CIEE Global Institute – Berlin

Course name: Service-Learning Project
Course number: SVCL 3701 BRGE
Programs offering course: Berlin Open Campus
Language of instruction: English
U.S. semester credits: 3
Contact hours: 15 Class Hours, 120 Service Hours
Term: Fall 2018

Course Description

The Service-Learning Project combines a practical community-based project with a CIEE Seminar and is designed to challenge students to combine their course-based learning with practical experiences in relevant community-based projects. The project consists of a new project (or an extension of an existing project) that meets the demonstrated need of a local community organization. Students are required to develop a diagnostic plan and to produce a full project proposal that will be reviewed for approval by a service-learning committee by the end of the previous academic block of study. The project will include a community needs-assessment, data collection, and final presentation. Students will work in local organizations for a total of 100-120 contact hours. The service-learning seminar covers the core service-learning principles of engagement, reflection, reciprocity, and public dissemination.

Learning Objectives

Students will:

- Interact with community members in culturally appropriate ways.
- Enhance communication skills through dialogue with community members and institutional partners.
- Acquire real-life, practical project management skills.
- Develop empathy for community issues and inhabitants.
- Enhance their critical understanding of community engagement and partnerships.

- Observe the outputs and impacts of community programs and projects.
- Understand the deeper context of issues through community learning.

Course Prerequisites

None.

Methods of Instruction

This course is designed to challenge students to bridge and draw upon the knowledge they have obtained through coursework and practical experiences. 15 hours of seminar will lay the foundation for critical thought on civic responsibility and community partnership and the role of the self within the community. Experiential learning allows students to build upon that foundation, and within the volunteer organizations students will identify a need, design and complete a full project proposal for approval. Each student will complete 120 service hours.

Assessment and Final Grade

Class Participation	20%
Weekly Online Discussion-Board Entries and Field Observations	10%
Final Project Presentation	20%
Final Research Paper	30%
Field Supervisor Evaluation	20%

Course Requirements

Class Participation

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ciee.org

Participation means being fully engaged, asking questions, giving opinions, and being part of the discussion. A majority of class time will be about challenging and supporting literature and research. Student input is critical to the progression of the class.

Weekly Online Discussion-Board Entries and Field Observations
Students are expected to critically reflect upon their experience. Guided by weekly assigned topics, students will discuss as a group their observations, challenges and reflections on their service within the community.

Final Project Presentation
Each student will present their project in a 15-minute final presentation. This presentation will highlight the objective of the project / program, the challenges, strengths, outcomes and suggestions for improvement. Members of the community will attend the event to provide feedback and support.

Final Research Paper
The final research paper will give a critical analysis of student experiences in the field. Within the paper, students will give a clearly defined assessment of community needs and assets upon which the project is based; an explanation of how the project benefits the community in question; a critical review of the relevant literature or embedded knowledge that supports, informs, and pertains to your project; and an appropriate and clearly described methodology.
For practical-based projects, a detailed explanation of the project planning and design should be given, and the findings and their implications should be discussed clearly and unambiguously. Furthermore, the paper should give a description of the extent to which the project has been accomplished and sustainability measures have been implemented. Any results that may have emerged already from the project should be discussed. Organization and presentation of the report are also graded.

Field Supervisor Evaluation
At the end of the project, supervisors will give an evaluation of students' professionalism, conduct, input and participation within their respective service sites.

Participation

- Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course.
- Meaningful contribution requires students to be prepared, as directed, in advance of each class session.
- This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.
- Feedback is provided on a weekly basis (for six-week block or four-week session classes).

Class Attendance

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for the Open Campus program, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

An absence in a CIEE course will only be considered excused if:
- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency
- Attendance policies also apply to any required class excursion.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion. Weekend travel is permitted, as long as an Independent Student Travel form is submitted.
- For students who miss up to 20% of the total course hours, the Resident Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization, etc.
- Standard doctor's visits only qualify as a justification for absence from class if the doctor provides a note confirming that the visit could not have been arranged at another time, or that the student was too ill to be able to attend class at all on the day of the visit.

- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student's home school, and/or dismissal from the program.

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1   **Introduction**
Service learning and civic responsibility
Expectations
The importance of observation
Community projects introduction
Meet your field supervisor

Week 2   **The Politics of Community and How It Effects Service Learning / What is Volunteering in the 21st Century?**
Social / action research including field note taking
Human subjects: understanding and applying ethical principles
Quantitative and qualitative research
Proposals for projects

Week 3   **Elements of a Community**
What is a community?
Intercultural communication
Proposal presentations
Feedback from students

Week 4   **Forms of Service**
Consideration and collaboration in the community
Interview: meet local community decision makers and discuss programs
in place
Oral presentation skills workshop

Week 5   **Local Community Organization Initiatives**
Power of the community
Role of the community on the national interest

Week 6   Final Presentations
Panel Discussion

<u>Readings</u>

Dunlap & Webster (2009). *Enhancing Intercultural Competence through Civic Engagement*

Eyeler & Schmiede (1996). *A Practitioner's Guide to Reflection in Service Learning Student Voices and Reflections*

Freire, P. (1970). *Pedagogy of the Oppressed*. London: Penguin

Gibson, N. (2004). "Action Research." In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods*. (pp. 5-7). Thousand Oaks, CA: Sage Publications, Inc. doi: http://dx.doi.org/10.4135/9781412950589.n4

Hammersley, M. (2004). "Reflexivity". In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods*. (pp. 934-936). Thousand Oaks, CA: Sage Publications, Inc. doi: http://dx.doi.org/10.4135/9781412950589.n829

Jacoby, B (2015), *Service-Learning Essentials*. San Francisco: Jossey-Bass

Platt, J. (2004). "Participant observation" In M. Lewis-Beck, A. Bryman, & T. Liao (Eds.), *Encyclopedia of social science research methods*. (pp. 798-800). Thousand Oaks, CA: SAGE Publications, Inc. http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n692

Shaffir, W. (2004). "Fieldnotes" In Michael S. Lewis-Beck, A. Bryman, & Tim Futing Liao (Eds.), *The SAGE Encyclopedia of Social Science Research Methods*. (pp. 387-389). Thousand Oaks, CA: Sage Publications, Inc. doi: http://dx.doi.org.ezproxy.uct.ac.za/10.4135/9781412950589.n338

Stanton, T.K. (2000). Bringing Reciprocity to Service-Learning and Practice. *Michigan Journal of Community Service Learning*. Special Issue: 119-123.

The British Psychological Society (2010). Code of Human Research Ethics http://www.bps.org.uk/sites/default/files/documents/code_of_human_research_ethics.pdf

Online Resources

Ashoka
Campus Compact
International Partnership for Service-Learning and Leadership
Michigan Journal of Community Service Learning