

SERVICE-LEARNING IN THE USA AND SOUTH AFRICA: THE INFLUENCE OF STUDENT DEVELOPMENT

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1 June 2009

Agenda

- Service-Learning history, foundations, practice in the US and RSA
- Student development frameworks for service-learning design and practice
- Q & A/Discussion - Application and futures in Hong Kong and elsewhere?

Service- Learning

A Movement's Pioneers
Reflect on Its Origins,
Practice, and Future

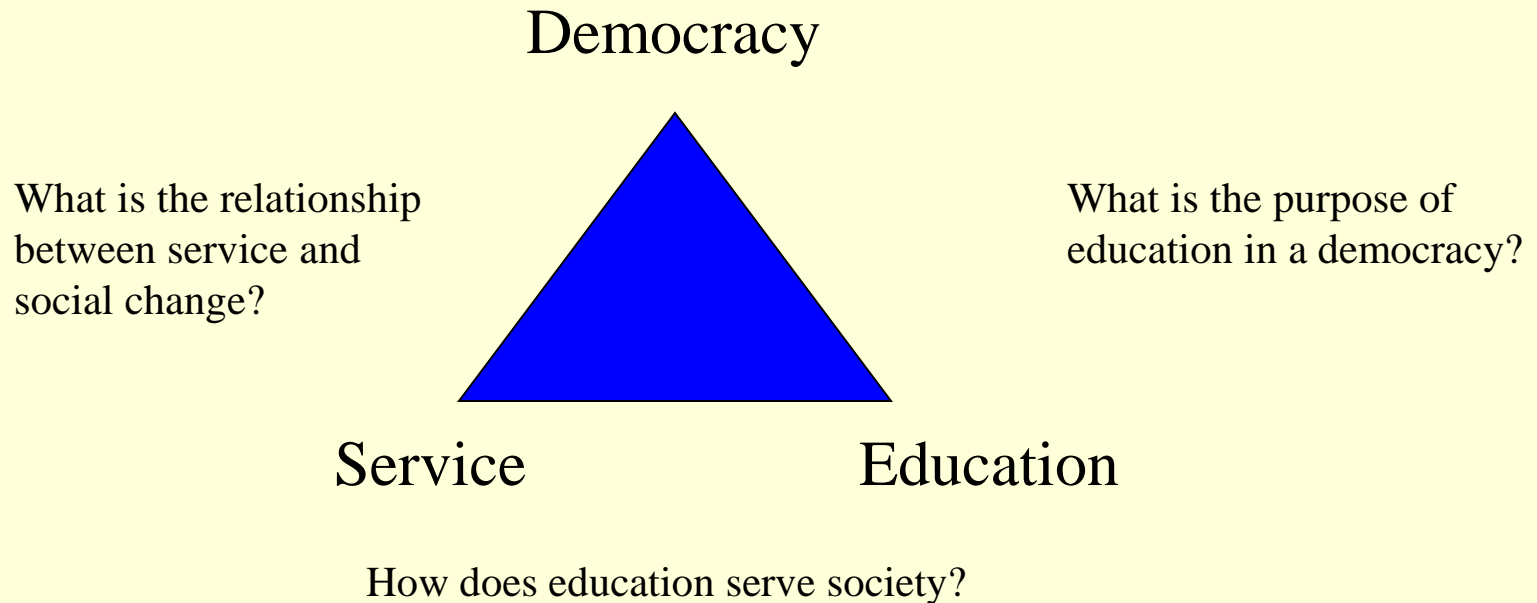
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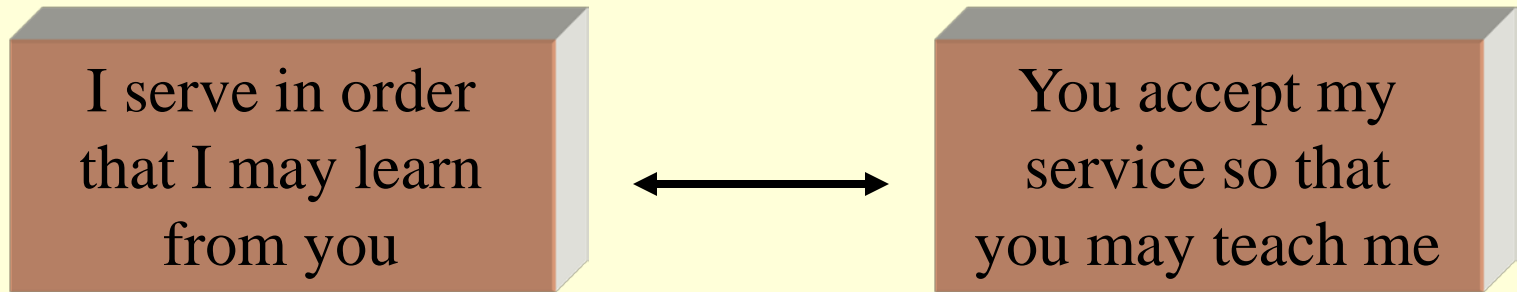
Where did Service-Learning Come From?



What is Service-Learning?

- Service-learning programs emphasize the accomplishment of tasks which meet human needs in combination with conscious educational growth (Southern Regional Education Board)
- Service-learning helps participants see their work in the larger context of issues of social justice and social policy in addition to the context of philanthropy and charity. What aspects of our social reality present the needs we respond to as volunteers? (adapted from J. Kendall, NSIEE)
- Service-learning emphasizes **reciprocity**--between campus and community; between those who serve and those who are served. Service-learning is an approach to experiential learning, an expression of values -- service to others, community development and empowerment, reciprocal learning -- which determines the purpose, nature and process of social and educational exchange. (T. Stanton, NSIEE)

Service-Learning is Reciprocal Learning

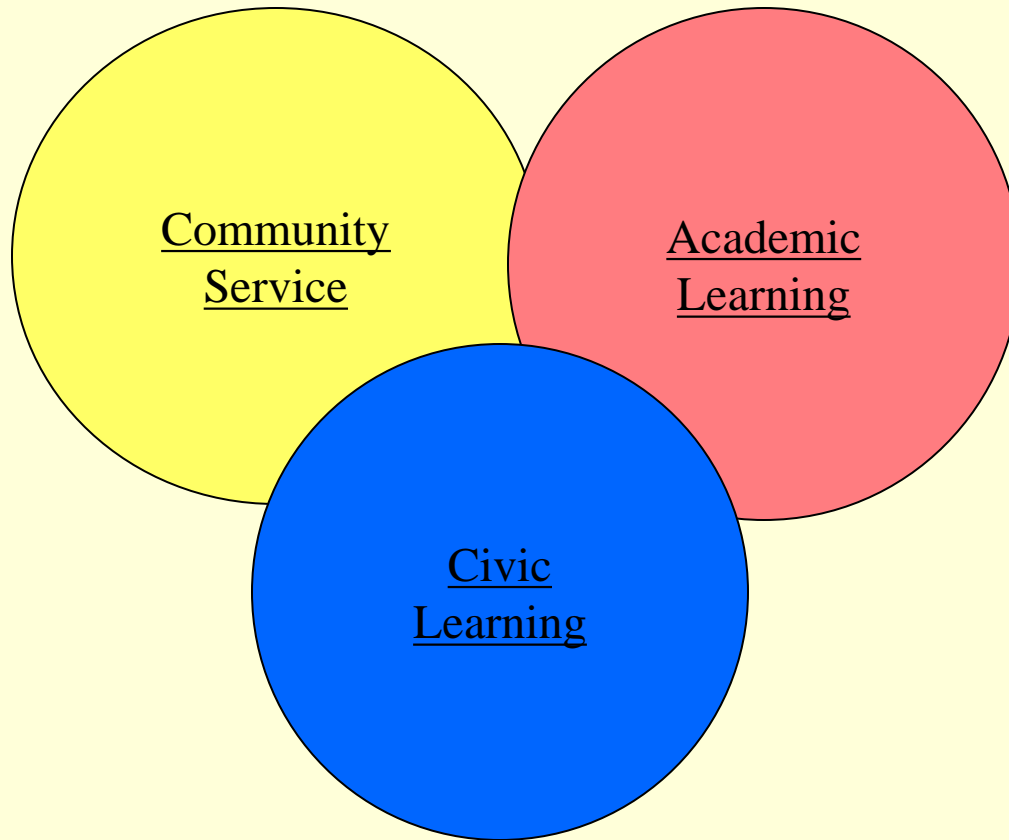


A service-learner '*listens eloquently*'*

* J. Herman Blake

Service-Learning

* Adapted from Pollack, S., *Service-Learning in Service Learning: Making Social, Civic and Moral Learning a Legitimate Focus of your Course*, 2002



What is Civic Learning?

* Adapted from Pollack, S., *Service-Learning in Service Learning: Making Social, Civic and Moral Learning a Legitimate Focus of your Course*, 2002

? learning that contributes to student preparation for community or public involvement in a diverse, democratic society” (*Michigan Journal of Community Service Learning*, 2001)

- Democratic citizenship learning
- Political learning
- Public leadership learning
- Inter- and intra-personal learning
- Diversity learning/cultural versatility
- Social justice learning

Important Context

National Student Development-
Focused Efforts in

- Curriculum Reform, and
- Public Service in Higher
Education

A Very Brief History

Families of Theories of Student Learning and Development

- 1) Cognitive development theories – how students think and process of thinking – simple to complex, concrete to abstract.
- 2) Learning style models – describe persistent and consistent differences among individuals, how they encounter and deal with their environment.
- 3) Theories of psychological development – describe the ‘what’ or content of student development, represent the the kind of issues or developmental tasks students face.
- 4) Dimensions of identity development - characteristics attributed to individuals, such as race, gender, sexual orientation, disability, culture, ethnicity, national origin, age, geographical region, religious identify, social class – how does one perceive these characateristics about oneself?
- 5) Theories and models of career development - focus on how individuals make career choices.

From McEwen, Marylu, *Enhancing Student Learning and Development Through Service-Learning*, in Jacoby, B., *Service-Learning in Higher Education: Concepts and Practices*, 1996

1997 White Paper on Higher Education

Higher Education institutions must
“demonstrate social responsibility...and their
commitment to the common good by making
available expertise and infrastructure for
community service programmes.”

CHESP □ Initial Steps

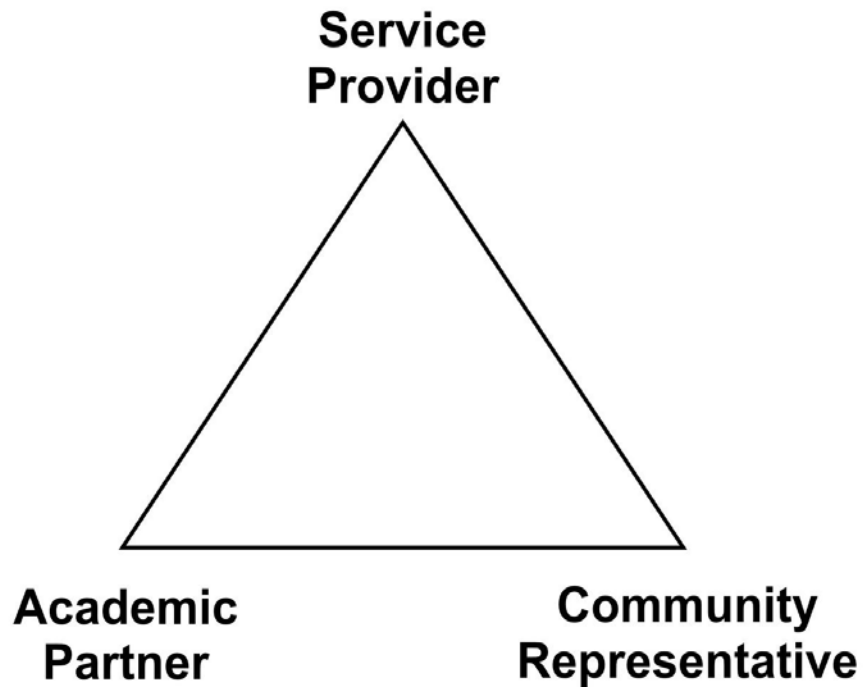
1. **Grant-making** to participating Higher Education Institutions
2. Building the **leadership capacity** within participating communities, higher education institutions, and service sector agencies to facilitate the planning and implementation of CHESP
3. **Monitoring, evaluating and researching** core group activities
4. Developing and/or disseminating appropriate **resources and information**
5. **Advocating** community -Higher Education-service partnerships as a model for operationalizing the reconstruction and development agenda of the White Paper on Higher Education.

CHESP Planning Grants 8 HEIs to?

1. Identify community and service sector partners
2. Form partnership structures to facilitate the planning and implementation of pilot programmes
3. Identify the assets and development priorities of participating communities
4. Conduct an audit of existing community service activities at the HEI
5. Draft an institution-wide policy on community engagement and, based on the above
6. Draft a strategic plan to operationalise the above policy.

THE TRIAD

Partnership as vehicle for engagement



JET-CHESP Capacity Building Programme

- **Development support** for pilot, three-partner projects
- **Capacity building** of persons responsible for planning, implementation, and management of projects
- **Leadership development** of campus/regional leaders for CHESP partnerships
- Generate **new knowledge** about community-higher education-service partnerships
- Generate relevant research and other **publications**
- **Advocate** what is learned to impact on relevant national and institutional policies.

JET-CHESP Capacity Building Programme Curriculum

Planning Phase Modules

- Theories of development and social change
- Contextualisation - national and local policy contexts for CHESP
- Systems theory and practice
- Community situation analysis
- Models of community-university partnerships (USA field trip)
- Higher education institution transformation
- Scenario building/strategic planning
- Project management

JET-CHESP Capacity Building Programme Curriculum

Implementation Phase Modules

- Community empowerment and development
- Community-based academic/service site development
- Service-learning
- Curriculum development
- Partnership development



COUNCIL ON HIGHER EDUCATION
HIGHER EDUCATION QUALITY COMMITTEE
HEQC

Community Engagement in Higher Education



JET EDUCATION
SERVICES
Community • Higher Education
Service • Partnerships
CHESP

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Conference

3 to 5 September 2006

Protea Hotel President, Bantry Bay, Cape Town

hosted by

**The Higher Education Quality Committee
of the Council on Higher Education**

and

**The Community-Higher
Education-Service Partnerships
initiative of JET Education Services**

[Conference Papers](#)
[Additional Readings](#)

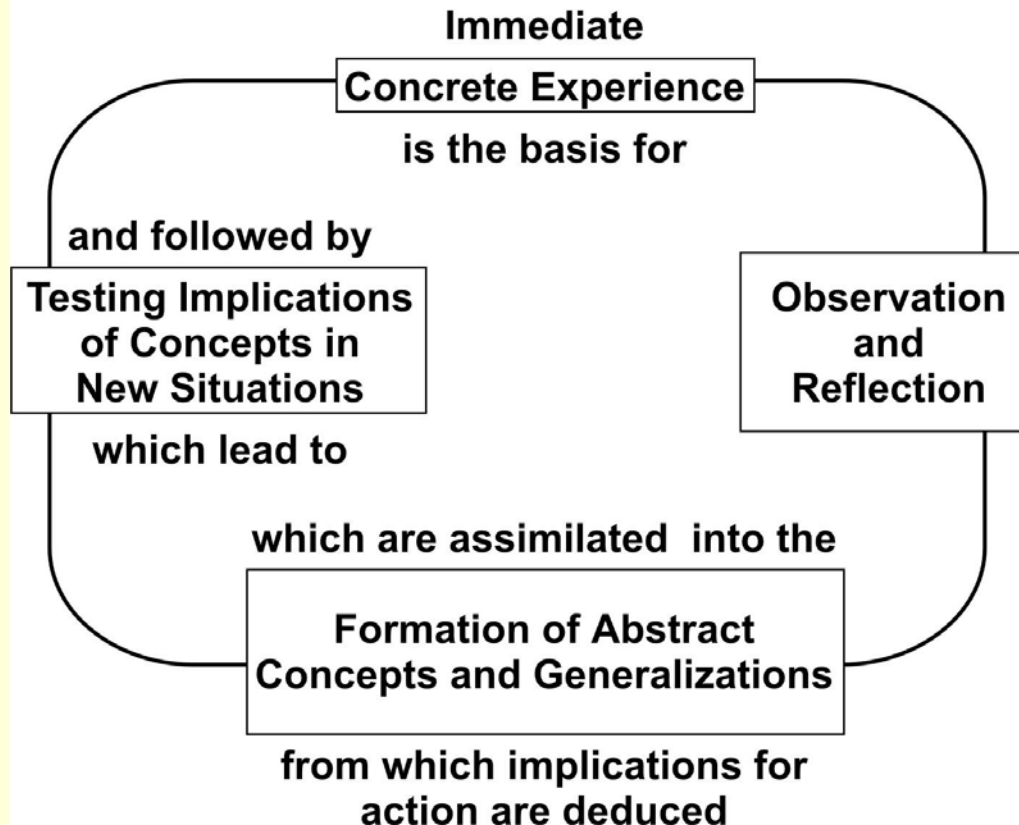
Experiential Learning - A Definition

David A. Kolb

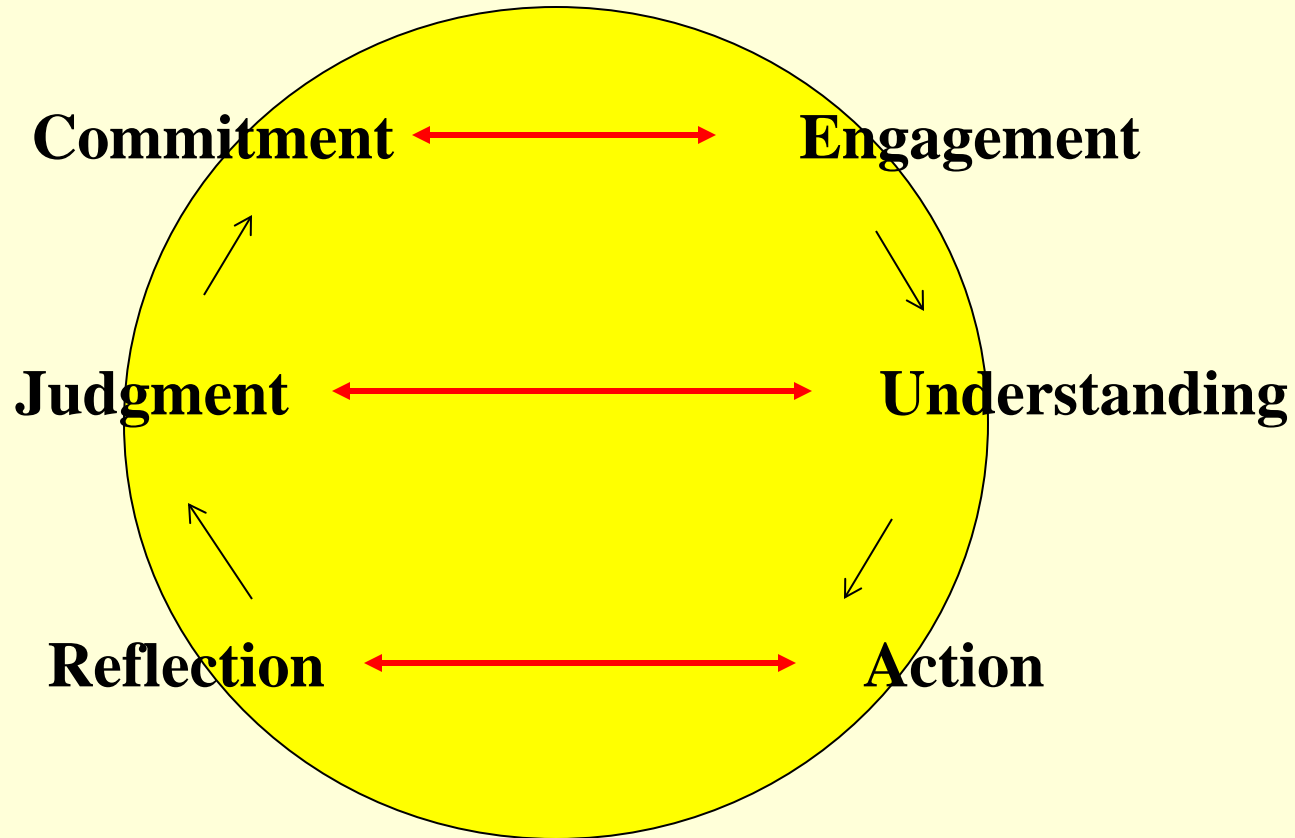
**LEARNING IS THE PROCESS WHEREBY
KNOWLEDGE IS CREATED THROUGH
THE TRANSFORMATION OF
EXPERIENCE.**

Kolb's Learning Cycle

Kolb's description of the experiential learning cycle (1984)



Shulman's Learning Table



From Shulman, Lee, S. (2002), Making Differences: A Learning Table, *Change*, November/December