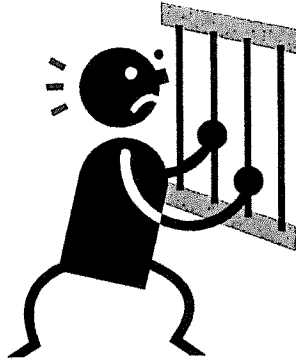


Breaking Boundaries:

Innovative Ways to Integrate Service Learning Across Various Disciplines



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Timeline of Service Project with Two SPEA TLC Section and IREF in 2014

March	<p>A) Attended TLC retreat: worked on integrated assignments and goals for TLC sections using the IREF experience</p> <p>a) Met more to discuss assignments and syllabi (common language throughout TLC)</p>
April	<p>A) Submitted application for Service Learning Assistant (SLA) mentor scholarship</p>
July	<p>A) Emailed our contact at IREF to set up a time to meet with the previous years Toastmasters still in the program</p> <p>B) Reflected on what went well last year and what we could change (continue reciprocal learning opportunities)</p> <p>C) Collaborated on making it possible to add this experience to a second Bridge/TLC sections for Fall 2014</p> <p>D) Established the specific dates in which both sections would be participating the IREF experience for Fall 2014</p> <p>D) Emailed and advertised this project throughout orientation to excite students' about our program</p> <p>a) First time in SPEA history all three SPEA Bridge/TLC sections filled</p>
August	<p>A) Instructor of FYS and SLA mentor completed the SLA training</p> <p>B) During Bridge, IREF contact and resident came to visit the class to discuss IREF and his experience as a prisoner</p> <p>a) they also received the official volunteer training and had to get a TB shot (new to us this year)</p> <p>C) Students completed the Pre Questionnaire about their impression of the project and IREF (before their first visit)</p> <p>D) During Bridge, students went to IREF to tour the facility (by IREF residents), discuss career options, and met Toastmasters</p> <p>E) Fall 2014, in FYS, discussion of DEAL model (reflective assignment) and how this experience enhances the TLC</p>
Sept- Nov	<p>A) Met 6 Wednesdays at IREF (optional 7th visit) from 5:00pm - 7:00pm to participate in IREF toastmaster meetings</p> <p>a) After every visit students received the DEAL model with prompts to reflect on</p> <p>b) Each student received participation points for attending IREF and would receive feedback for reflection</p> <p>c) Reflections were due the following FYS class and half of the class would be spent in open discussion</p> <p>d) Students also used the same speeches at IREF that they completed for a grade for Public Speaking (Comm-R110)</p> <p>B) In October, a representative from Center for Service and Learning showed our students how to create a digital story</p> <p>C) First and second draft of script for Digital Story was submitted for instructor feedback before beginning the presentation</p>
Dec	<p>A) Attended Michigan City or Pendleton Prison (compare and contrast two different criminal systems)</p> <p>B) Concluded the semester and service project with a final visit (celebration), including testimonials of impactful experience</p> <p>C) Final digital story due and each course within the TLC graded on specific items dealing with their class</p> <p>D) Students completed end of the semester evaluations including the Post Questionnaire for their IREF experience</p> <p>E) Students had a final celebration to reflect on the semester and their SPEA TLC experience</p>

Pre-Questionnaire for IREF Service Learning Project

- 1) Have you completed service learning projects before? If so, how many have you completed? What was your most recent project?
- 2) What was your first impression/reaction when you found out you would be working with IREF and residents from IREF on a service project?
- 3) Describe the following about you: a) age, b) gender, c) race, d) political party, e) socioeconomic status
- 4) Describe what type of residents you think you will expect to see from IREF residents: a) age, b) gender, c) race, d) political party, e) socioeconomic status
- 5) Do you have any immediate family that has been incarcerated?
- 6) Do you have any distant family that has been incarcerated?
- 7) What are your expectations about meeting with IREF residents and completing a service project?
- 8) What do you hop to get out of this experience of working with IREF residents?
- 9) What or how do you think this experience will add to your educational and career exploration?
- 10) Other than the times required, if given the option would you attend more visits to IREF?

Number: _____

Name: _____

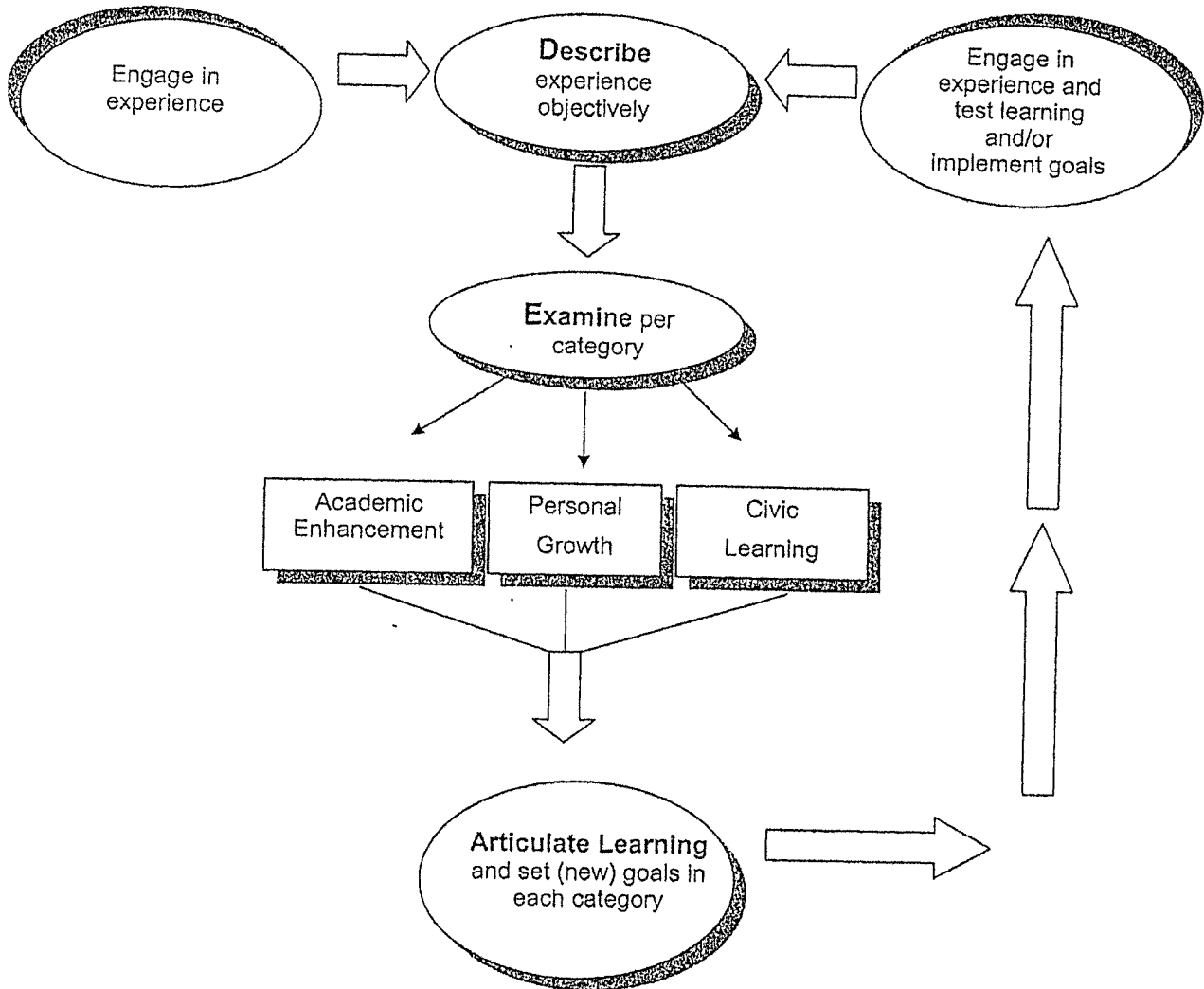
Post-Questionnaire for IREF Service Learning Project

- 1) From this service learning experience, do you plan to participate in future service learning projects through IUPUI or the surrounding community? If so, what organizations or areas (if you have specifics)?
- 2) Based on your first impression/reaction of doing this project with IREF, how has your impression/reaction changed or stayed the same?
- 3) Describe the following about you: a) age, b) gender, c) race, d) political party, e) socioeconomic status
- 4) Based on your first impression what type of residents did you see while in IREF? Was this different or the same from what you thought you would expect to see: a) age, b) gender, c) race, d) political party, e) socioeconomic status?
- 5) If you answered yes to having immediate or distant family that has been incarcerated, how has this helped your understanding or relationship with them? (If you previously answer no, just leave this blank)
- 6) Did this experience *not meet, meet, or go above* your expectations of what you thought we would be doing with the IREF residents? How?
- 7) What did you gain from this experience with IREF and the Toastmasters? How will you use this experience in the future (think about media perception, society, personally)
- 8) How did this experience add to your educational and career exploration?
- 9) How many times did you attend IREF this semester (including our first visit)?
- 10) Anything else you would like to add about this experience?

Number: _____

Name: _____

Schematic Overview of the DEAL Model for Critical Reflection



DEAL: A 3-Step Model for REFLECTION

Developed by Patti Clayton, Ph.D., North Carolina State University and adapted for college student's to use when thinking about/reflecting on their service learning projects.

You will be prompted to answer some specific questions that I will have posted for you before you go IREF each Saturday. However, as you answer these questions, keep the DEAL Model in mind (This will help you make sure you discuss the material and your thoughts in great detail). This will allow for a much better reflection at the end.

D ESCRIBE (in fair detail and as objectively as possible)

In your reflection, describe your experience with IREF/Toast Master as if you are explaining it to someone that has never been (focus a little more on the Toast Master session rather than IREF itself). What thoughts, emotions/feelings, discussions, and observations did you have? What did you enjoy or hope can change for the following IREF session (be constructive)?

E XAMINE After describing the detail of the experience, now dig deeper into your description/experience by sharing how this has influenced furthering yourself in the following ways: Academic Enhancement, Personal Growth, Civic Learning (knowledge, skills, and values needed to be affective Active Citizens), or has it? Please focus on each of these three areas.

A RTICULATE

L EARNING

What did you learn? (new observations, perspectives, knowledge about specific residents or the culture of IREF, IREF collaboration with the community, or anything else that you are able to pull out from this unique experience). Possibly even relate it to media and television you have seen (does it support the media/stereotypes you see?).

How can you relate this to your coursework in Spea-J101 and Comm-R110, or any of your other courses?

Why is what you learned important to you?

What can you do with this knowledge (academically, in society, in life, etc.)

Your reflections will be graded on your spelling, following directions, submitted on time, as well as if you responded to all of the prompts above (make sure you cover D-E-AL)

Digital Storytelling Assignment

Grading Rubric

SPEA-V100 – SPEA-J101 – COMM-R 110

	Exemplary	Proficient	Marginal	Not Acceptable
<p>SPEA-V 100: Freshman Seminar</p> <p>Learning assessed through personal growth and development</p>	<p>*Personal growth and development is demonstrated by a <i>thorough</i> rationale and understanding of service learning</p> <p>*<i>Strong</i> evidence of critical thought and thorough reflection</p>	<p>*Personal growth and development is <i>somewhat</i> supported by a rationale demonstrating the importance of service learning project</p> <p>*Evidence of reflection and analysis</p>	<p>*Personal growth and development is supported by a <i>weak</i> rationale that does not demonstrate the importance of service learning</p> <p>*<i>Little</i> evidence of thoughtful reflection</p>	<p>*No personal growth and development present</p> <p>*No analysis of personal growth and development present</p>

SPEA-J 101: American Criminal Justice System

Learning assessed through knowledge and critical thinking related to criminal justice system

COMM-R 110: Public Speaking

Learning assessed through self-analysis of public speaking skills and abilities

Rubric for Reflection Assignments V100 Service Learning

Dimensions	Beginning	Intermediate	Expert
<p>Deep Thinking (6)</p> <p>Score:</p>	<p>Your reflection has clichés and shows little effort and little awareness of your learning or the connections among ideas and prior experience. Push yourself harder to think about what happened and avoid writing words/phrases that you've heard hundreds of times (e.g., "I learned a lot from this experience.")</p>	<p>Your reflection demonstrates some effort in thinking about the experience, but you need to think more deeply, exploring different aspects of the event or experience. Ask yourself more questions and include your answers in the reflection. Dig a little deeper.</p>	<p>Your reflection shows evidence of considerable time and effort spent in thinking hard about what you learned, how you learned it, and how this learning experience connects with other experiences you have had and with your prior knowledge.</p>
<p>Analysis (6)</p> <p>Score:</p>	<p>Your reflection lacks analysis. Elements of the experience are perceived or described as isolated events, and patterns are not identified. Pay more attention to how elements of the experience relate.</p>	<p>Your reflection shows some ability to identify and relate the component parts of an event or experience and some ability to detect patterns. Your reflection could be improved by greater attention to these details.</p>	<p>Your reflection shows substantial evidence of your ability to identify the component parts of an event or experience, compare and contrast them, and detect patterns and relations among them.</p>
<p>Synthesis (6)</p> <p>Score:</p>	<p>Your reflection does not show evidence of synthesis. Ideas seem random and unrelated. You offer few conclusions or generalizations. Ask yourself how elements of this experience connect to each other, and to various aspects of your life.</p>	<p>Your reflection demonstrates that you made some effort at drawing conclusions and making generalizations, but your efforts are not completely successful. Parts of your reflection seem random and unrelated. Make a greater effort to detect and articulate connections.</p>	<p>Your reflection shows that you have the ability to create new ideas and generalizations based upon previous knowledge and experiences as well as the ability to relate knowledge from several areas and draw relevant conclusions.</p>
<p>Honesty and Self-Awareness (6)</p> <p>Score:</p>	<p>You have little original content in your reflection. You may have included what you think others wanted to hear. What you really experienced is what is really important here, so that is what you should write about.</p>	<p>Your reflection shows some evidence that you tried to examine your experience openly and honestly, and you have included some original content. You need to avoid generalizations and work toward more genuine insights.</p>	<p>Your reflection shows considerable evidence that you are speaking of your experience in a genuine and honest manner. You have included a number of excellent and original insights. You openly examined your experience and engaged in honest self-appraisal.</p>
<p>Specificity (3)</p> <p>Score:</p>	<p>Your reflection is vague, lacking in specifics, details, or examples. Add more specific details and examples.</p>	<p>Your reflection contains some good details and examples but could be improved by including more relevant details. What really happened?</p>	<p>Your reflection includes many relevant details and examples that demonstrate thought and learning.</p>
<p>Clarity and Correctness (3)</p> <p>Score:</p>	<p>Your reflection is not well organized, is unclear, uses slang or other inappropriate language, and/or has spelling or grammatical errors. An outline might help with organization. Check your work for errors.</p>	<p>Organization is evident in your reflection but not completely developed. Additional attention to organization, word choice, grammar, and/or spelling would improve this reflection.</p>	<p>Your reflection is carefully organized and can be easily followed by the reader. The writing is clear, the language is appropriate, and there are no mechanical or spelling errors.</p>

Score _____ (range 0-30 points)

Brainstorming Your Ideas on Integrating Service Learning Across Disciplines

- What courses/disciplines are in your current TLC? Is there a good theme within the TLC?

- If not, what courses would you like to pull into your ideal TLC?

- Based on the ideal TLC, what types community partnerships/projects could unify these courses into one theme (thinking of the big picture). Also, is it a reciprocal learning experience for both organizations?

- From the above questions, what additional resources or connections need to be there for it to become a reality?

Things to keep in mind from our experience:

- Always think outside the box at “other” service project options, it is okay to think big then narrow it down.

- If a lot of time needs to be spent on this project: make time in a TLC class (probably the FYS), provide academic points’ equivalent to the amount of work with the project, and make this the main project for the TLC.

- The reflective piece both written and discussions in class is huge, especially in the beginning of the project! It is okay for them to tell their story over and over (makes for better reflection during the digital story)

- Find integrated work to allow for flow between courses/programs (don’t overload the students with additional assignments or work in all courses within the TLC)

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QUESTIONS FOR PRESENTERS

(Feel free to write your questions in the below box to ask at the end of the presentation. You may also email your questions to one of the instructors listed on the front of the handout).

