

Integrating Service-learning into College Courses

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Course Overview

● I.S. 201 Course Goals

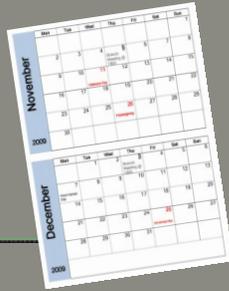
- *Recognize challenges and opportunities in a world characterized by a complex array of cultures and subcultures*
- *Connect a “widened view of the world” to liberal learning*
- *Become more sophisticated critical inquirers*
- *Become more effective communicators*

● Understanding Poverty Course Objectives

- *Identify initial inner beliefs/core values regarding diversity and demonstrate change/growth that occurs*
- *Define and recognize poverty as a subculture of diversity as it exists in Iowa and the United States.*
- *Compare and contrast conditions of poverty that exist among the various cultural groups in this country and analyze their implications.*
- *Examine the issues that are consequences of living in poverty.*

Evolution of the service-learning component of this course

- Year 1: Traditional textbook learning
- Year 2: Service-learning became an “add-on”
- Year 3: Whole class service-learning, one site
- Year 4: Whole class service-learning, two projects (Empty Bowls, Feed My Starving Children)
- Year 5: Students assigned to various sites
- Year 6: Students assigned to various sites (Instructor related visits each week)



Class Format

- 14 week (Tuesday/Thursday) class
 - 1st three weeks: classroom to lay foundation
 - 8 weeks service-learning
 - Tuesdays: on site with assigned readings that correlated to weekly observations
 - Thursdays : in classroom to connect readings with service-learning experiences
 - Last three weeks: full class schedule to make meaning of course work and service experience

Instructor	Student	Community Partner	Center for Community Engagement
Coordination of weekly topics, readings, and service-learning experiences	Weekly class periods on-site	Supervise students	Liaison with Community Partners
Rotation of weekly visits to service-learning sites	Journal (using Bradley's criteria guidelines)	Serve as learning partner	Communication w/ Community Partner & faculty member: appropriate placements
	My.Wartburg collaboration forum		Student service-learning orientation
	Reflection paper		Support Faculty & Course Development
	Poverty simulation		Help find classroom speakers
	Log sheet for hours		
	Communication w/ Community Partner		

Logistics

Student Lessons Learned

“One of the easiest yet hardest things for me to reflect upon is my experience at my service-learning site for IS 201. This was both an eye opening and an educational experience. I have taken so much from this class I feel it is one of the best decisions I have made thus far at Wartburg College.”

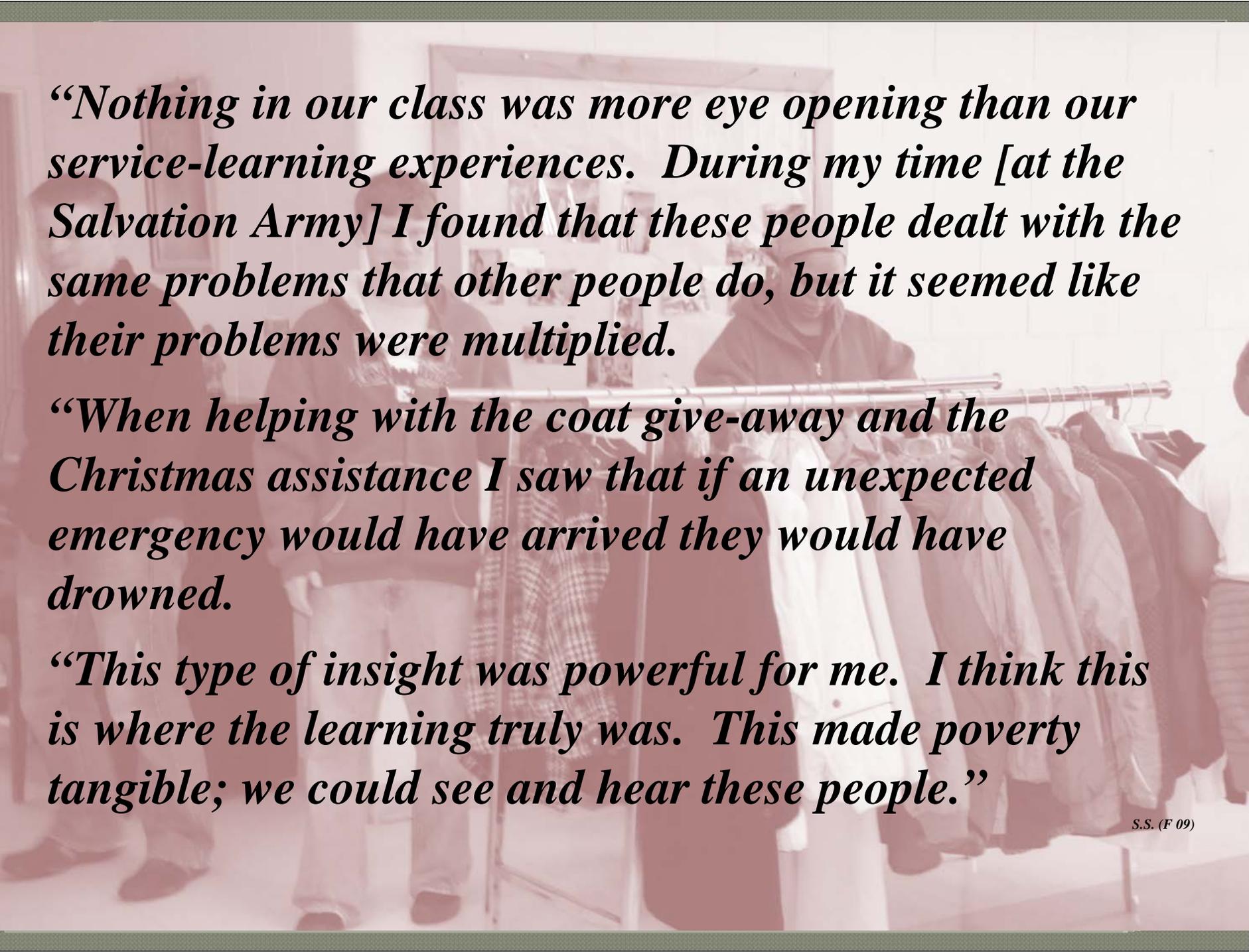
A.C. (F09)



“I like to view my time spent at the Salvation Army in two parts. The first part being my “ignorant” stage and the second part being my “accepting” stage.

A.C. (1997)





“Nothing in our class was more eye opening than our service-learning experiences. During my time [at the Salvation Army] I found that these people dealt with the same problems that other people do, but it seemed like their problems were multiplied.

“When helping with the coat give-away and the Christmas assistance I saw that if an unexpected emergency would have arrived they would have drowned.

“This type of insight was powerful for me. I think this is where the learning truly was. This made poverty tangible; we could see and hear these people.”

“I think that each of our service-learning sites must have in some way impacted our lives. Doing service at the Vineyard Church in Waverly was one of the main reasons why I stop stereotyping what people living in poverty look like.”

D.G. (17/07)



“At the start of the semester I felt like I knew a lot about poverty and how people come to be in poverty, but I now see that I really did not know anything about it. My views were very shallow and I became aware of this while at the Eastside Ministerial Alliance for the service-learning project.”



“Experiential learning proves invaluable, as it connects the classroom learning to the real world. My service-learning placement at the Northeast Iowa Food Bank did just that. The placement provided me with experiences which helped relate our class discussions and readings on hunger to the real world and the very individuals which experience it. These interactions with the other workers and clients provided the necessary human element to my learning, allowing my learning in the classroom to fully sink in and influence my heart.”



R.W. (F 09)

“All of us went to different organizations and service areas to view what we learned and talked about [from the classroom] in the real world.”



“Giving us the opportunity to go out and help people in local communities around campus triggers the willingness of giving back to the community no matter if you are a native to the area or not.”

C.F. (F 09)



“After taking this class my next goal is to take a larger stand in the world on the issue of poverty. Many people every day are not blessed with the privileges me and the people of this college (sic) are blessed with... they work hard to just survive.

I want to get more involved in the organizations on campus to spread the word of poverty. I believe that this class will forever be with me and has impacted me greatly. I don't want to just be a spectator in the world any more, but I want to take action.”

B.M. (F 09)

Faculty Lessons Learned

- Service becomes an immersion not a “sight-seeing” trip
- The development isn’t going to happen overnight!
- Student reflection/learning needs to be guided by the faculty member
- Students will rebel if it’s an add-on (they don’t have enough time as it is ☹)

It's your turn!

- Consider where you could incorporate a service component into one of your courses.
- Select 3-4 outcomes of one of your courses that could be enhanced by a service-learning factor.