OBTL, Service Learning and Curriculum:

An Approach for Addressing Challenges in the Global Community

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Learning Outcomes

- explore the relationship between OBTL and Service Learning
- develop curriculum-based service learning opportunities
- identify strategies for assessing service learning experiences through OBTL
- analyze appropriate reflection tools for curriculum based service learning.
I. The Case for Service Learning
New Kinds of Learning in the 21st Century

- Learning that connects
- Learning that lasts
- Learning that matters
University of Sydney
Three Overarching Graduate Attributes

Scholarship
Lifelong Learning
Global Citizenship
HKBU Graduate Attributes
NKNU General Education Abilities

- Democratic and Law-abiding Abilities,
- Explorative and Creative Abilities,
- Life-time Learning Abilities,
- Character and Dedication Abilities,
- Critical and Reflective Abilities,
- Global Communication Abilities.
What educational practices will help us “deliver” on these graduate attributes?
GEORGE D. KUH

High-Impact Educational Practices: Who Has Access to Them and Why They Matter for Students

published by Association of American Colleges and Universities (AACU) 2008
Ten High-Impact Educational Practices

- First-Year Seminars and Experiences
- Common Intellectual Experiences
- Learning Communities
- Writing-Intensive Courses
- Collaborative Assignments and Projects
- Undergraduate Research
- Diversity/Global Learning
- **Service Learning, Community-Based Learning**
- Internships
- Capstone Courses and Projects
Commonalities among High-Impact Educational Practices:

- These purposeful tasks require students to devote considerable time and effort.

- These practices put students in the company of mentors and advisors as well as peers who share intellectual interests.

- Students typically receive frequent feedback in the performance of high-impact activities.

- These practices allow students to discover the relevance of learning through real-world activities.

- Participating in high-impact activities provides opportunities for students to see how what they are learning works in different settings, on and off campus.
Deep Learning Experiences

- These are “deep learning” or “learning for understanding” experiences that help students bring values and beliefs into perspective.
Transformative Experiences

- Viviendas Leon and US experience
- Water Bottles in China
- OSC
What’s Needed?

“…Collaborative, action-oriented, real-world problem-solving was by far the best strategy to advance knowledge and learning.”

(---reflecting on W. R. Harper’s beliefs about higher education in Benson, et. al. (2005): “Integrating a commitment to the public good into the institutional fabric.”)
Discussion Point

Think about your SL/CE activities in your classes/programs:

- How are they collaborative?
- Action-oriented?,
- Problem-Solving?

How will the experience advance knowledge and learning?
An OBTL Perspective for Service Learning
Critical success factors for an effective learning experience

Learning outcomes must be clearly established and articulated to all participants.

Activities are appropriate for the intended learning outcomes.

An assessment strategy is in place right from the start.

Proper support and training provided to all participants.

Source: Ed Ko, BU, June 2011
What do you want your students to learn?

- Individual learning goals
- Team learning goals
- Why did you choose these goals?
- In what ways will these individual and team learning goals contribute to your students’ short-term and long-term goals?
  - linked to discipline
  - link to graduate attributes
  - link to outcomes around civic engagement and social justice
Alignment of what you are going to do with what you want your students to learn

- What are the potential obstacles and how would you overcome them?
- What will the evidence of success be, both during the process and at the end?
- In what specific ways will you make use of the evidence to (i) change your project plan as appropriate, and (ii) enhance your students’ learning?
- How would you enhance your own learning around the tasks you will assign to students?
Development of Competencies

Development of Competencies

Attitudes → Knowing “Why”

Skills → Knowing “How”

Knowledge → Knowing “What”

Source: Ed Ko, Presentation to HKBU, June 2011
The Golden Circle

Why?

Your purpose, cause, or belief

How?

Ways by which you deliver your products or services

What?

Products or services that you provide

Outcomes and the Importance of Reflection

- Pre-Reflection (e.g. FACE)
- Feedback-Advice-Consent
- Post-Reflection
  - Personal Perspective (How have I changed)
  - Discipline Perspective (How has service informed my discipline; how has my discipline informed service)
  - Global Perspective (Implications of Service)
<table>
<thead>
<tr>
<th><strong>Assessment: FACE</strong></th>
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<tbody>
<tr>
<td><strong>Facts</strong></td>
</tr>
<tr>
<td>What you know</td>
</tr>
<tr>
<td>Location, people, social demographics</td>
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</tbody>
</table>
Issues related to Assessment of Learning Outcomes

- Grade for learning not hours
- Shifts in attitudes
- Academic rigor in the community AND classroom
- Points distributed to reflect import
- Who will evaluate and by what standards?
- Design assignments that elicit critical thinking and apply learning in new contexts
Experience plus reflection equals learning.

--- John Dewey
Why Reflection is Critical in OBTL for Service Learning
“We do not learn from experience, we learn from reflecting on our experiences.”

--- Haas Center for Public Service

Stanford University (2008-09)
“Experience alone is an imperfect teacher; without knowledge, one is ill-prepared to make sense of what one is experiencing.”

--- Friedrich Hayek
Six levels of reflection

**Level I**
- **Passive**
  - Experience only

**Level II**
- **Superficial, surface learning**
  - Record and make explicit the experience

**Level III**
- **Making meaning**
  - Reflecting on the learning experience

**Level IV**
- **Internalization, connecting, chunking**
  - Making the connection

**Level V**
- **Transfer**
  - Application of learning to new situations

**Level VI**
- **Adaptive, self-regulating**
  - Adapting to new situations

Source: The Windmills Programme (2001)
“4Fs” of reflection

- **Facts** – Levels I and II
- **Feelings** – Level III
- **Findings** – Level IV
- **Future Applications** – Levels V and VI

Roger Greenaway

http://reviewing.co.uk/articles/reviewing_outdoorsx3.htm#4stage
“4Es” of reflection

- *Experience* – Levels I and II
- *Express* – Level III
- *Examine* – Level IV
- *Explore* – Levels V and VI

Roger Greenaway

http://reviewing.co.uk/articles/reviewing_outdoorsx3.htm#4stage
Framework for reflection-on-action

- Describe – what did I do?
- Inform – what does this mean?
- Confront – how did I come to be like this?
- Reconstruct – how might I do things differently?

Questions that prompt critical reflection

- In what ways have your stereotypes or assumptions been challenged?
- How were you stretched or challenged in this experience?
- What have you learned about yourself through this experience?
- What are the most important things you will take with you from this experience?
Questions that prompt critical reflection (cont’d)

- What would you do differently if you were to do this again?
- In what ways have you changed or do you hope to change as a result of your experience?
- How does this experience connect to your long-term goals?
- What one thing will you do differently because of your experience?
- What has this experience better prepared you for?
- What can you do with the knowledge you gained to promote change?
III. Pedagogical Practice

- Integrating SL into the Curriculum

- What are the key components?
- SL provides for experiential learning that engages students in course-relevant, community-focused service that connects the academic discipline to community action.

- SL is intentional in meeting the needs of a community partner, as defined by that partner and, engaging the student in well-articulated community service.

- SL is built on a reciprocity principle where students learn from their community partners.

- SL enables students to take action and reflect whereby action informs reflection and reflection encourages further action.
## Service Learning Curricular Components

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<tr>
<th>Participation</th>
<th>Academic Connection</th>
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<tr>
<td>Value-Added Service</td>
<td>Reflection</td>
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<tr>
<td>Assessment</td>
<td>Feedback</td>
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A Continuum of Engagement

One assignment → One project → Theme Based Course

Student and Community Outcomes

- Community partner benefits from student participation
- Student learns from community partner
- Benefits and Outcomes (linked to course)
An Example: Service Learning Pedagogy and Programming from a Leadership Perspective

- Experiential Learning
- An approach to Mission, Purpose and Making Education Relevant
- A Strategy for Community Engagement
Leadership Behaviors

- Challenge the Process
- Inspire Shared Vision
- Enable Others to Act
- Model the Way
- Encourage the Heart

(from Kouses & Posner's, The Leadership Challenge)
Stages of Development

Tuckerman’s Phases

- Forming
- Storming
- Norming
- Performing

- Applying these to the Service Learning Environment
Integrating SL into the Curriculum

- Think of ideas for community service projects that will both meet the needs of the community and the learning outcomes for your course.

- Use OBTL (outcomes, TLA’s, AM’s) in your course/syllabus design.
## Agency Categories

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<th>Adult Education/Literacy</th>
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<td>Developmental Disabilities</td>
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<td>Children/Schools/Tutoring</td>
<td>Elderly</td>
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<td>Community Improvement/Education</td>
<td>Environmental Science</td>
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<tr>
<td>Computer/Information technology</td>
<td>HIV/AIDS/Healthcare</td>
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<td>Criminal Justice/At-risk youth</td>
<td>Homelessness/Hunger/Substance abuse</td>
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Building Strategic Alliances

- Faculty-Community Partner (F-C)
- Faculty-Student (F-S)
- Community Partner-Student (CP-S)
- Student-Student (S-S)
- Faculty-Administration (F-AD)

Source: D. Smith, Working papers on SL and managing expectations
A Framework for Understanding SL Alliances

- **Relationship Types**
  - F-Ad
  - F-CP
  - F-S
  - S-CP
  - S-S

- **Nature of the Alliance**
  - One-night stand
  - Just Friends
  - Dating
  - Marriage
### Your Experience?

<table>
<thead>
<tr>
<th>Relationship Type</th>
<th>One-night stand</th>
<th>Just Friends</th>
<th>Dating</th>
<th>Marriage</th>
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