

Overview of Academic Service Learning (ASL)

Tanya Christ

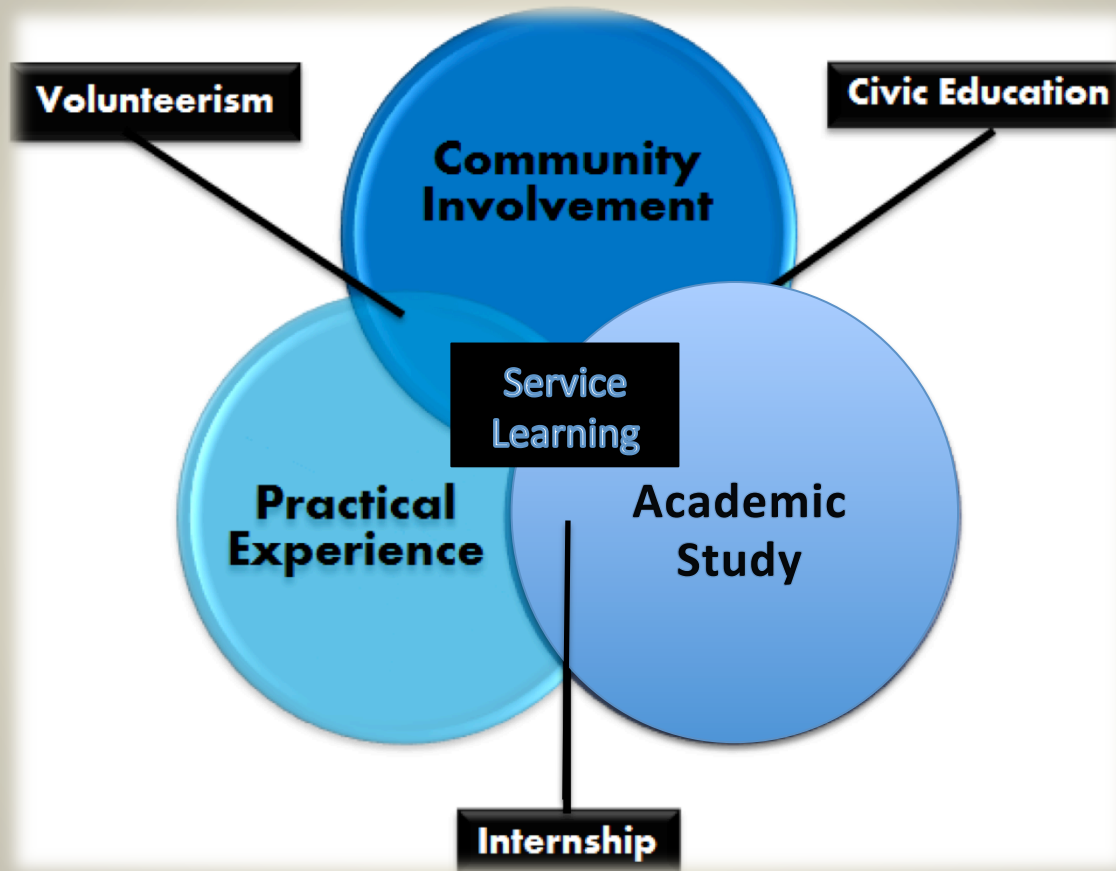
Bob Maxfield

Krista Malley

Agenda

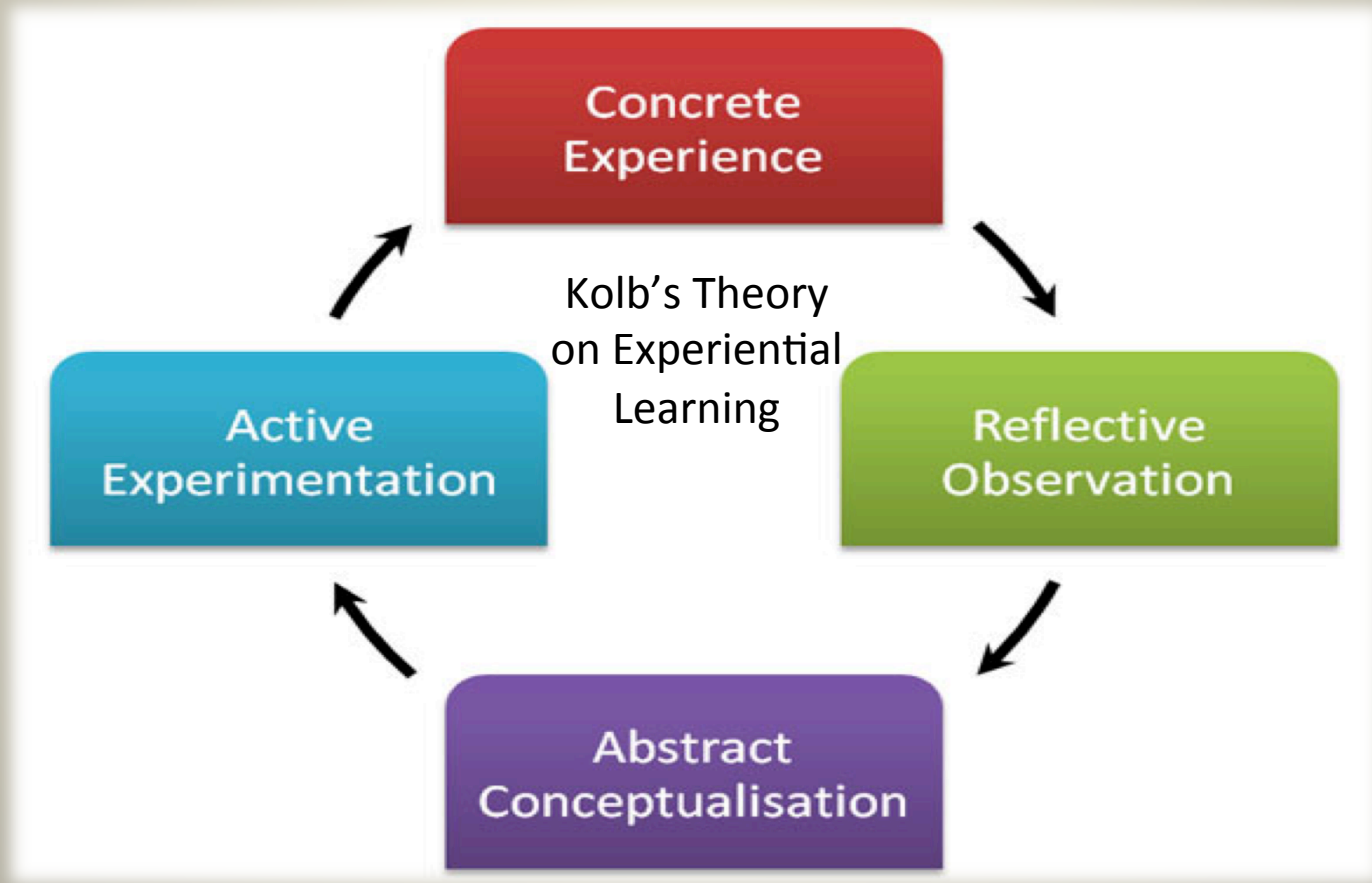
- Welcome and Overview
- Definitions
- Now What Activity?
- OU/Pontiac Initiative
- Service Learning in Action
- Resources

Combination



Definitions

Experiential Learning is the process of learning through experience or reflection on doing.



Definitions

Service-Learning is a credit-bearing, educational, experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility (Bringle & Hatcher, 1996).



Definitions

Volunteering: is generally considered an altruistic activity where an individual or group provides services for no financial gain.

WE MAKE A LIVING
BY WHAT WE GET
WE MAKE A LIFE
BY WHAT WE GIVE

- Winston Churchill

Common Threads

- The Learner is...
 - willing to be actively involved in the experience;
 - able to reflect on the experience;
 - possesses and uses analytical skills to conceptualize the experience; and
 - possesses decision making and problem solving skills in order to use the new ideas gained from the experience.

Now What?

- How could you use service learning in the Fall to enhance your class?
- What are the benefits for students, institution, and the greater community?

OU/Pontiac Partnership

UNITING URBAN ACHIEVEMENT AND ACADEMIC EXCELLENCE

*Oakland University and The Pontiac
Community Coming Together*

Year in Review 2014-15

OU/Pontiac Partnership



**UNITING URBAN ACHIEVEMENT
AND ACADEMIC EXCELLENCE**

**OAKLAND
UNIVERSITY™**

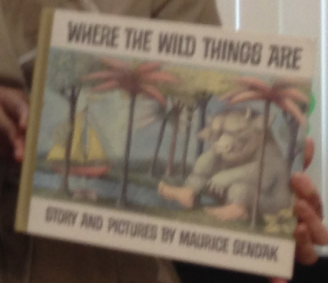
Service Learning

www.baldwin.org



EXIT

W
E



Video-Based Competency Assessment



Product-Based Assessments

Cody Ruch

DIRECTIONS:

Replace the **BLUE TEXT** with the requested information before administering your IRI.
Replace the **GREEN TEXT** with the requested information after administering your IRI.

Text & Child Information

Bathtime for Biscuit
Fountas & Pinnell Level C
Nazir
October 14, 2015

Instructions to Read to Child

"I'm going to ask you to read this book, **Bathtime for Biscuit** (point to words in title). Then I'll ask you to tell me the story in your own words, and I'll ask you some questions about the story."

Word Recognition

(All 149 words)

Time for a bath, Biscuit! Woof, woof! Biscuit ^{wanted} wants to play.

Time for a bath, Biscuit! Woof, woof! Biscuit ^{wanted} wants to dig.

Time for a bath, Biscuit! Woof, woof! Biscuit ^{wanted} wants to roll. ← repeated

Time for a bath, Biscuit! ^{SE} Time to get nice and clean. Woof, woof!

In you go! Woof! Biscuit ^{SE} does not want a bath!

Bow wow! Biscuit ^{SE} sees his friend (Puddles) ^{did not know this word}

Woof, woof! Biscuit ^{wanted} wants to climb out.

Come back, Biscuit! Woof! ^{woof}

Come back, ^{Puddles} Puddles! Bow wow!

Prompt: "Anything else?" until the student does not provide more information.

Enter response: At the end, the girl said they all need a bath.

Provide an analysis (strengths and needs) and evaluation (how good was it?):

Nazir did a good job of retelling the main events in the story. He had to look back a couple times.

Step 2: Prompt for information not included in the initial retelling by asking the appropriate questions below.

- Who was the main character in the story? What was his name? Biscuit
- What was the problem in the story? Biscuit would not get in the bath
- What did Biscuit do in the story? What else? (Keep asking until all events are told or the child does not know anymore.) Hopped out of the bath, played with his friend, ^{played in the yard}
- How was the problem solved? The owner fell in the bath
- Do you think there was another way the problem could have been solved? The owner ^{was taking} Biscuit inside for the bath.

Enter responses after each question above.

Provide an analysis (strengths and needs) and evaluation (how good was it?):

He answered each question accurately but could have had more details in his answers. When asked "What else?" he could not think of anything.

Step 3: Questions

Inference: Why do you think Biscuit did not want a bath? What makes you say so?

Enter response: He did not want to be wet and he wanted to play around and roll in the grass and roll in the mud. In the story all he did was play.

Score response:

(0) undeveloped--child's response does not use any pertinent text clues or the child makes up clues that are not aligned with the text content (i.e., misinformation);

(1) developing--child uses clues from the text that could help make the inference, but doesn't fully answer the question; and

(2) developed--child uses clues from the text and makes the inference to answer the question.

Now What?

- What activities and teaching methods would you use for your class?
- How would you assess students in a service learning course?

Resources

[ACADEMICS](#)[FUTURE STUDENTS](#)[CURRENT STUDENTS](#)[ALUMNI](#)[ARTS AT OU](#)[GIVING](#)[ATHLETICS](#)

Office of Academic Service Learning

[About Academic Service Learning](#)[Faculty Resources](#)[Student Reflections](#)

Office of Academic Service Learning
Oakland University
Rochester, MI 48309
(248) 370-4455

The mission of Oakland University's Office of Academic Service Learning is to enrich the education of students by providing resources to faculty for creating and improving innovative instructional assignments that advance civic engagement.

The vision of Office of Academic Service Learning is to provide faculty and students with meaningful and innovative academic experiences that allow collaboration with the university and surrounding community.

The Office of Academic Service Learning provides these services and resources to faculty, staff and students:

- **Grant Opportunities** - As a member of **Michigan Campus Compact** the constituents of Oakland University are eligible to apply for grants to improve service learning. The Office of Academic Service Learning serves as a liaison to Michigan Campus Compact and will keep you apprised of the many opportunities.
- **Community Partnerships** - The Office of Academic Service Learning identifies and fosters relationships with community organizations. The office can assist faculty in identifying and developing partnerships within the community.
- **Networking** - Faculty have the ability to meet one on one with other faculty to discuss decisions about their courses, share insights, and keep up to date about events in service learning.

QUICK LINKS

[Office of Undergraduate Education](#)
[OU Volunteer Opportunities](#)
[Michigan Campus Compact](#)

[The Baldwin Center](#)
[Grace Centers of Hope](#)
[Beyond Basics](#)
[United Way](#)

oakland.edu/asl/

Resources

- E-space
 - [Experiential Learning](#)
 - OU Community Engagement Document
 - Research and Service
 - Programs and Partnerships
 - Non-Academic Departments

Resources

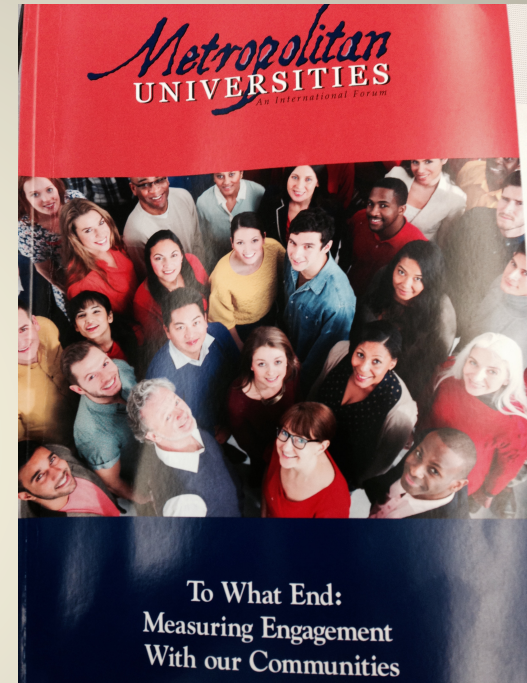


- Conferences
- Grants
- Other resources

Resources



- Sign up for e-newsletter
- Conference information
- CUMU Journal available at Kresge Library?



Closing Thoughts

Oakland University is a preeminent metropolitan university that is recognized as a student-centered, doctoral research institution with a global perspective. We engage students in distinctive educational experiences that connect to the unique and diverse opportunities within and beyond our region.

Through faculty-driven and student-engaged research, scholarship, and creative activity, Oakland University advances knowledge and art in a diverse and inclusive environment.

Oakland University is an active community partner providing thriving civic, cultural, and recreational opportunities and valuable public service.

More on ASL

Share Your Experiences and ask Questions about Academic Service Learning

**** (Coffee & Conversation Session 12:00 pm – 1:00 pm)**

Facilitated by Scott Crabill Tuesday, January 19, 2016

Coffee, tea & snacks provided (feel free to bring your own lunch)

Share your experiences with ASL, ask your questions about ASL
- informal discussions -

Enhancing Your Course with Academic Service Learning Tips for Effectively Designing and Implementing ASL

Facilitated by Tanya Christ

Tuesday, January 26, 2016 12:00 pm – 1:30 pm Lunch provided

- How to transform your course to include ASL experiences
- Tips for effective ASL experiences
- Value for students, faculty, university and community in ASL
- Addressing challenges of ASL logistics
- Models of ASL