 3.

**Allows course to qualify in Office of Experiential Learning’s Leadership Certificate

Dedicated Service Learning Course

Field Research

Solid Community Partner

Solid Community Projects

- Food Insecurity
- Social Determinants of Health

Dedicated Service Learning Course:

Field Research

Course Structure:

Same course run over two semesters with two different groups of students

15 students divided into 2 research teams

Graduate Student Research/Teaching Assistant present in all classes

- Shares responsibility for supervising research teams.
- Shares responsibility for evaluating student work.
- Shares responsibility for providing students with feedback, individually and in groups.
- Helps facilitate class as appropriate.
- Responsible for submitting grades into online course platform.

Solid Community Projects

- Food Insecurity
- Social Determinants of Health

Food Insecurity

First Semester:

- Focus Groups with students on campus to gain a deeper understanding of food insecurity.
- Presentation at campus-wide steering committee on food insecurity.
- Public presentation that also includes nutritional assessment conducted independently by another service learning group in another department.
- Ongoing attempts to address campus-wide policies on food distribution.

Second Semester:

- Assessment of local food pantries to assess challenges and readiness for participation in a distribution network for fresh fruits and vegetables.
- Presentation at psychology student research conference.
- Preparation of a report for our community partner.

Social Determinants of Health

First Semester:

- Development of West Georgia social Determinants of Health Survey.
- Door-to-door survey collection (n=50).
- Results of initial pilot study presented at UWG College of Social Sciences annual State of Community event.
- Survey data collection continues.

Second Semester:

- Development of depth interview questions.
- 15 interviews completed, transcribed and analyzed.
- Presentation at psychology student research conference.
- Development of white paper for presentation at community partner meeting.
Research Training

Studies are IRB approved
All students CITI certified
Ongoing work in class on active listening
Ongoing conversations regarding research ethics
Reflection activities to help students understand their own relationship to the topic of study
Literature review assignments to help students understand the academic component of their work.

A Dedicated Service Learning Course

Bilingual Story-Time in the Primary Schools

Mariana Stoyanova
Georgia College & State University
Milledgeville, GA, USA

Purpose of the SL project

1. To provide opportunities for educational program design, implementation, and assessment to Georgia College students interested in teaching languages by offering them hands-on career-focused experience in the primary school classroom to foster a learner-centric culture in addition to honing leadership skills of the GC students.
2. To provide elementary school aged children with the opportunity to familiarize themselves with basic Spanish through children’s stories in the target language, while also promoting tolerance and understanding of the Hispanic cultures.

Project set up

Partners: Department of World Languages at GC, Twin Lakes City Library, Midway Elementary
College participants (per semester): 2-4 students who have taken at least 5 semesters of college Spanish classes and are considering a career in teaching, preferably in languages. Students are divided into pairs. Each pair visits one class during the bimonthly presentation of the story time.
Target population: Second and third grade students at one local primary school. 2-4 classes with approximately 25 students each.
Frequency of the bilingual story times: 6-8 in a 16 week semester
Duration: ~45 minutes (from 9:45-10:30a) on Wednesday

Expected Student Learning Outcomes:

- Learn to plan and present appropriate activities for the bilingual story times
- Make detailed lesson plans with learning objectives and outcomes
- Learn about the most current child L2 acquisition approaches and pedagogy
- Improve pronunciation in the target language
- Learn how to implement bilingual story time on their own
- Gain leadership skills