

Presented by Professor Claudia Sahagún

**BC Central Campus Academic Service-Learning
in collaboration with *Elena Rae Schultz, Maria Bernal, Natalie Butto, Dr. Linda Washington
and the Service Learning Team***

Santa Cruz, Bolivia April 2016

ACADEMIC Service-Learning

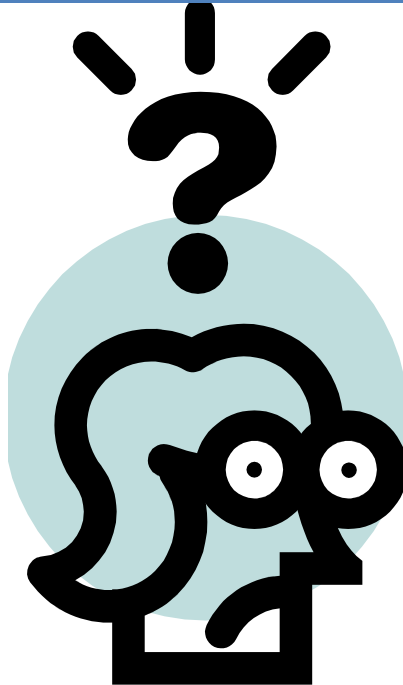
What you do (and what you don't do) makes a difference!



Learning Outcomes for Today:

- ✓ **Have a better understanding of Academic Service Learning and what distinguishes it from volunteering**
- ✓ **Get examples of BC Faculty AS-L initiatives in the past**
- ✓ **Learn the benefits of AS-L courses**
- ✓ **Obtain ideas on AS-L opportunities**
- ✓ **Share best practices with colleagues**

What is your definition of
**Academic Service
Learning?**



ACADEMIC SERVICE LEARNING:

A method whereby participants learn and develop through **active participation** in thoughtfully organized service that is conducted in and **meets the needs of a community**; is coordinated with an elementary school, secondary school, institution of higher education, or community service program, and with the community; **helps foster civic responsibility**; is **integrated into and enhances the academic curriculum** of the participants or the education components of the community service program in which the participants are enrolled; and provides **structured time for the participants to reflect** on the service experience.

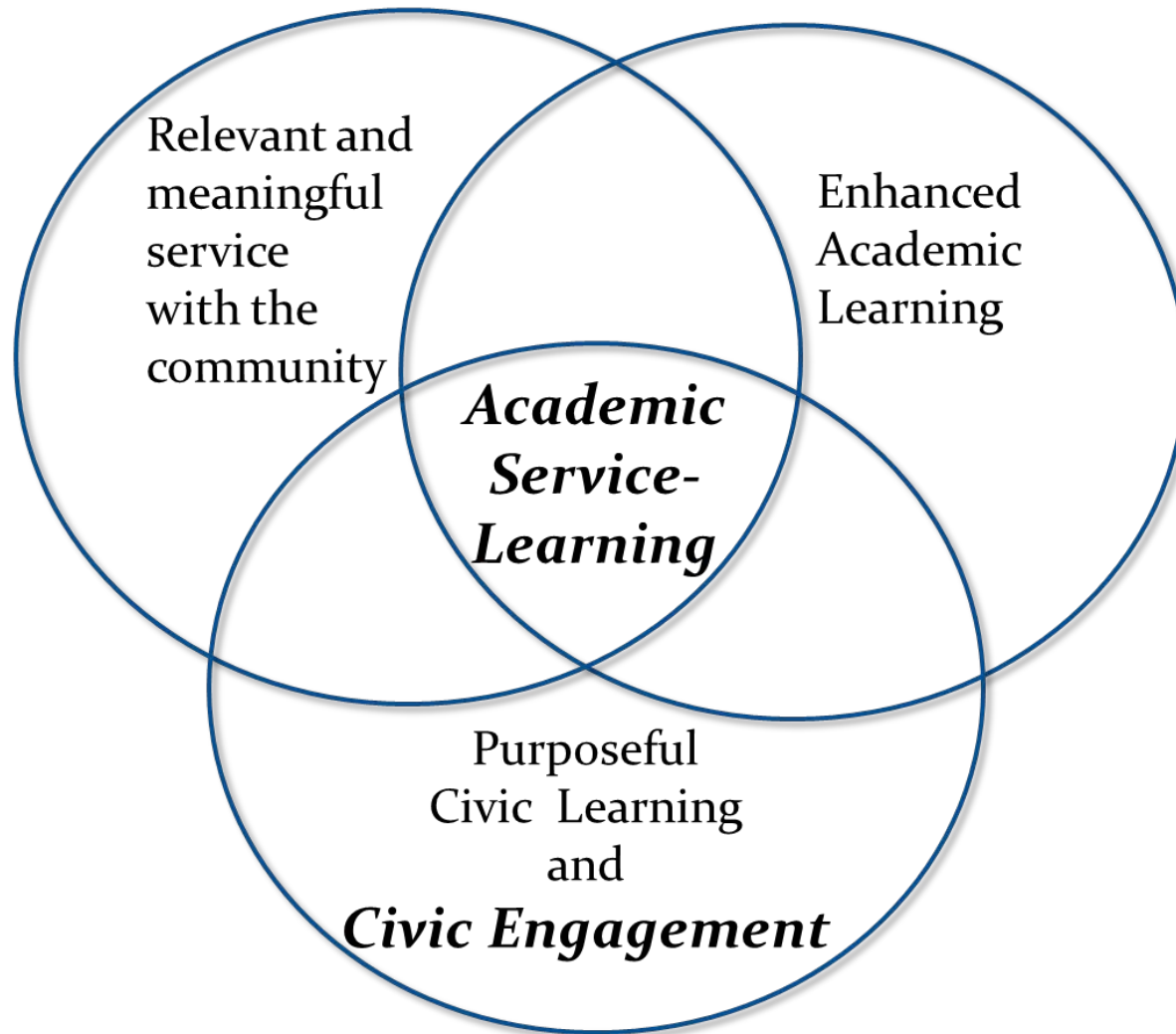
- Corporation for National & Community Service

In other words...

Academic Service Learning

connects the *academic curriculum* – what students learn in class – with *service* in the community, working with local community agencies.

What Distinguishes Academic Service-Learning?



What areas can you work on for AS-L initiative? Your choice, as long as **“It Matters!”**

Money Matters!

Health Matters!

Environment Matters!

Career Matters!

Education Matters!

“Money Matters!”



BROWARD PARTNERSHIP
FOR THE HOMELESS, INC.
Rebuilding Lives!

“Health Matters!”



“Career Matters!”



“Education Matters!”



OLD DAVIE SCHOOL
HISTORICAL MUSEUM

www.olddavieschool.org



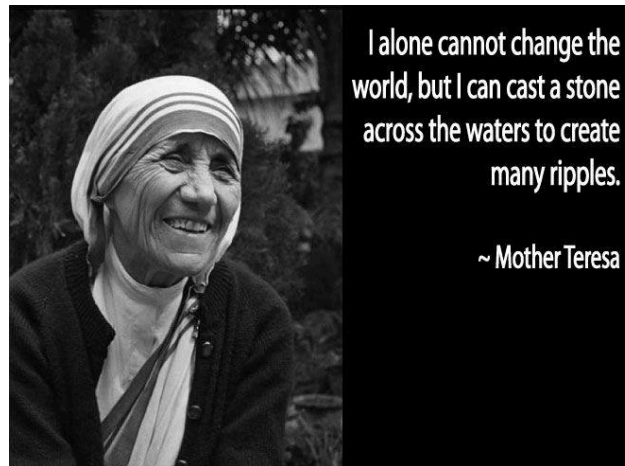
“Environment Matters!”



International Service Learning at Broward College.

“The mission of Broward College is to achieve student success by developing informed and creative students capable of

contributing to a knowledge and service-based global society”



AS-L begins at home!

Broward Partnership for the Homeless and the Hope Outreach Center



International Academic Service

Learning History

- President Armstrong Vision-2011
- Project 2012: Huillcapata, Peru, a rural village outside of Cusco; renovating a kitchen and greenhouse at a public elementary school. SLS 1261 Leadership. Prof. Maria Bernal
- Project 2013: Huillcapata, Peru, a rural village outside of Cusco; renovating a classroom at a public elementary school. SPN 1170 +SLS 1261 Leadership . Professors Claudia Sahagun and Maria Bernal
- Project 2014: Guayas province, Guayaquil ; BSN + SPN 1170. Nurses serving the low income community . Dr. Linda Washington and Professor Claudia Sahagun
- Project 2015: Guayas province, Guayaquil ; BSN, RN + SPN 1170. Nurses serving the low income community . Dr. Linda Washington and Professor Claudia Sahagun
- Project 2016: Honors Students in Bello Horizonte, Brazil. Creating connections among students .Professors Pedro Oliveira and Howard Housen.
- What are the key components? Research, Critical Reflection , Journals and Fundraising



La Cocina de la Esperanza 2012



Manos a la Obra, Cusco - Peru 2013

SPN1170 – SLS 1261



A tu Salud, Ecuador 2014

Community Health Students, Faculty and new friends



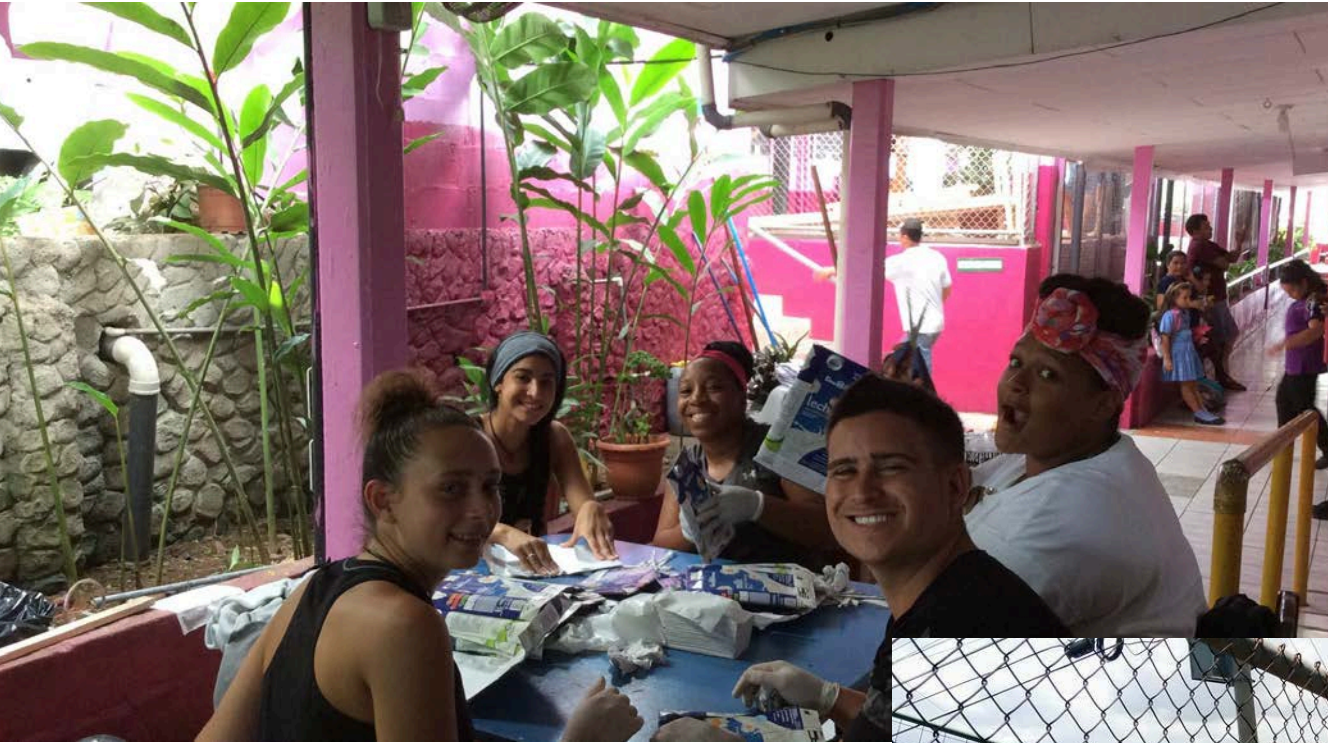
Broward College bachelor of Science nursing students

A tu Salud, Ecuador 2015

BSN+RN students



PURA VIDA 2015 – Costa Rica



Benefits of Academic Service-Learning

For Students...

- ✓ Apply classroom knowledge
- ✓ Awareness of social issues
- ✓ Develop critical thinking skills
- ✓ Develop life skills
- ✓ Broaden horizons
- ✓ Resume building and networking
- ✓ Explore career options



Student Retention

- ❖ *Extensive research by Kuh (2008) suggests increased rates of student engagement when implementing high impact practices such as research with faculty, internships or field experiences, academic service-learning, study abroad, and culminating senior experiences.*
- ❖ *Research indicates that increased student engagement in learning is a key factor in lowering attrition rates and increasing graduation rates.*

● *(Kuh, 2001 & 2008, Tinto, 2006).*

Benefits of Academic Service-Learning For Faculty:

- ✓ Incorporate diverse teaching styles
- ✓ Represent the college for best teaching practices
- ✓ Further engage students
- ✓ Partner with the community
- ✓ Obtain opportunities for research/publishing



Benefits of Academic Service-Learning

- **For College...**

- ✓ Increase partnerships with the community
- ✓ Enhanced public image
- ✓ Meet strategic plan goals and objectives
- ✓ Recruitment tool
- ✓ Enhance student satisfaction
- ✓ Foster citizenry

- **For Community ...**

- ✓ Additional expertise for community development
- ✓ Strengthen advocacy efforts
- ✓ Enhance public awareness of community needs
- ✓ Build long-lasting relationships
- ✓ Participate in the students' academic experience
- ✓ Bring education beyond the classroom



**We are one Broward College:
AS-L @ BCCAЕ – Guayaquil,
Ecuador**

House Building



- Broward College Ecuador teams up with Fundación Huellas to collect funds to build emergency homes for families in need.
- Students volunteer to participate in the building of the houses.



Animal Rescue



KlinKat
Presenta:

4 OCT

Gatosario
Adopciones
Tienda RA
Charlas
Concursos
Música
Comida

ENGATÚZATE
*1era casa abierta gatuna
por el Día Mundial de los Animales*

Hora: 10:00 a 16:00

Broward College:
Urdesa Central,
Bálsamos 416
entre 5ta. y 6ta.

*Ven y conoce todo
sobre los gatos,
los amarás!*

RESCATE ANIMAL



- Broward College Ecuador sponsored rescued animal adoption fairs.



Marine Awareness



- Students are able to earn credits and at the same time earn a Scuba Diving Certification



AS-L: the gift that keeps on giving

Brianne 2011-2013-2014



[Haralson County Middle School](#) in Tallapoosa, GA | 6th grade | High Poverty



Internships, Volunteering and Service-Learning

Internship

Emphasizes
knowledge and skill
development over
community service

Volunteer Service

Emphasizes
community needs
over student learning
needs

Service-Learning

**Equally prioritizes
community service
*and student learning
needs***

Principles of Good Practice in Combining Service and Learning

An effective and sustained program:

1. Engages people in responsible and challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Articulates clear service and learning goals for everyone involved.
4. Allows for those with needs to define those needs.
5. Clarifies the responsibilities of each person and organization involved.
6. Matches service providers and service needs through a process that recognizes changing circumstances.
7. Expects genuine, active, and sustained organizational commitment
8. Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9. Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
10. Is committed to program participation by and with diverse populations.

Kendall & Associates, Combining Service and Learning A Resource Book for Community and Public Service, p. 40.

International Academic Service Learning Process guide: A Tu Salud Ecuador 2014 + 2015



RELEVANT AND MEANINGFUL SERVICE TO THE COMMUNITY

OBJECTIVES

- ❖ Apply the principles of academic service learning to global populations with limited resources.
- ❖ Analyze the impact of global academic service learning on health screening outcomes of underserved and unserved populations.
- ❖ Highlight the importance of knowing foreign languages and cultures in our global society, and applying the knowledge in a foreign country.
- ❖ Illustrate by comparing and contrasting the importance and benefits of providing community service locally and internationally using academic service learning as a teaching-learning strategy to enhance cultural competence among RN-BSN students.

Processes

- SPN 1170 and NUR 4636L: A perfect match!
- Selection process: In 2014 - 13 applicants – 11 traveled
- Selection process: In 2015 - 15 applicants – 9 traveled
- Pre-Travel Meetings:
 - International Education Department
 - Administrative approvals
 - Travel arrangements
 - International insurance for students



- **Hospital Leon Becerra 2014 - 2015**

International Service Learning - BSN Community Health Nursing- Study Abroad

Learning Community Collaborative Project

Broward College – Guayaquil 2014

- Lead Faculty
 - Professor Claudia Sahagún (SPN 1170)
 - Dr. Linda Washington-Brown (NUR 4636L)

Partner Institution

- **Broward College** Center for American Education Guayaquil – Ecuador www.browardecuador.com
- President: Dr. Stanley James Whitman



Itinerary - 2014-2015

- Hope Outreach Center: 8 weeks
 - Spanish
 - Health screenings
- International Service in Ecuador: 1 week
 - Spanish
 - Health screenings
 - Cultural immersion
- Integrated Learning Community:
 - Spanish for Travel with emphasis on medical terminology
 - Community Health Nursing



ENHANCED ACADEMIC LEARNING

- Hope Outreach Center: 8 weeks
 - Spanish Practice
 - Health screenings
- Guayaquil Ecuador: 1 week
 - Spanish Immersion
 - Health screenings
 - Cultural engagement



PURPOSEFUL CIVIC LEARNING & ENGAGEMENT 2014-2015

- *Local service completed prior to international visit*
 - **Hope Outreach Center** – Davie, Florida
 - Underserved and latchkey children
 - Vision, hearing and nutritional screenings
 - Referrals
 - Mini Health Fair and donations

Student Donations



Teaching Poster



PURPOSEFUL CIVIC LEARNING & ENGAGEMENT 2014

- ***International Service***

1. **Centro Estudiantil Nueva Vida (2 days)**
2. **Children Center Fundación Madre Dolorosa (2 different locations)**
3. **Clínica “La Casa del Buen Samaritano”**

A. Screenings:

- Nutritional
- Blood pressure
- Vision and hearing
- Skin, hair and nails

B. Treatment

C. Referrals

D. Donations

Initial Screening



PURPOSEFUL CIVIC LEARNING & ENGAGEMENT 2015

International Service

1. Centro Educativo Novus
2. “La Casa del Buen Samaritano”

- . Screenings:
 - Nutritional
 - Blood pressure
 - Vision and hearing
 - Skin, hair and nails
- B. Treatment
- C. Referrals
- D. Donations



Services Provided ABROAD 2014-2015

- Height and Weights
- Vision Screening
- Hearing Screening

Hearing Screening



Height and Weights



Vision Screening



Conditions found 2014 - 2015

- Head lice
- Scabies
- Tinea corporis (Ring worm)
- Impetigo
- Heart Murmurs
- Tumors
- Blindness
- Hearing loss
- Dental caries
- Obesity
- Parasites
- Diabetes
- Urinary tract infections
- Allergies
- Osteochondritis
- Psoriasis and Eczema



Integrated learning Assessments 2014-2015

2015

- Cultural
- Pre- and Post Cross-Cultural Adaptability Inventory
- Journals
- Reflections
- Essays
- Windshield Surveys
- Pre and Post
- Direct observations
- Physical assessments
- Data Recordation



Cultural lessons learned

- 1. Concept of Time
- 2. Wanting to please guests at own expense
- 3. Driving issues
- 4. High expectations
- 5. Armed guards
- 6. Bribery
- 7. Public Transportation
- 8. Bathroom issues – water and toilets
- 9. Political Climate
- 10. Economics
- 11. Trying new foods
- 12. Need for privacy

Cross-Cultural Adaptability Inventory (CCAI) Results



SWOT Analysis 2014-2015

- Strength: People were receptive to services provided.
- Weakness: Safety (personal and traffic) and sanitary issues prevailed.
- Opportunities: Health, education, and nutritional services.
- Threads: The Ecuadorian culture, such as marked class division (haves and have-nots; quality of life in the city compared to the rural areas)

Project Outcomes 2014-2015

- Promoted academic enhancement, personal growth and civic learning in an international setting.
- Provided health care screenings and education to underserved and unserved populations in Guayaquil Ecuador.
- Immersed students in global health care practices as well as academic service-learning projects, both locally and internationally.
- Developed and enhanced student global cultural competences.

Program Plan 2014/2015

- *Local Service completed prior to international visit*
 - **Hope Outreach Center** – Davie, Florida: 8 weeks
- *International Service at 7 different locations: 2 weeks in total*
 - **Guayas Province**
- Over 600 screenings
- Over 300 children and
100 adults treated
- Over 50 children referred



Hope Center

A MEMORABLE LEARNING EXPERIENCE 2014-2015

• What we left behind

- Education
- Basic Treatment
- Donations: book bags, note books, folders, pens and pencils, ponchos, dental supplies, toys
- Broward College's commitment to it's Mission Statement: ***"The mission of Broward College is to achieve student success by developing informed and creative students capable of contributing to a knowledge and service-based global society."***

OUR FRIENDS



International Academic Service Learning 2014-2015

CONTINUOUS



CONNECTED



CHALLENGING

CONTEXUALIZED



Connect2Complete

Impact of A S-L

% indicates C2C students who “Agree” and “Strongly Agree”

- Showed me that action by groups can help solve social problems. (59%)
- Increased my understanding of concepts taught in my classes. (57.5%)
- Motivated me to improve my community by being more involved in the near future. (56.4%)
- Made me aware that I am able to see a situation from someone else’s point of view. (55.2%)
- **Fall 2012 to Spring 2013 retention rates were 7% higher for C2C students than comparison groups.**

Source: Fall 2012 – Winter 2013
C2C student surveys



Reflection Activities

- **READING:** Case Studies, books about social issues, government documents, professional journals, and classic literature about civic responsibility.
- **WRITING:** Journals, reflective essays, electronic forum, portfolios, grant proposals, letters to other students/clients/self/politicians, published articles (newspaper, newsletter, journals) and blogs.



Eyler, Giles, Schmiede

A Practitioner's Guide to
Reflection in Service-Learning
1996



- **DOING:** Conducting interviews, role playing, collecting photos, creating slide or PowerPoint presentations and presentations involving dance, music, or theatrics.
- **TELLING:** Presentations, focus groups, informal discussions, formal class discussions, teaching a class, storytelling, and individual conferences with faculty and/or community partner.

Ready to incorporate AS-L in your classes? No problem!

***Identify the three necessary criteria of Academic Service-Learning (A S-L) :**

- Relevant and meaningful with the community**
- Enhanced Academic Learning**
- Sustainable Civic Engagement**

***Determine explicit connections between the course learning outcomes and community needs**

***Identify elements for establishing authentic collaborative Academic Service-Learning partnerships**

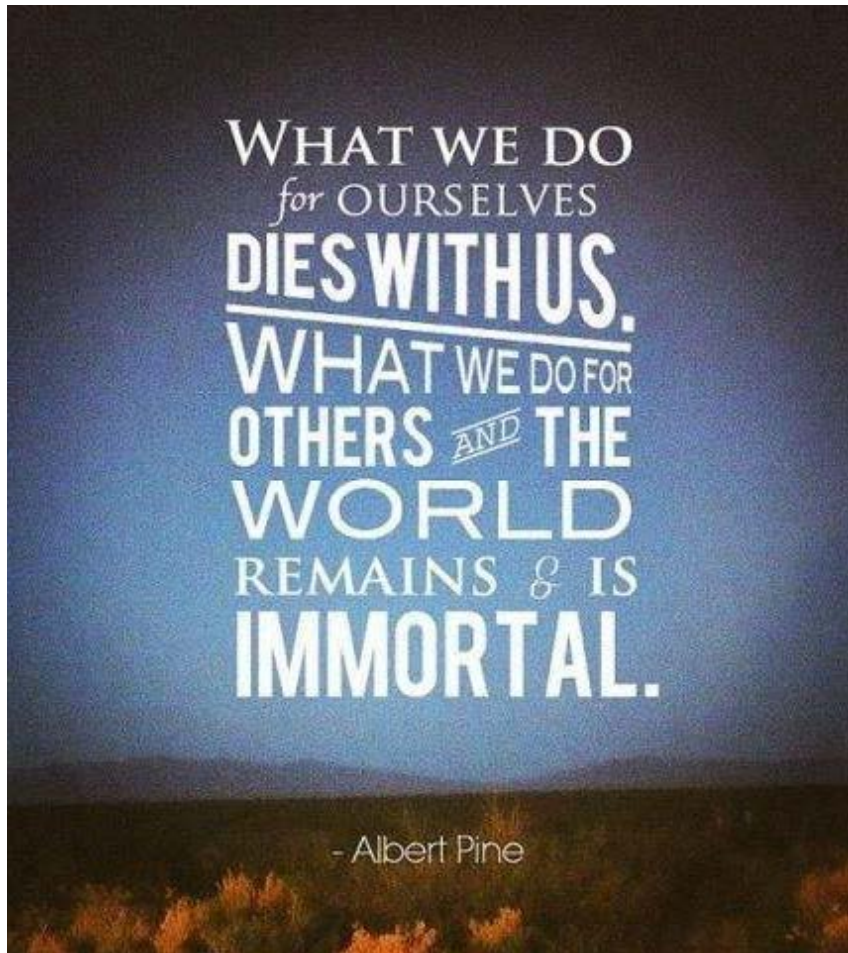
***Explore options for critical reflection that supports specific Academic Service-Learning experiences**

More examples...

A few service-learning opportunities from/for Central Campus:

- Math Skills training for 4th and 5th graders – Intermediate Algebra and Dev. Math students developed presentations and activities to work with the elementary school students
- Tutoring at aftercare programs: ex. Hope Outreach
- Marketing plan (business), curriculum development (teacher ed), and docent apprentice (public speaking/speech) for Old Davie Schoolhouse, Sawgrass Nature Center
- Organize and present fund raising and awareness walks (Sociology) for Family Central, Relay for Life, Light the Night
- Food Day/Hunger Awareness/Healthy Eating events on campus: SLS, Reading, Speech, Public Speaking, Sociology

2015: BC Central Campus does AS-L locally.
Health Fair at Susan B. Anthony for Women
Recovering from Addiction- SPN 1120+1121 Students



Academic Service-Learning Action Plan

- ❖ What kind of A S-L experience can you develop?
- ❖ Who are potential partners?
- ❖ What is the action plan for moving forward?



Thank you, because it matters!

csahagun@broward.edu



Bibliography

- Baratian, M., Duffy, D.K., Franco, R., Hendricks, A. & Renner, T., Service-Learning Course Design for Community Colleges
- Edward Ginsberg Center for Community Service and Learning, Academic Service-Learning at the University of Michigan with support from Campus Compact
- Furco, A. Service Learning: A Balanced Approach to Experiential, Introduction to Service-Learning Toolkit, Campus Compact
- Howard, J. (summer, 2001) Michigan Journal of Community Service Learning
- Ramos, L., Service-Learning 1001: Service-Learning and Curriculum Integration, Florida Campus Compact

Resources

Campus Compact. Introduction to Service Learning Toolkit.

Corporation for National and Community Service.
www.nationalservice.org

Franco, Robert Ph.D. General Education Academic Skill Standards (Revised 2-2-2). Kapi'olani Community College.

Gottlieb, Karla & G. Robinson. Civic Responsibility: A Practical Guide for Integrating Civic Responsibility into the Curriculum.

Kendall & Associates. Combining Service and Learning A Resource Book for Community and Public Service, Volume 1.

The Higher Learning Commission. The Handbook of Accreditation, Version 1:10/03.

Some Useful Resources from the Community College National Center for Community Engagement

- www.mc.maricopa.edu/other/engagement
- *Journal for Civic Commitment* (access it online from our homepage above)
- *Through Whose Eyes: Service Learning & Civic Engagement from Culturally Diverse Perspectives*
- *We Are All Related: Service Learning, Civic Engagement & Connectedness*

