

CREATING CONTEXT

OPPORTUNITIES IN SERVICE-LEARNING PEDAGOGY



OPPORTUNITIES FOR COURSE DESIGN:

PARTNERSHIPS

READINGS/TEXTS

WRITING

ASSIGNMENTS

EVALUATIONS

LEARNING OUTCOMES

UA GLOBAL COMMUNITY DEVELOPMENT PARTNERSHIPS

MODE OF INTERDISCIPLINARY INTERNATIONAL EXPERIENTIAL LEARNING

BELIZE

MOZAMBIQUE

VIETNAM



ME KONG DELTA, VIET NAM (PILOT) MAY 2016



Be the change

ROADEN YOUR HORIZONS...” —ALL HS GUIDANCE COUNSELORS

**YES, LEARNING DOES HAPPEN ORGANICALLY OUTSIDE OF CLASSROOMS/LABS (OF COURSE), BUT
HOLISTIC, DIRECTED ENGAGEMENT AND TRANSFORMATIVE LEARNING CAN BE RESPONSIBLY GUIDED FOR
GREATER EFFECTS AND UNDERSTANDING.**

TRANSFORMATIVE LEARNING MODEL

MEZIROW'S IDENTIFICATION OF PROCESS

- 1. IMPORTANCE AND CENTRALITY OF EXPERIENCE**
- 2. UNDERSTANDING CONTEXT**
- 3. THE ROLE OF DISORIENTING QUESTIONS OR DILEMMA**
- 4. IMPORTANCE OF CRITICAL SELF REFLECTION (AND AWARENESS OF WHERE STUDENT IS OF HERSELF IN THIS PROCESS)**
- 5. RATIONAL DISCOURSE**
- 6. COMMUNICATION WITH OTHERS**

MEASURING PRIOR EXPERIENCE .. AND PRIOR LEARNING

NOT ONE SIZE FITS ALL OR STRAIGHTFORWARD

**DYNAMIC LEARNING IS A RECURSIVE AND
COMPLEX PROCESS; IT VARIES BY INDIVIDUAL**

LOTS OF MOVING TARGETS

- **ADAPTATION IS KEY TO SURVIVAL**

PARTNERSHIPS

THE BASIS OF IT ALL: AN ATTITUDE OF COLLABORATION

PARTNER RELATIONSHIPS

STUDENTS

MANAGING THE PROCESS FOR ALL INVOLVED

PARTNERS/NGOS

FACULTY

UNIVERSITY



**WHAT ARE WAYS THAT MIGHT
FACILITATE “THE IMPORTANCE AND
CENTRALITY OF THE EXPERIENCE”
FOR EACH GROUP?**

ANTICIPATING EXPECTATIONS AND NEEDS IN RELATIONSHIPS

WHAT GAPS/CHALLENGES MIGHT EXIST IN THESE RELATIONS AT EACH LEVEL?

READINGS

BUILDING A KNOWLEDGE-BASE BEYOND ONE ACADEMIC DISCIPLINE

TO HELL WITH GOOD INTENTIONS”

--IVAN ILLICH

CREATE A FRAME OF REFERENCE

WITH READINGS, FOR THE COURSE AND PROJECT, LEADERS MUST DISTINGUISH AND ESTABLISH RATIONALE FOR INTELLECTUAL APPROACHES AND UNDERSTANDING THAT WILL MAKE SENSE AS 'UNIVERSITY BUSINESS' BEYOND VOLUNTEERISM. WHAT ARE THE HIGHEST BENEFITS AND USE OF (BOTH PRESENT AND FUTURE) INTELLECTUAL SOURCES? *VARIED PERSPECTIVES IN TEXTS MODEL THE WORK YOU WANT THEM TO DO.

CREATE A GLOBAL CONTEXT

HISTORICAL

POLITICAL

BIOLOGICAL/ENVIRONMENTAL

SOCIAL

DISCIPLINE SPECIFIC

ORGANIZATIONAL

THREE COMPONENTS OF PERSONHOOD

INTELLECTUAL

TRADITIONAL FORMS OF CRITIQUE AND
QUESTIONING

RATIONAL DISCOURSE

SPIRITUAL

MORAL AND ETHICAL QUESTIONING

PERSONAL VALUES, BELIEFS, MORES

EMOTIONAL

FEELINGS, PRIOR EXPERIENTIAL CONNECTIONS

THERAPUETIC EXPLORATION OF AFFECT



I see dead people.

WRITINGS

SEEING THE UNSEEN

“REFLECTIVE WRITING”

(THE GOOD AND BAD)

GOAL: BECOMING AWARE OF TACIT ASSUMPTIONS AND EXPECTATIONS

**THE CERTAINTIES PRESENT IN ONE'S
WORLDVIEW ARE SO ANCHORED THAT I
CANNOT TOUCH THEM.”**

--WITTGENSTEIN, 1969

KINDS OF WRITINGS

REFLECTIVE

DISCOURSE AND RESPONSE-BASED
PRE-WRITING PRIOR TO GROUP DISCUSSION
OBSERVATIONAL
METACOGNITIVE

SELF-REFLECTIVE

PERSONAL JOURNALS
**INCORPORATES PROCESSING OF EMOTIONAL
AND SPIRITUAL**
(MAY OR MAY NOT BE SEEN BY OTHERS)
**EXAMINES ASSUMPTIONS AND
PRESUPPOSITIONS**

INTERPRETIVE

INTEGRATING MODES OF BEING AND THINKING
**INTEGRATION OVER TIME OF MATERIAL AND
EXPERIENCE**
MAY INCLUDE STUDENT-LED RESEARCH
INCORPORATES A 'TRANSFORMED' VIEW

OTHER ASSIGNMENTS...

DIFFERENT STROKES FOR DIFFERENT FOLKS' LEARNING STYLES

INTROSPECTIVE, RETROSPECTIVE, DISCURSIVE ASSIGNMENTS...

BYOND SELF-REFLECTIVE WRITINGS, INTROSPECTIVE ASSIGNMENTS ARE ALSO :

OBSERVATIONALLY-BASED

INCLUDE AN INTERPRETATIVE COMPONENT, WHEN POSSIBLE)

- **VISITS**
- **INTERVIEWS (WRITTEN, RECORDED)**
- **ETHNOGRAPHIES**

RETROSPECTIVE ASSIGNMENTS:

INCLUDE SOME RE'VISION' OF PREVIOUS ASSIGNMENT OR A DUPLICATE OF AN ASSIGNMENT AT A TIME MARKER OR EVENT, PLUS GUIDANCE TOWARD METACOGNITION—MIGHT INCLUDE STUDENTS' EVALUATIONS, UNDERSTANDING OR INTERPRETATIONS OF ANY CHANGES IN PERSPECTIVES, FEELINGS OR MOTION/S, AND/OR EXPLANATIONS, RATIONALE FOR CHANGE WITHIN THEMSELVES.

DISCURSIVE ASSIGNMENTS:

LETTERS TO PARTNERS/PUBLIC AGENCIES/OTHER RELEVANT AUDIENCE

DATA COLLECTION/REPORTS

ORAL HISTORY

VISUAL DISPLAY

NEWS RELEASE

SOCIAL MEDIA CAMPAIGN

WARENESS MATERIALS/PAMPHLETS/WEBSITE

VIEW

CREATIVE ASSIGNMENT: COMMERCIAL, WEBCAST, STORYBOARD, SKIT/PLAY



VALUATION

HOW TO MEASURE SUCCESS



BEGIN WITH THE END IN MIND

PRE-EXPERIENCE MARKERS

RESPONSE/S IN DIRECTED ASSIGNMENTS

PHNOGRAPHY OR OTHER OBSERVATIONAL
'CONTROL' SAMPLE

PRE-TEST/S

INTERVIEWS WITH FACULTY OR PEER GROUP,
CLASS COMMUNITY MEMBER

CLEAR EXPECTATIONS AND GUIDELINES

DEFINE LEARNING OUTCOMES ON SYLLABUS

OFFER DESCRIPTIVE PARAMETERS OF
ASSIGNMENTS AND TIMELINE

(PUBLIC AND PRIVATE OPTIONS*)

OPENLY DISCUSS THE CHALLENGES OF
SETTING/EXPERIENCE AND HOW THE PROCESS
MOVES BEYOND TRADITIONAL CLASSROOM
NORMS

POST EXPERIENCE COLLECTION

BEYOND "PRODUCTS" FOR THE COURSE, A
SUMMATIVE RESPONSE FOR PROCESSING
EXPERIENCE

DIALOGUE WITHIN PARTNERSHIP/S AND
EXPERIENCE AMONG PEERS AND WITH
FACULTY

THIS IS A NON-LINEAR, UNFOLDING PROCESS

THESE EXPERIENCES CHALLENGE US ALL BY THE ABSOLUTE LACK OF CONTROL OVER MOST ALL FACTORS.

AS LEADERS, WE BECOME PART OF THE DISORIENTATION OR CONTRAST THAT LEADS TO PERSPECTIVE SHIFTS.

CLARIFY THE NEED FOR ADAPTABILITY.

(EVEN SO, SOMETIMES ONE STUDENT STILL _____...) HAVE A PLAN FOR WORST CASE SCENARIO.

**EMANCIPATORY KNOWLEDGE DEALS WITH
PSYCHOLOGICAL AND CULTURAL
ASSUMPTIONS THAT CONSTRAIN OUR
WORLDVIEWS TO INFLUENCE HOW WE
THINK, FEEL AND ACT. --HABERMAS**

BEING OURSELVES AS WE ARE SEEING THE WORLD: THIS IS KNOWLEDGE TO SET US FREE.