



CIEE Global Institute - Santiago

Course name:	Service-Learning Project
Course number:	(GI) SVCL 3701 STCH
Programs offering course:	Open Campus
Open Campus Track:	All Tracks
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	15 Class Hours, 120 Service Hours
Term:	Spring 2019

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. Given the nature of the course, students need to prove an advanced level of Spanish.

Learning Objectives

By the end of the course, students will be able to:

- Understand how to interact with community members in culturally appropriate ways, including an emphasis in Latin American leadership culture.
- Enhance communication skills through dialogue with community members and institutional partners. This challenge demands a higher level of Spanish skills on behalf of the students.
- Acquire real-life, practical project management skills; specially diagnosing, planning, connecting and assessing social outcomes.
- Develop empathy for community issues and inhabitants, and learn about the concept of solidarity.
- 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

This course requires an introductory course of needs analysis and/or methodology of research, and an intermediate course of Spanish language.

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, then design and complete a full project proposal for approval. Each student will complete 120 service hours. Students need to prove an advanced level of Spanish.

Assessment and Final Grade

1. Class Participation	20%
2. Weekly Online Discussion-Board Entries and Field Observations	10%
3. Final Project Presentation	20%
4. Final Research Paper	30%
5. Field Supervisor Evaluation	20%

Course Requirements

Class Participation

Participation is valued as a 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 in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

For this project, students are expected to give a 10-minute weekly report on their activities in the organization in which they were placed. These reports will factor into the participation grade.



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.

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Attendance Policy

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 Open Campus and Short-Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

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.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements



10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

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 relative to the Chilean and Santiago environment
- The importance of observation
- Community projects introduction
- Meet your field supervisor

Week 2 The Politics of Community and How It Affects Service Learning / What is Volunteering in the 21st Century in Chile?

- 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? What is the specific situation of communities in Chile?
- 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 in relation to the national interest

Week 6 Final Presentations

Panel Discussion

Readings

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

Eyler & 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