

“Academics in Action”- John Glenn, Former Senator and Astronaut

SERVICE LEARNING

Freshman Seminar - COL 105
Midlands Technical College



“Let us think of education as the means of developing our greatest abilities, because in each of us there is a private hope and dream which, fulfilled, can be translated into benefit for everyone and greater strength for our nation.”

“Ask not what your country can do for you, ask what you can do for your country. ” - John F. Kennedy (1917 - 1963) Thirty-fifth President of the USA

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Table of Contents

Page	4	Service Learning Defined
Page	5	Service Learning Outcomes
Page	5	Site Guidelines
Page	6	Service Learning Approved Agency List
Page	7	Performance Measurement Instrument and Success Criteria
Page	8	List of Forms
Page	9	Appendix 1/ Service Learning Site Information
Page	10	Appendix 2/ Needs/Asset List
Page	10	Appendix 3/ Plan of Action
Page	11	Appendix 4/ Commitment Form
Page	11	Appendix 5/ Supervisor Letter
Page	12	Appendix 6/ Supervisor Check List
Page	12	Appendix 7/ Service Hours Log
Page	12	Appendix 8/ Thank You Note
Page	13-14	Appendix 8 / Team Roles and Responsibilities
Page	15	Appendix 10/Team Member Effectiveness Rubric
Page	16	Appendix 11/Research Record
Page	17	Appendix 12/ Before Service Record
Page	18	Appendix 13/During Record
Page	19	Appendix 14/Reflection Record
Page	20	Appendix 15/ Performance Measurement Instrument and Success Criteria
Page	21	Works Cited

Before Beginning Service Learning Project (pre-project information)

Service Learning is defined as:

A teaching and learning method under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs that are coordinated in collaboration with the school and community;

That is integrated with specific learning objectives and provides structured time for students to think, talk, and journal about what they did and saw during the actual service activity;

That provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own community;

That enhances what is taught in school by extending student learning beyond the classroom and into the community;

That helps foster a sense of caring for others.

National Community Trust Act, 1993

The Institute for Global Education and Service Learning, 1998, states “Service Learning is made up of activities that connect serving the community with the learning already being done in a school, program, or organization. Service Learning provides a hands-on application of knowledge and skills to real life community needs.”

Service Learning Professional Develop Manual
Institute for Global Education and Service Learning, www.igesl.org

The Service Learning site options for COL 105 is most often a group project. However, in an extreme situation you are not able to participate in a group please speak to the respective instructor (see page 6).

Service Learning Outcomes are directly connected to the objectives for COL 105:
(Refer to course syllabus)

1. To promote in you and your classmates a positive adjustment and assimilation into Midlands Technical College.
2. To develop among you and your classmates a community of learners who are also friends.
3. To assist you in increasing your self-knowledge.
4. To introduce you to the many educational opportunities and resources at Midlands Technical College.
5. To help you acquire academic survival skills.
6. To improve your academic learning skills such as listening, writing, speaking, and studying.
7. To teach you how to use the library.

Site Guidelines/Requirements

1. Each team member serves at the same site. However, the team member does not have or need to attend at the same time unless the agency prefers.
2. No family members **OR** friends can work or volunteer at the same site
3. Non-profit organizations are preferred.
4. Service must be voluntary. Team members cannot be paid or compensated in any way for service time.
5. Be sure to consider appropriate dress and use manners befitting men and women. Remember, you are representing Midlands Technical College.

Next:

Choose from the following areas:

- Animals
- Environment
- Children/Youth
- Elderly
- Health
- Education
- Homeless/Hunger
- Disabled

Each team or individual should consider his/her interest(s) since the value of the project will contribute to the outcome. Additionally, both teams and individuals should consider their potential major (For example, Criminal Justice may choose to volunteer at a local police department).

After Library orientation using the skills learned, students are to conduct research directly related to the area of their team's choice. Then record that information in

Research Record (Appendix 11, page 16). Research should include at least three different sources directly related to area of choice.

If teams or individuals choose an agency that is not from the approved list, then they must type a proposal to be reviewed by the department head for approval.

Service Learning Agency Approved List/Site Options

<i>SisterCare</i>		926-0505
<i>Lexington County Rec. & Aging Comm.</i>	Cherlyn Porter	356-5111
<i>Sexual Trauma Services</i>		790-8208
<i>Family Connection</i>		252-0914
<i>Richland School Dist. One</i>	Deborah Boone	231-6745
<i>Ronald McDonald House</i>	Tricia	254-0118
<i>Girl Scouts</i>	Chase Cothran	665-7794
<i>Communities in Schools</i>	Katie Robb	254-9727
<i>Pets, INC</i>		926-0455
<i>Habitat for Humanity and ReStore</i>	Laura Jeffcoat	936-008 ext. 1102
<i>Harvest Hope Food Bank</i>	Erin Schroeder	254-4432
<i>Department of Social Services</i>	Mr. Ernest McClerklin	714-7433
<i>Salvation Army</i>	Seth Taylor	667-4943
<i>United Way</i>	Eric Roberts	733-5400
<i>Nehemiah Project</i>	Scooter Scott	231-8394
<i>USC School of Med Supportive Housing</i>	David Parker, PhD	343-3437
<i>WIS-TV Class Act school supply drive</i>	<i>WIS-TV web page</i>	

The following agencies do not require background checks:

Family Connection
Ronald McDonald House
PETS, Inc.
Harvest Hope

It should be noted that names of contact may change. These are the most recent

Record information in Research Record (Appendix 11 page 16)

Complete Needs and Assets form (**Appendix 2 page 10**) by contacting the agency selected and identifying their most immediate needs. The needs of the agency may be different than what you would like or are willing to commit to doing. If students do not hear back from the agency within five working/business day, it is time to choose another site.

Individual Thank You Note from each team member upon completion of 8 required hours at the site of group choice (Appendix 8 page 12)

Before Service Record (Appendix 12 page 17)

*** Records 1 and 2 will be completed before students begin the actual service part of the project.***

DURING PERFORMANCE OF SERVICE LEARNING PROJECT

Teams and individuals should *develop a Mission Statement along with a Plan of Action (Appendix 3 page 10)*

Complete Commitment Form (Appendix 4 page 10)

Note***Remember this is a networking opportunity and students are expected to dress and behave in the manner which reflects the professionalism expected by Midlands Technical College and the agency.

Complete Supervisor Check List (Appendix 6 page 12)

Complete Service Hours Log (Appendix 7 page 12)

Complete During Service (appendix 13 page 18) During the Service Learning experience be sure the record entry includes references related to personal responsibility, self-motivation, self-management, interdependence, self awareness, lifelong learning, emotional intelligence, and belief in self. The *OnCourse* textbook is an excellent reference source.

AFTER PERFORMANCE OF SERVICE LEARNING PROJECT

Write a Thank you not (Appendix 8 page 12)

TEAMS ONLY-Complete Team Member Effectiveness Rubric (Appendix 10 page 15) and give to your instructor

Complete Reflection Record (Appendix 14 page 19)

AFTER COMPLETION OF SERVICE LEARNING PROJECT

Performance Measurement Instrument and Success Criteria:

Your service-learning project and class presentation will be graded according to the following rubric:

	Poor [0%]	Poor[.25]	Fair [.50]	Good [.75]	Excellent [1]
Oral Presentation	No presentation. Not prepared.	Poor presentation Not easy to follow	Speaker was prepared, but did not speak loudly and/or clearly enough; more preparation or practice would have helped.	Speaker spoke clearly, seemed prepared.	Speaker spoke clearly, seemed very prepared, made good eye contact, presentation was easy to follow.
PowerPoint Slide Show OR 2 visual aids	No slide show No visual aids	Slide show very ineffective. They are ineffective	Slide show was not logical, unclear, or inappropriate. Visual aids were inappropriate	Slide show presented the main ideas clearly. Visual aids represented to main ideas clearly	Slide show or visual aids were engaging, contained appropriate pictures and design elements, and enhanced the speaker's presentation of the main ideas.
Research & Records & Reflection	No research references. No attempt to complete journals. No Reflection	Has one research reference Attempt made at one journal No learning expressed.	Two research references listed. Journals complete, but little insight or information. Reflection is too basic	Journals complete with details and information. At least three references listed. Reflection is complete.	Journals complete with descriptions of details and reflection information. More than three references, at least one from a real-world source (not found online) Reflection is complete with detailed account of what was learned and felt.
Plan of Action	No Plan of Action.	Poor plan of action with no details	Plan of Action has few details.	Plan of Action is specific.	Plan of Action is specific and thorough.
Team Member Effectiveness Rubric	0	.25	.50	.75	1
Commitment form & Supervisor letter & Supervisor checklist & Thank you note & Needs/Assets List		Without these documents (of your work) from the agency or organization, your final grade for this project can be no higher than a 75 (C).			

Complete **Reflection Record (Appendix 13 page 19)** In this record be sure to include the key terms/vocabulary from the *OnCourse* textbook that apply to what you learned or experienced. This reflection should also include observations you made while conducting service.

Presentation: (see Appendix 14/Performance Measurement Instrument and Success Criteria)

Forms:

- Appendix 1 Service Learning Site Information
- Appendix 2 Needs/Assets List
- Appendix 3 Plan of Action
- Appendix 4 Commitment Form
- Appendix 5 Supervisor Letter
- Appendix 6 Supervisor Check List
- Appendix 7 Service Hours Log
- Appendix 8 Thank You Note
- Appendix 9 Team Member Responsibilities
- Appendix 10 Team Member Feedback
- Appendix 11 Research Record
- Appendix 12 Before Service Record
- Appendix 13 During Service Record
- Appendix 14 Reflection Record
- Appendix 15 Performance Measurement Instrument and Success Criteria:

Appendix 1- Service Learning Site Information

Turn in the following information about your site on _____.
Team/Individual Name(s) _____

_____.

Name of Service Learning Site: _____

Complete Mailing Address: _____

Name of site supervisor _____ (This is the person with whom you will work most closely at the site, who will sign stating you worked specific hours and fill out the Supervisor Letter and Checklist.)

Print Name _____

Signature of Supervisor _____

Contact information e-mail address _____

Phone number(s) _____

Appendix 4- Commitment Form

Service Learning can provide access to opportunities for career exploration, self efficacy, and job skills!

I, the Midlands Technical College student, will behave in a professional and respectful manner while engaged in the Service Learning experience.

Student Signature _____ Date _____

Professional and respectful manner includes, but is not limited to, the following:

- *Perform my duties to the best of my ability and show respect to anyone I interact with.
- *Adhere to the rules procedures and policies, including the handling of confidential information.
- *Be open to supervision and constructive feedback about my work, and take the opportunity to learn from this.
- *Meet time and duty commitments.
- *Please provide adequate notice to the supervisor if commitment cannot be met.



Appendix 5- Supervisor Letter

Midlands Technical College
PO Box 2408
Columbia, SC 29202

Dear Supervisor,

Thank you for allowing one of Midland Technical College's students to volunteer at your organization this semester. This student will be giving me your name as the person with whom her or she will be working most closely.

The Service Learning Project is part of a Freshman Seminar course and counts for 30% of their final grade. Additionally, Service Learning affords the students an opportunity to volunteer in and learn more about their community. Students are required to record journal entries and prepare a presentation for the class.

As the instructor, I thank you for giving students this valuable experience. Please complete the Supervisor check list, sign, and return to the student(s) as verification of completing the 8 hours required on site to meet their obligation of Service Learning.

If you have any question about the program or suggestion that you would like to make, please feel free to contact me _____ or via e-mail _____.

Sincerely,

Appendix 6- Supervisor Checklist

Please check the appropriate box upon conclusion of the student’s final visit.

Work Criteria	Fair	Good	Very Good	Excellent
Job understanding				
Reliability				
Punctuality				
Quality of Work				
Follows instructions				
Appearance				
Willingness to learn				
Dependability				
Attitude toward job				
Attitude toward fellow workers/supervisors				

Supervisor _____
 Comment(s): _____

Appendix 7-Service Hours Log

10 hour minimum

<u>Location</u>	<u>Date</u>	<u>Time</u>	<u>Supervisor Signature</u>

Appendix 8- Thank you note

Each team member must submit in a self addressed stamped envelope a thank you note either typed or hand written to the instructor, for review, before team or individual presentations. Please follow the guide below (you are certainly not limited to this guide). It is only suggestion for those who do not how or where to begin.

Date _____

Dear Mr./Ms/Mrs./Dr. _____,

Thank you for the opportunity to volunteer at _____.
 Discuss something that you learned and then relate to something from the *OnCourse* textbook that you observed. Also discuss something that was observed during service time spent at the agency.

Thank you again

Sincerely,

Appendix 9-- Team Roles and Responsibilities

Key Roles:

Team Leader

Team Leaders may or may not be supervisory/managerial personnel. Most importantly, team leaders should never "pull rank," or apply undue influence on the team. Good team leaders know the lessons learned from experience are stronger and longer lasting than those learned simply by having a supervisor telling someone what to do. Being a team leader is a good deal of work. A balance must be maintained between keeping a team focused on the task and allowing a team to make its own decisions.

Team Facilitator

Keeps Everybody On Track

Make things happen with ease.

Help the group with the process.

Help the group with the "how" decisions.

Sound easy? Above are the three primary responsibilities of a team facilitator related to keeping everybody on track. Facilitators are often NOT a member of the team so they can remain neutral in team decision making. When a facilitator is part of the team, the role of facilitator may rotate from member to member.

Team Recorder

Keeps Notes, Documents, and Decisions

The team recorder is responsible for writing down the team's key points, ideas and decisions. Sometimes, recorders work from an easel pad. Recorders can also take notes directly to a pad.

Some thoughts to consider when assuming recorder duties:

Don't editorialize!

Record comments verbatim as much as possible. If the recorder can't write fast enough, ask the facilitator to slow down or repeat a comment. Recording the team's ideas is very important, so invest the time to do it right.

Consider two recorders

If ideas are coming fast and furiously, consider using two recorders, each to write down every other suggestion.

Be prepared & organized

Recorders should review the agenda for action items. Then, he or she can prepare notes and easel pads prior to the meeting with headers like: "Problems Under Consideration," or "Potential Solutions," or "Next Steps."

Remember this...

The recorder is responsible for documenting the team's process, discussions, and decisions. Every good team has a good recorder!

Time Keeper - Minute by Minute...

"Where did the time go?" In a busy team meeting where members are considering ideas, brainstorming, prioritizing, etc., it is very helpful to assign one person the responsibility of being the timekeeper.

A timekeeper's responsibilities are to:

- Monitor how long the team is taking to accomplish its tasks.
- Provide regular updates to the team on how well or poorly they are using their time.
- Collaborate with the team leader, facilitator and others to determine new time schedules if the agenda has to be adjusted.

Remember this...

Consider volunteering to assume time keeper responsibilities at your next meeting. It's a good way to get familiar with team functions.

Appendix 10--Team Member Effectiveness Rubric

Individual Rated: _____

Course: _____

Evaluator's Name: _____

Date: _____

	1: Exceeds Standards	.50: Meets Standards	.25-0: Fails to Meet Standards	Score
Preparation Involves the degree to which a learning partner is prepared to help the team's learning process.	Brings in extra material in order to enrich the learning environment and is prepared to help the team's learning process.	Reads material and prepares written answers to questions.	Reads material during exercise or has not read material; is not prepared to help the team's learning process.	
Contributes to Discussion Involves the extent and nature of a learning partner's interpersonal involvement during team meetings.	Explains material to others and provides new insights in order to promote interpersonal involvement during team meetings.	Is able to answer other's questions and relates material to own experience during team meetings.	Occasionally makes a comment related to the topic being discussed or does not make any contribution during team meetings.	
Attends Class & Team Meetings Involves the physical presence of a learning partner during class and team meetings.	During class and team meetings, is always present or rarely misses, only 1-2 times a semester.	Occasionally misses class and team meetings, only 3-4 times a semester.	Frequently misses class and team meetings, ≥ 5 times a semester.	
Creates a Positive Learning Environment Involves a learning partner's contribution to developing a positive team culture.	Interaction with team members is positive; keeps team sessions light to develop a positive team culture.	Is mostly supportive of other's contributions in an effort to promote a positive team culture. On occasion, may be neutral in affective contribution to the team.	Does not contribute in a positive manner and sometimes, may focus on negative things.	
Communicates Effectively Involves how well a learning partner communicates and stays connected with team members.	Comments are almost always positive, easily understood; when giving constructive criticism, feedback is timely, specific, and behaviorally focused.	Is usually an effective communicator; gives feedback that is often helpful.	Comments are sometimes vague and has trouble getting a point across; comments may be negative in tone or sometimes argumentative.	

Scoring Key:

- _____ Exceeds standards 1
- _____ Meets standards .75
- _____ Fails to meet standards .50 or less

Appendix 15

Performance Measurement Instrument and Success Criteria:

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PowerPoint Slide Show OR 2 visual aids	No slide show or slide show very ineffective. No visual aids or they are ineffective	Slide show very ineffective. They are ineffective	Slide show was not logical, unclear, or inappropriate Visual aids were inappropriate	Slide show presented the main ideas clearly. Visual aids represented to main ideas clearly	Slide show or visual aids were engaging, contained appropriate pictures and design elements, and enhanced the speaker's presentation of the main ideas.
Research & Records & Reflection	No research references No attempt to complete journals. No Reflection	Has one research reference Attempt made at one journal No learning expressed.	Fewer than three references listed. Journals complete, but little insight or information. Reflection is too basic, no learning expressed.	Journals complete with details and information. At least three references listed. Reflection is complete.	Journals complete with descriptions of details and reflection information. More than three references, at least one from a real-world source (not found online) Reflection is complete with detailed account of what was learned and felt.
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Team Member Effectiveness Rubric	0	.25	.50	.75	1
Commitment Form/ Supervisor letter/ Thank you note/ Needs/Assets List		Without these documents (of your work) from the agency or organization, your final grade for this project can be no higher than a 75 (C).			

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