CREATING CONTEXT

OPPORTUNITIES IN SERVICE-LEARNING PEDAGOGY



PPORTUNITIES FOR COURSE DESIGN:

PARTNERSHIPS

READINGS/TEXTS

NRITING

ASSIGNMENTS

VALUATIONS

EARNING OUTCOMES

UA GLOBAL COMMUNITY EVELOPMENT PARTNERSHIPS

DE 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

TES, 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

- IMPORTANCE AND CENTRALITY OF EXPERIENCE
- 3. THE ROLE OF DISORIENTING QUESTIONS OR DILEMMA

5. RATIONAL DISCOURSE

2. UNDERSTANDING CONTEXT

- 4. IMPORTANCE OF CRITICAL SELF
 REFLECTION (AND AWARENESS OF WHERE
 STUDENT IS OF HERSELF IN THIS
 PROCESS)
- **6.** COMMUNICATION WITH OTHERS

IEASURING PRIOR EXPERIENCE .. AND RIOR LEARNING

IOT 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

ARTNERSHIPS

E BASIS OF IT ALL: AN ATTITUDE OF COLLABORATION

ARTNER RELATIONSHIPS

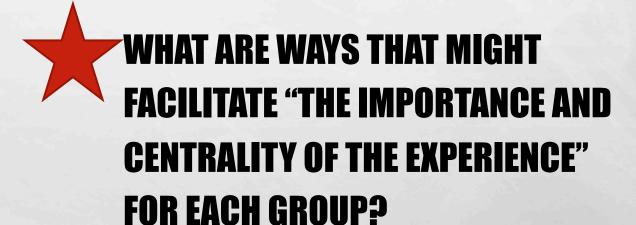
STUDENTS

PARTNERS/NGOS

FACULTY

UNIVERSITY

MANAGING THE PROCESS FOR ALL INVOLVED



NTICIPATING EXPECTATIONS AND EEDS IN RELATIONSHIPS

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

READINGS

ILDING A KNOWLEDGE-BASE BEYOND ONE ACADEMIC DISCIPLINE

TO HELL WITH GOOD INTENTIONS"

-- IVAN ILLICH

REATE A FRAME OF REFERENCE

TH READINGS, FOR THE COURSE AND PROJECT, LEADERS MUST DISTINGUISH AND ESTABLISH RATIONALE FOR ELLECTUAL APPROACHES AND UNDERSTANDING THAT WILL MAKE SENSE AS 'UNIVERSITY BUSINESS' BEYOND LUNTEERISM. 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.

REATE A GLOBAL CONTEXT

HISTORICAL

POLITICAL

BIOLOGICAL/ENVIRONMENTAL

SOCIAL

DISCIPLINE SPECIFIC

DRGANIZATIONAL

THREE COMPONENTS OF PERSONHOOD

INTELLECTUAL

FRADITIONAL FORMS OF CRITIQUE AND OUESTIONING

RATIONAL DISCOURSE

SPIRITUAL

MORAL AND ETHICAL QUESTIONING

PERSONAL VALUES, BELIEFS, MORES

EMOTIONAL

FEELINGS, PRIOR EXPERIENTIAL CONNECTIONS

THERAPUETIC EXPLORATION OF AFFECT



VRITINGS

EEING THE UNSEEN

"REFLECTIVE WRITING" (THE GOOD AND BAD)

GOAL: BECOMING AWARE OF TACIT ASSUMPTIONS AND EXPECTATIONS

THE CERTAINTIES PRESENT IN ONE'S VORLDVIEW ARE SO ANCHORED THAT IS ANNOT TOUCH THEM."

--WITTGENSTEIN, 1969

KINDS OF WRITINGS

REFLECTIVE

SELF-REFLECTIVE

INTERPRETIVE

DISCOURSE AND RESPONSE-BASED

:-WRITING PRIOR TO GROUP DISCUSSION

OBSERVATIONAL

METACOGNITIVE

PERSONAL JOURNALS

INCORPORATES PROCESSING OF EMOTIONAL

AND SPIRITUAL

(MAY OR MAY NOT BE SEEN BY OTHERS)

EXAMINES ASSUMPTIONS AND PRESUPPOSITIONS

INTEGRATING MODES OF BEING AND THINKING

INTEGRATION OVER TIME OF MATERIAL AND EXPERIENCE

MAY INCLUDE STUDENT-LED RESEARCH

INCORPORATES A 'TRANSFORMED' VIEW

THER ASSIGNMENTS...

FERENT STROKES FOR DIFFERENT FOLKS' LEARNING STYLES

NTROSPECTIVE, RETROSPECTIVE, ISCURSIVE ASSIGNMENTS...

YOND SELF-REFLECTIVE WRITINGS, INTROSPECTIVE ASSIGNMENTS ARE ALSO :

DBSERVATIONALLY-BASED

CLUDE AN INTERPRETATIVE COMPONENT, WHEN POSSIBLE)

- VISITS
- INTERVIEWS (WRITTEN, RECORDED)
- ETHNOGRAPHIES

ETROSPECTIVE ASSIGNMENTS:

CLUDE SOME REVISION' OF PREVIOUS ASSIGNMENT OR A DUPLICATE OF AN ASSIGNMENT AT A TIME RKER OR EVENT, PLUS GUIDANCE TOWARD METACOGNITION—MIGHT INCLUDE STUDENTS' ALUATIONS, UNDERSTANDING OR INTERPRETATIONS OF ANY CHANGES IN PERSPECTIVES, FEELINGS OR TION/S, AND/OR EXPLANATIONS, RATIONALE FOR CHANGE WITHIN THEMSELVES.

ISCURSIVE ASSIGNMENTS:

TERS TO PARTNERS/PUBLIC AGENCIES/OTHER RELEVANT AUDIENCE

TA COLLECTION/REPORTS

AL HISTORY

SUAL DISPLAY

ESS RELEASE

CIAL MEDIA CAMPAIGN

IARENESS MATERIALS/PAMPHLETS/WEBSITE

VIEW

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

VALUATION

W TO MEASURE SUCCESS

BEGIN WITH THE END IN MIND

E-EXPERIENCE MARKERS

ESPONSE/S IN DIRECTED ASSIGNMENTS

HNOGRAPHY OR OTHER OBSERVATIONAL 'CONTROL' SAMPLE

PRE-TEST/S

TERVIEWS 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

HIS 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.

MANCIPATORY KNOWLEDGE DEALS WITH SYCHOLOGICAL AND CULTURAL SSUMPTIONS THAT CONSTRAIN OUR VORLDVIEWS TO INFLUENCE HOW WE HINK, FEEL AND ACT. --HABERMAS

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