



Social Justice in Service-Learning: A Project-Based Model

**Massachusetts Community College
Professional Development Day
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Service-Learning

- Course-based, credit-bearing
- Organized service activity
- Meets **identified** community needs
- Includes student reflections

Service-Learning

Student outcomes

- Gain understanding of course content
- Develop appreciation of the discipline
- Enhance sense of civic responsibility.

Student Assessment

- Reflection Papers
- Directed writings
- Small group discussions
- Class presentations

High-Impact Educational Practices

1. First –Year Seminars and Experiences
2. Undergraduate Research
3. Common Intellectual Experiences
4. Diversity/Global Learning
5. Learning Communities
- 6. Service-Learning, Community-Based Learning**
7. Writing-Intensive courses
8. Internships
9. Collaborative Assignments and Projects
10. Capstone Courses and Projects

Source: High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter by George D. Kuh, (Washington, DC: AAC&U, 2008). For information and more resources and research from LEAP, see www.aacu.org/leap.

Vision Project Key Outcomes

*“We will produce the best-educated citizenry
and workforce in the nation”*

1. College Participation
2. College Completion
3. Student Learning
4. Workforce Alignment
5. Elimination of Disparities
- 6. Civic Education and Engagement**

(Adapted from www.mass.edu/currentinit/vpoutcomes.asp)

Institutional Student Learning Outcomes

- Written and Oral Communication
- **Critical Thinking**
- Quantitative Literacy
- Multicultural and Global Literacy
- **Social Responsibility**
- **Personal and Professional Development**



Service-Learning Models

All models integrate thoughtful and intentional reflection and upon completion receive the service-learning transcript designation.

–Individual Service-learning

- 22 hours (2-3 hours a week) associated with a specific course
- Optional or required component of a course
- Students register themselves using an on-line database

– Project-Based Service-Learning

- Some or all members of a class work together on an identified community project
- Service project designed to meet a course outcome

Service-Learning Models

– One-Credit Service-Learning Course

- Curriculum designed as part of the Massachusetts Department of Higher Education's Vision Project to empower students to learn about general community issues or a specific theme-based topic
- Either an individual, 22 hour placement or Project-Based Service- Learning

– Global Service-Learning

- Project-based Service-Learning integrated into an MCC International Fellowship
- Service projects allow MCC students to serve local communities abroad
- Curriculum designed to expose students to community issues facing their host countries, and broaden understanding of their role as global citizens.

Motor Vehicle Crash Analysis Project-MCC and Bedford Police

**Factors contributing to
distracted driving**

Goal: Reduce accidents



Why I Got Involved

- Explore a different method of teaching/learning
- Hands-on approach to course learning outcomes
- Interaction between police and students-potential employment contacts
- Benefit to the community
- I hoped to:
 - Meet course learning outcomes effectively
 - Change teaching methods
 - Enhance connection between learning and community service

Project Development

- Initial meeting with MCC Director of Service Learning-brainstorm ideas
- Examine current course requirements-research and career projects
- Project-based service learning meeting the goals of research and career projects

Project Development

- MCC/Bedford Police several meetings-summer 2013 to discuss the need and goals of the project
- Preparation of project description and requirements
- Sent to Bedford police and MCC Director of Service Learning for input
- Examine syllabus to incorporate changes

Project Organization

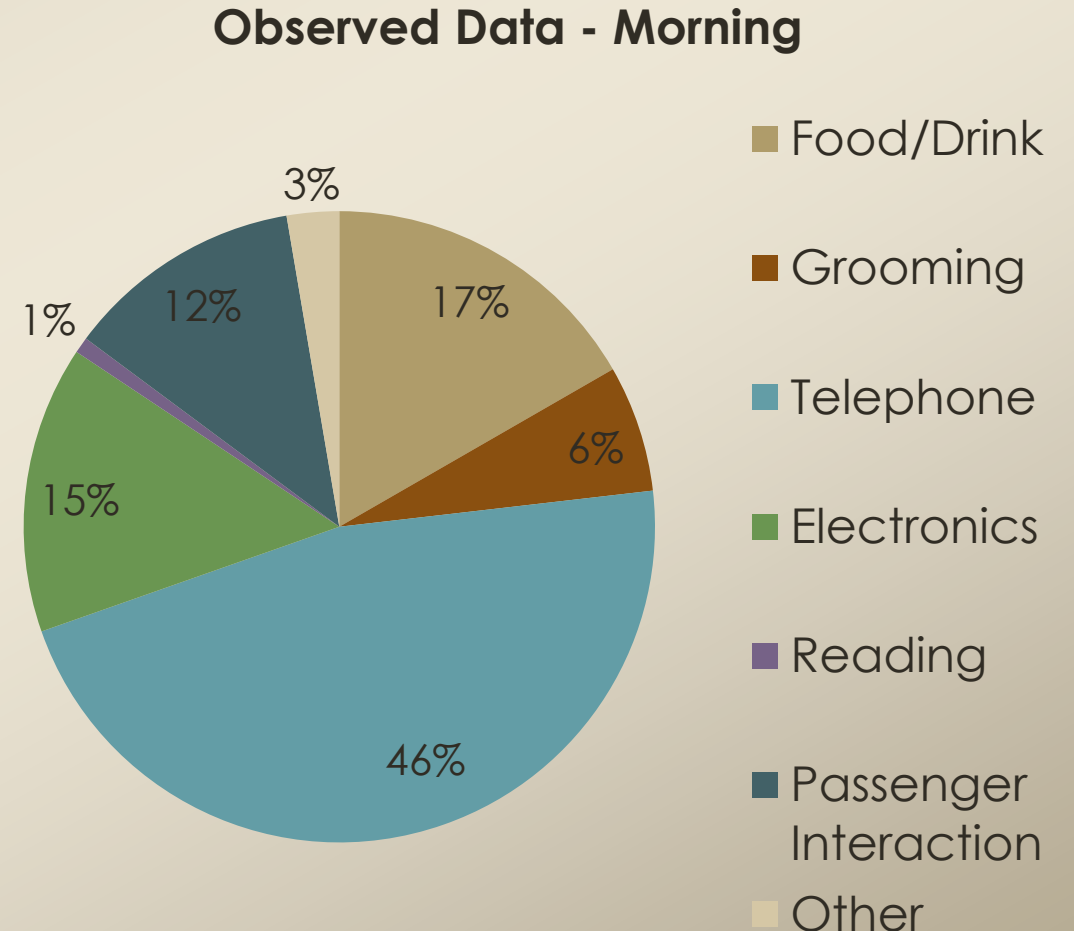
- Phase One: Field Work and Review of accident reports- Presentation to class by Lt. Graham
- Phase two: Data analysis presentation
- Phase three: Preparation of PowerPoint slides and final report/recommendations to Bedford Police
- Phase four: Reflection paper- Three specific requirements

Field Work/Review of Accident Reports

- Completed a total of two hours: One hour field work/One hour review of reports
- Fieldwork
 - Students stood on corners of three busy intersections along Bedford's Great Road over a three week period
 - Used a template prepared by Bedford Police of driving distractors (texting) for field work
 - Students came back to class excited and with a greater spirit of camaraderie
- Review of accident reports
 - Students sat at computers at the Bedford Police station and examined past reports of accidents
 - Assigned codes to causes of accidents-distraction code for review of reports
 - Students got to see what police work really entails

How to Think about the Data

- Created spreadsheet with graphs of data
- Asked students to look for patterns in the data:
 - Are people distracted in different ways during the morning vs evening?
 - At different locations?
 - At different locations depending on the time of day?
 - What are the characteristics of each location? i.e. where might people be going at the time of day data was collected?



Preparing Students for Presentation

- Handout-Description of Final Report-class session
- Final report-Five sections:
 - Introduction
 - Methods
 - Results
 - Conclusion
 - Recommendations
- Divide the class into five groups-each take a section and contribute to it.
- Create PowerPoint slides from the final report
- Rehearsal-several class sessions-final presentation

Project Results

- The Bedford Police distributed the students' report
- There were articles written about this project in several local newspapers including the Lowell Sun and Bedford Minuteman
- The Bedford Police have already undertaken some of the students' recommendations such as awareness campaigns at local schools.
- Students made connections with the police and one has obtained an internship there.
- The Bedford Police plan to work further with MCC on similar projects

My Apprehensions

- Initial apprehensions about project development-many pieces to the puzzle
- Coordinating the gathering of data between students and Bedford Police
- Final presentation-letting GO!! Students learn by doing!

Service-Learning Assessment

- 4 sections of Intro to Criminal Justice taught in fall 2013 by Ron Brevard
 - One section participated in the service-learning project
 - The three other sections contained some students who did no service-learning that semester and some students who did individual service-learning
- We created a survey to assess student outcomes for each section to see if service-learning made a difference
- Often results of service-learning assessment are anecdotal. This survey provided an opportunity to back up this qualitative evidence with quantitative data
- We obtained IRB approval for this study

End of Semester Student Survey

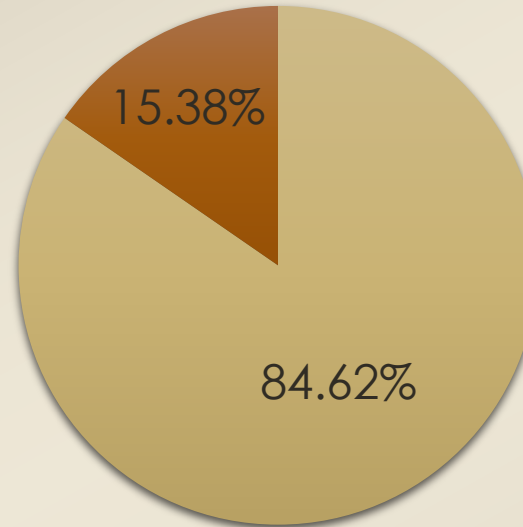
- 38 Item questionnaire given to each of the 4 sections
- Total of 56 students
 - 33: no service-learning
 - 13: project-based service-learning
 - 10: individual service-learning
- Survey broken down into three parts:
 - Student Engagement
 - Civic & Social Responsibility/Attitudes
 - Interpersonal/Professional Skills

Sample Questions

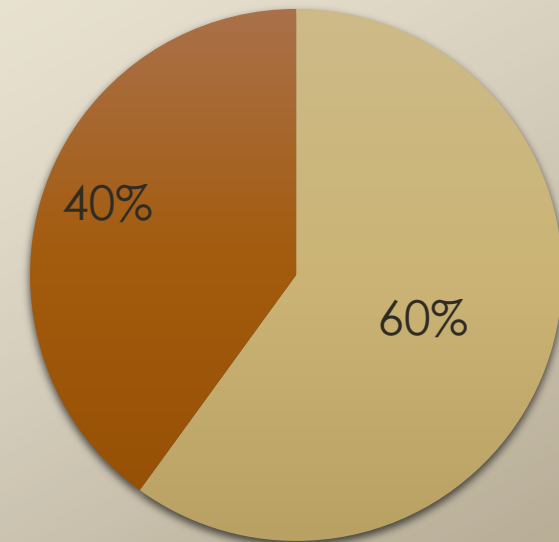
- Student Engagement
 - I felt energized by the ideas I was learning in class
 - I regularly participated in class discussions
- Civic & Social Responsibility/Attitudes
 - I plan to become an active member of my community
 - I am aware of events happening in my local community
- Interpersonal and Professional Skills
 - I have the ability to lead a group of people
 - I can present research findings on a community problem to other members of the community

I felt as though I learned things in this class that were worthwhile to me as a person

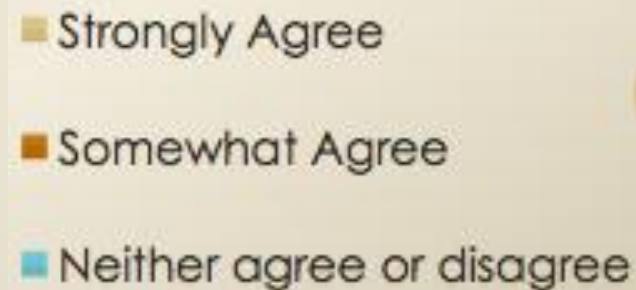
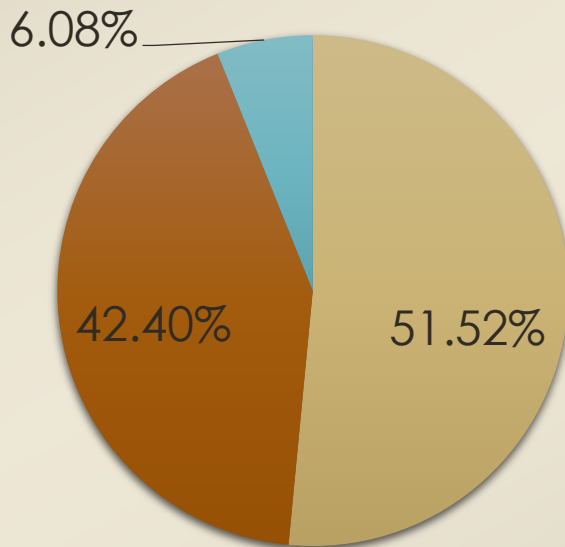
Project-Based



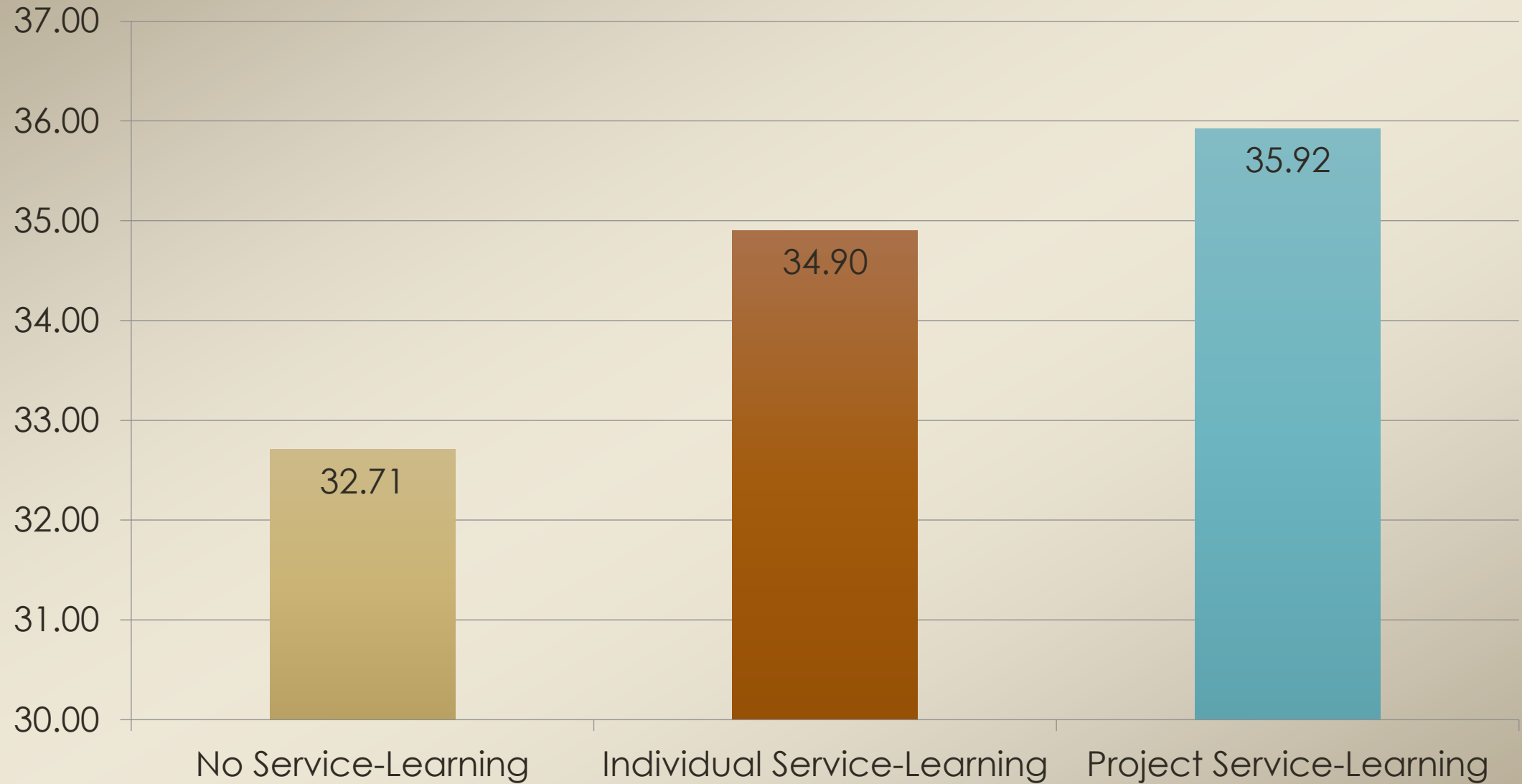
Individual



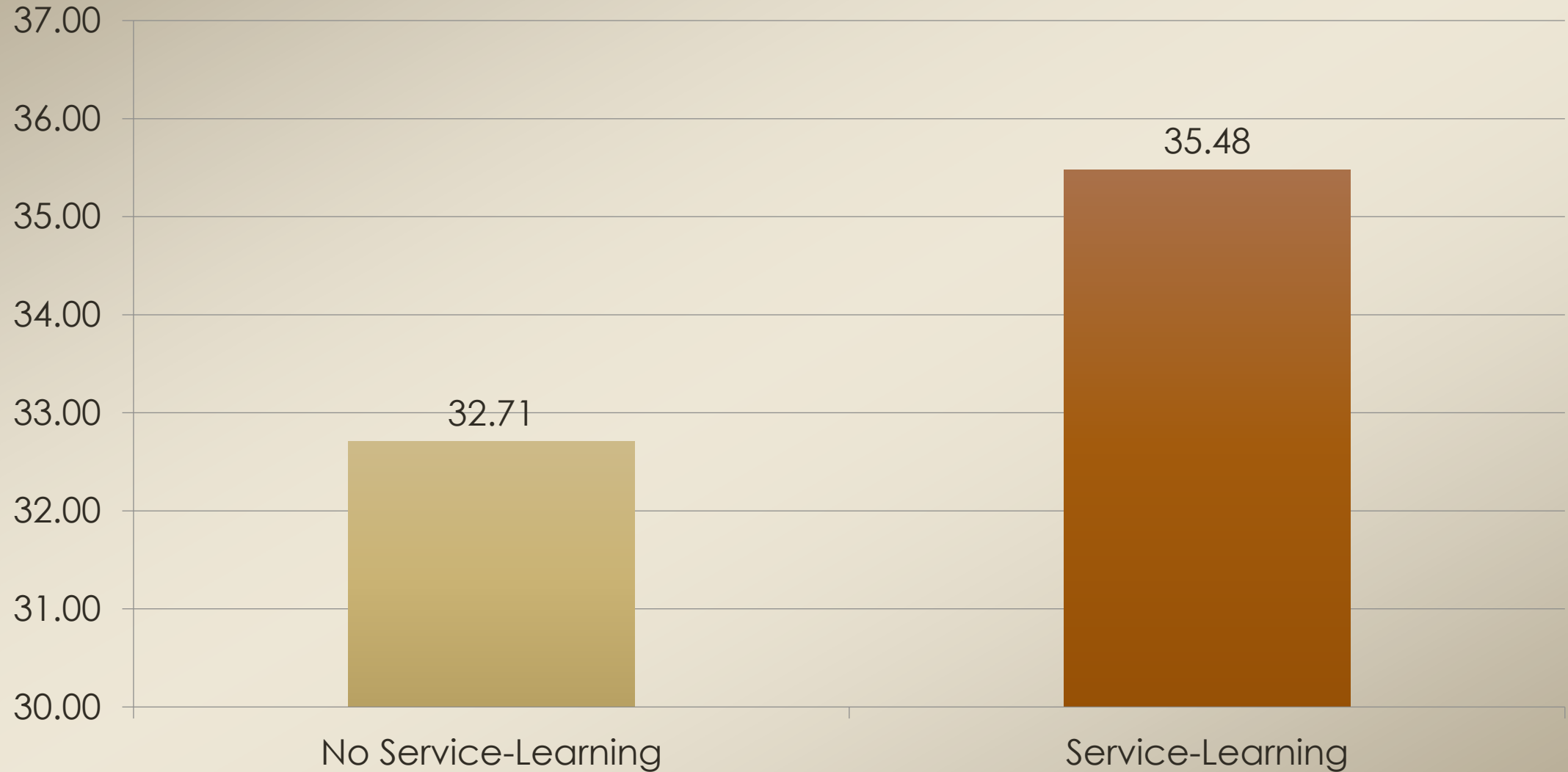
No Service-Learning



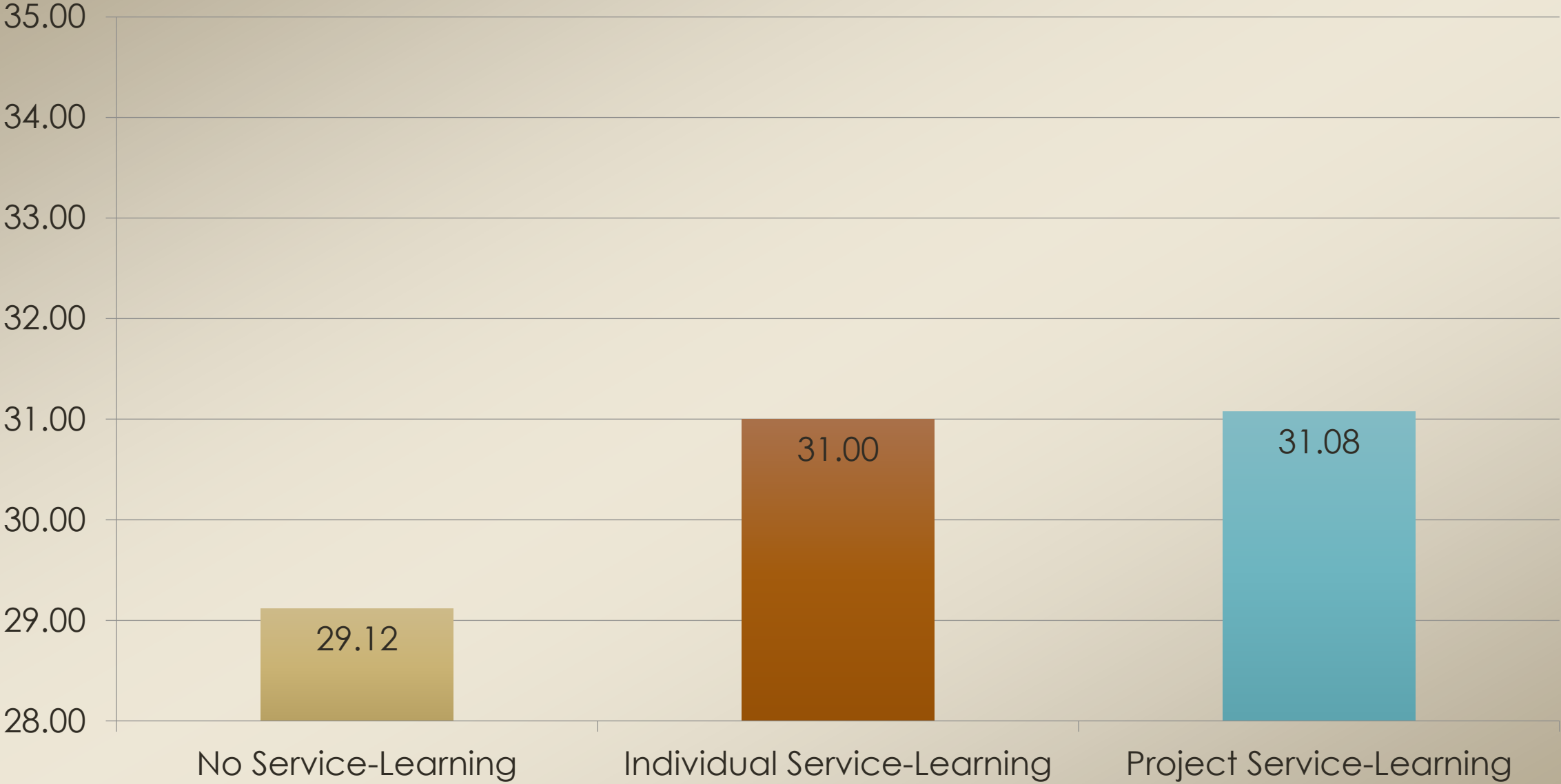
Student Engagement Score (Out of 40)



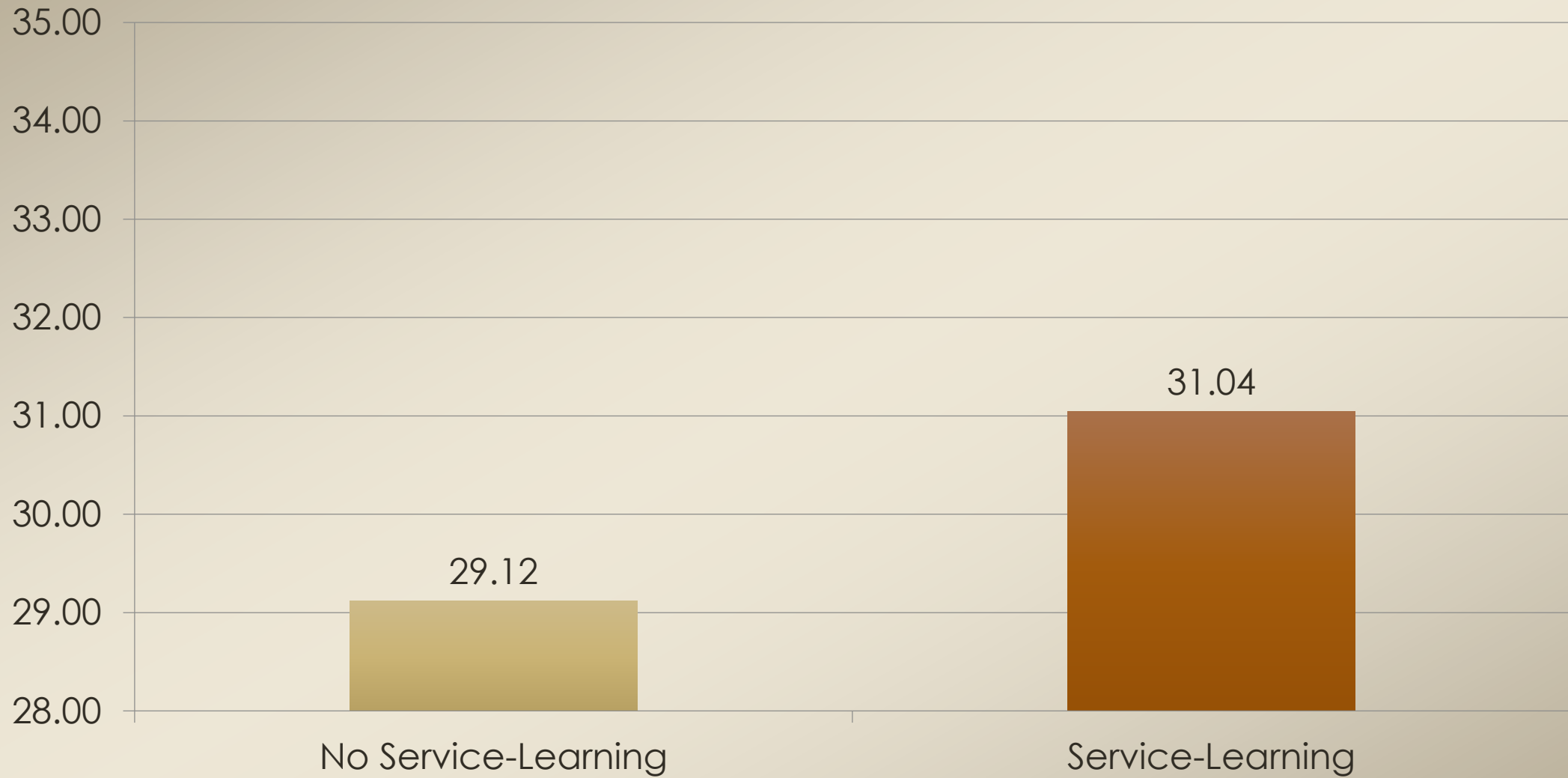
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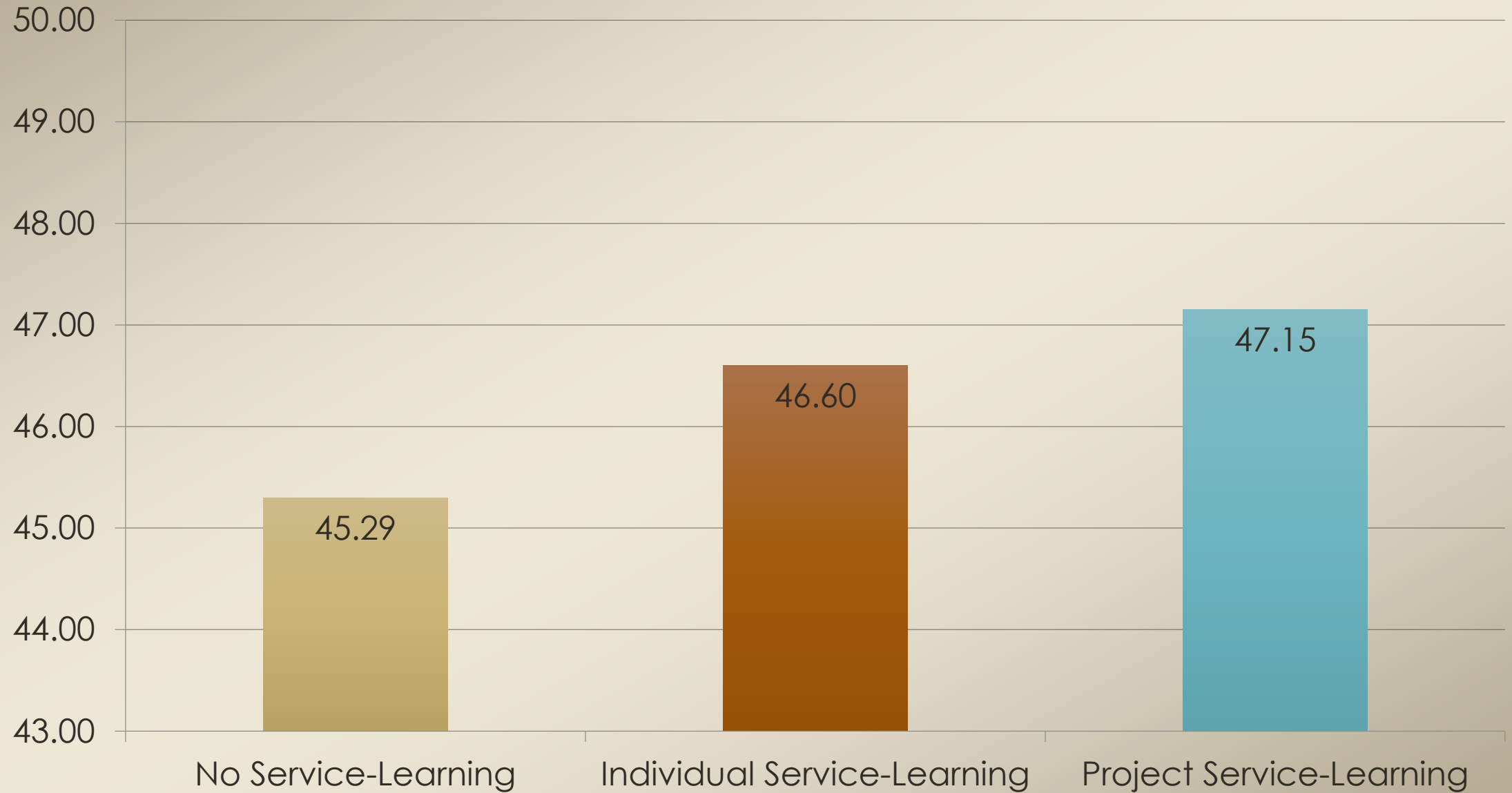
Civic Responsibility Score (Out of 40)



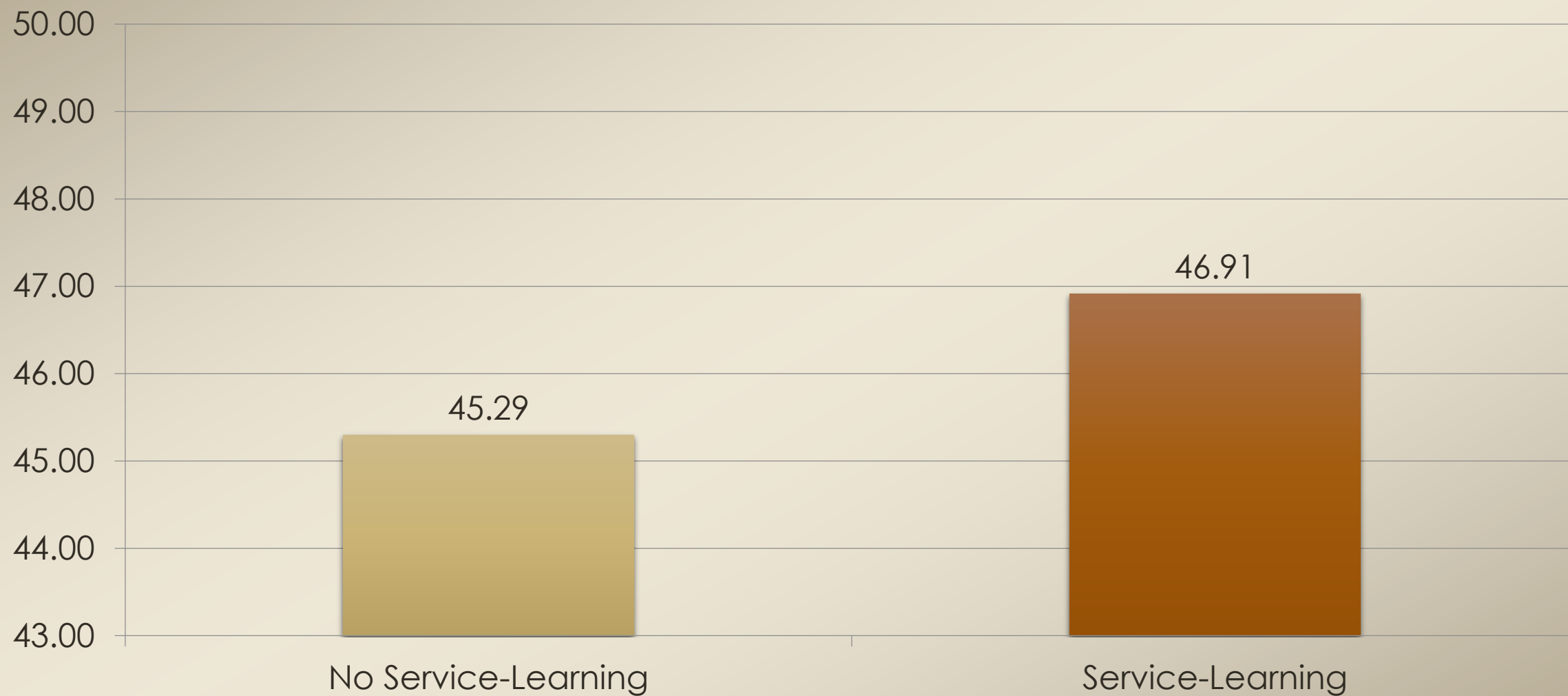
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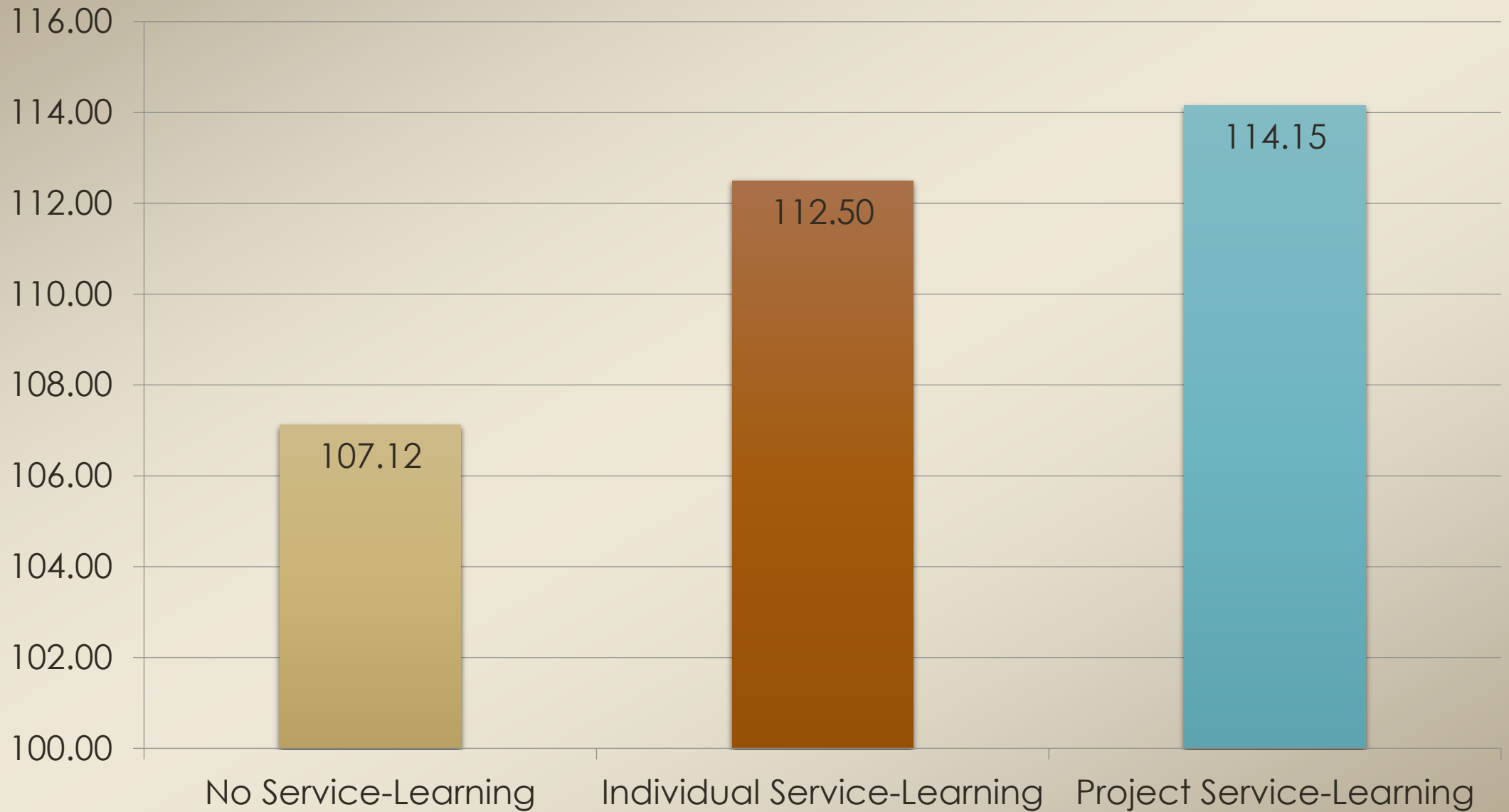
Personal/Professional Skills Score (Out of 55)



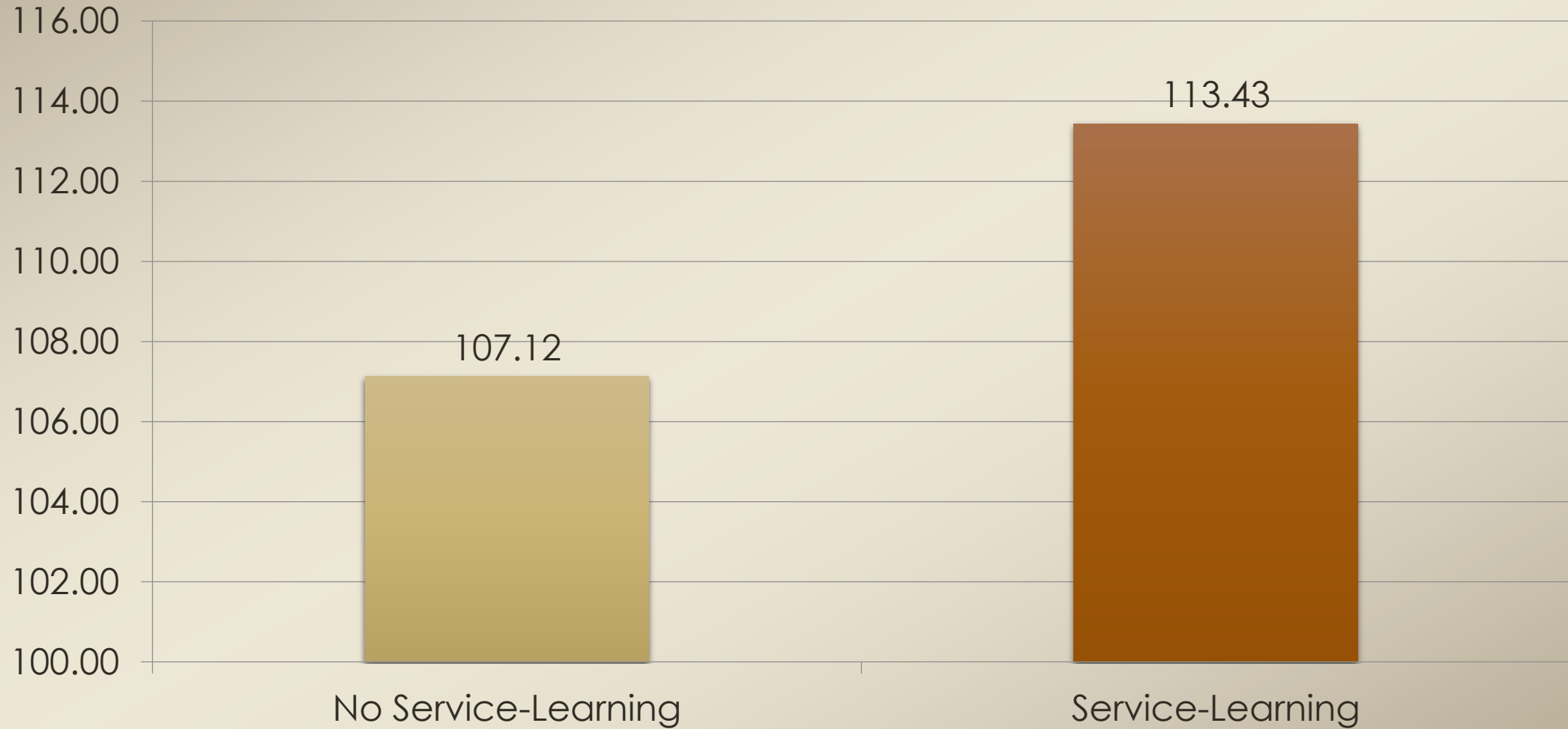
Personal/Professional Skills Score (Out of 55)



Total Combined Score (Out of 135)

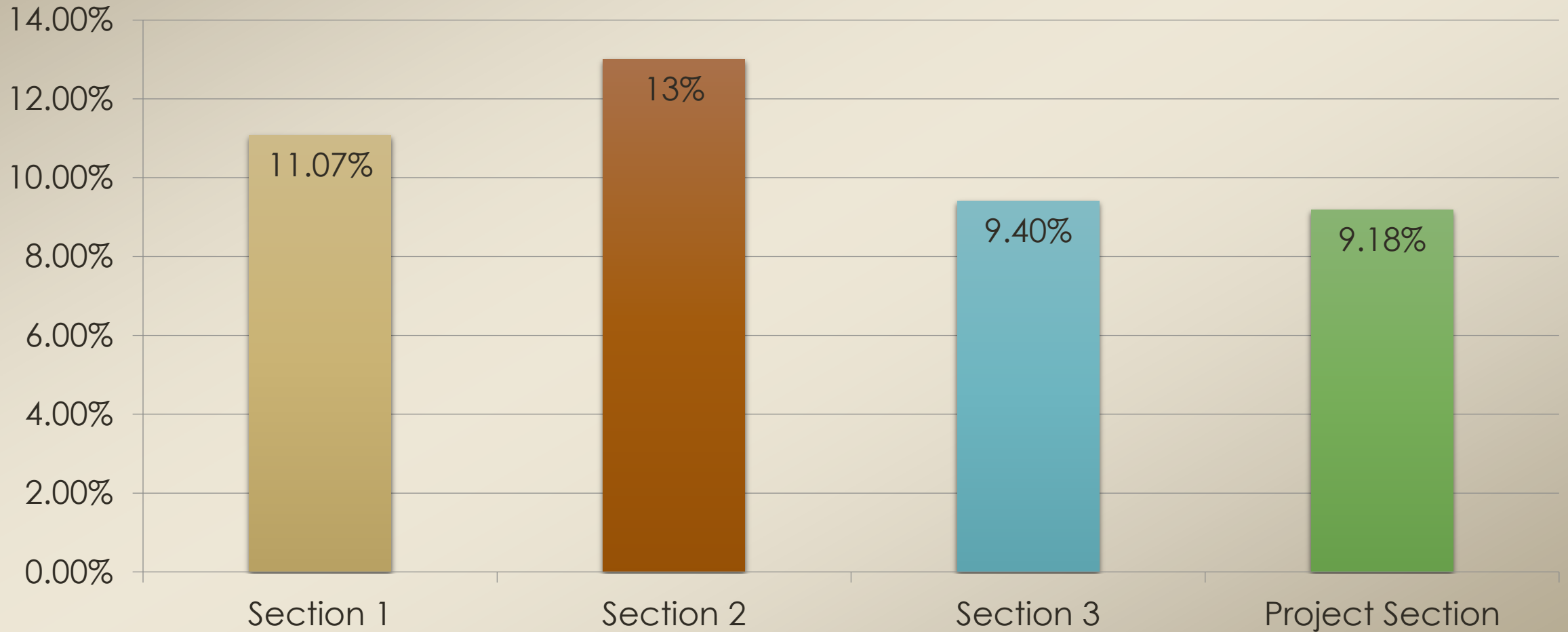


Total Combined Score (Out of 135)



Attendance

Average Amount of Class Time Students Missed



Reflection Paper Quotes

- *“After being involved in something like this I plan to look into more service-learning. I am now more open to making connections, and getting out there by dedicating my time to help the community.”*
- *“This experience made me feel like I had authority and it felt so amazing and knowing one day I will have the chance to change the world even the slightest amount seems so good to be true.”*
- *“Not only did it give us a firsthand experience of what we could potentially expect if we decided to go into local policing, it also let us produce something that we can know will be put to use, and ideally continue on to have an ultimately positive effect on the community for a long time yet.”*