Service Learning as Transformation: Pedagogy, Knowledge, Students and Community

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California State University, Monterey Bay

Presentation for HUD Office of University Partnerships
April 2010

The $700 Billion Question: *What is Service Learning?*

- Community Service
- Volunteerism
- Internship
- Experiential Learning
- Applied Learning
- Participatory Action Research
- Something CSUMB invented to punish students?

"So how are you doing with your community service?"

CSU Monterey Bay: National leader in Service Learning

- **One of only five** public universities with a service learning requirement for all undergraduates.
- 2006 recipient of the inaugural "White House President's Award for Community Service in Higher Education."
- **One of twenty** universities listed by *US News and World Report (2004-2008)* as having an ***outstanding service learning program***
- One of the first universities to receive the new Carnegie Classification in "Community Engagement" (2007).

CSUMB's Service Learning Requirement

1) Lower Division SL Requirement

- *SL 200S: Introduction to Service in Multicultural Communities*
  - Hunger and Homelessness
  - Educational Equity

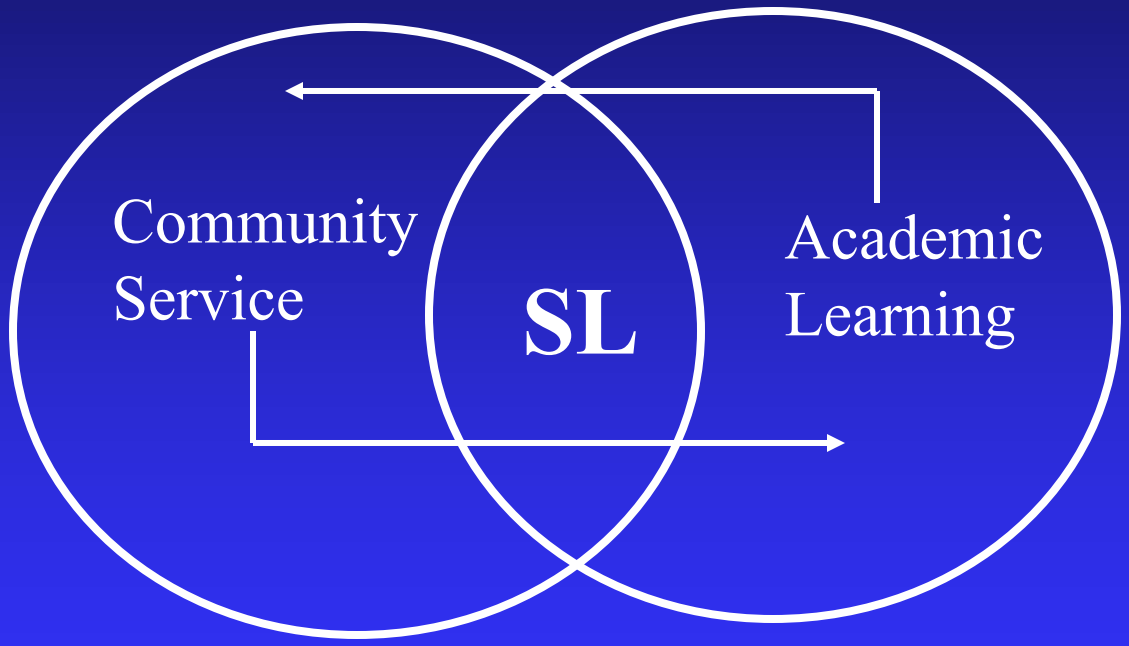
2) Upper Division SL Requirement

- Required learning outcome in each major
  - *BUS 303S: Community Economic Development*
  - *CST 361S: Technology Tutors*

Each semester approximately 50 % of CSUMB students are enrolled in a service learning course.

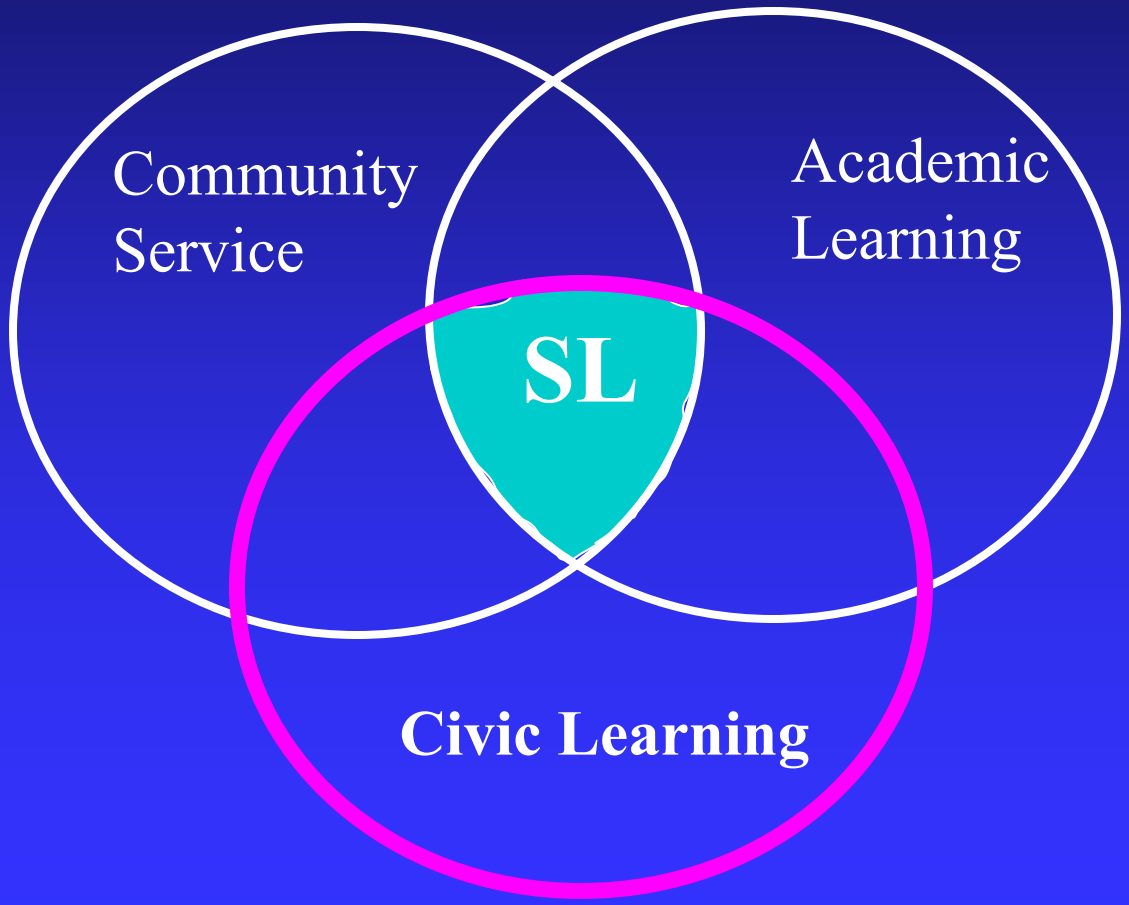
Traditional service learning…

…applies academic knowledge to address community issues.



But, it has the potential to do much more…

…outcomes related to “service” or “civic learning”



What is Civic Learning?

"…learning that contributes to student preparation for community or public involvement in a diverse, democratic society"

(Michigan Journal of Community Service Learning, 2001)

- Traditional civics
- Democratic citizenship learning
- Political learning
- Leadership learning
- Inter- and intra-personal learning
- Diversity learning
- ***CSUMB: Social justice learning***

Why Social Justice?

- One way to integrate diversity and civic learning is to move from the language of service to the language of justice and social responsibility. A second is to link both diversity and civic work to the learning outcomes we want to cultivate in students. *What do students need to know to function effectively and responsibly in a stratified world?*

  Caryn McTighe Musil, Vice President, Association of American Colleges and Universities.

The SL Curriculum Development Framework: Service Learning Prism

The pedagogy (experiential learning) side…

- How is facilitating "experiential learning" different from traditional teaching?

CSUMB's Service Learning Prism

Transforming Learning Through Community Service

Discipline-Based Knowledge

Traditional Learning

CSUMB's Service Learning Prism

Transforming Learning Through Community Service

Discipline-Based Knowledge

Student Knowledge

Student Centered Learning

CSUMB's Service Learning Prism

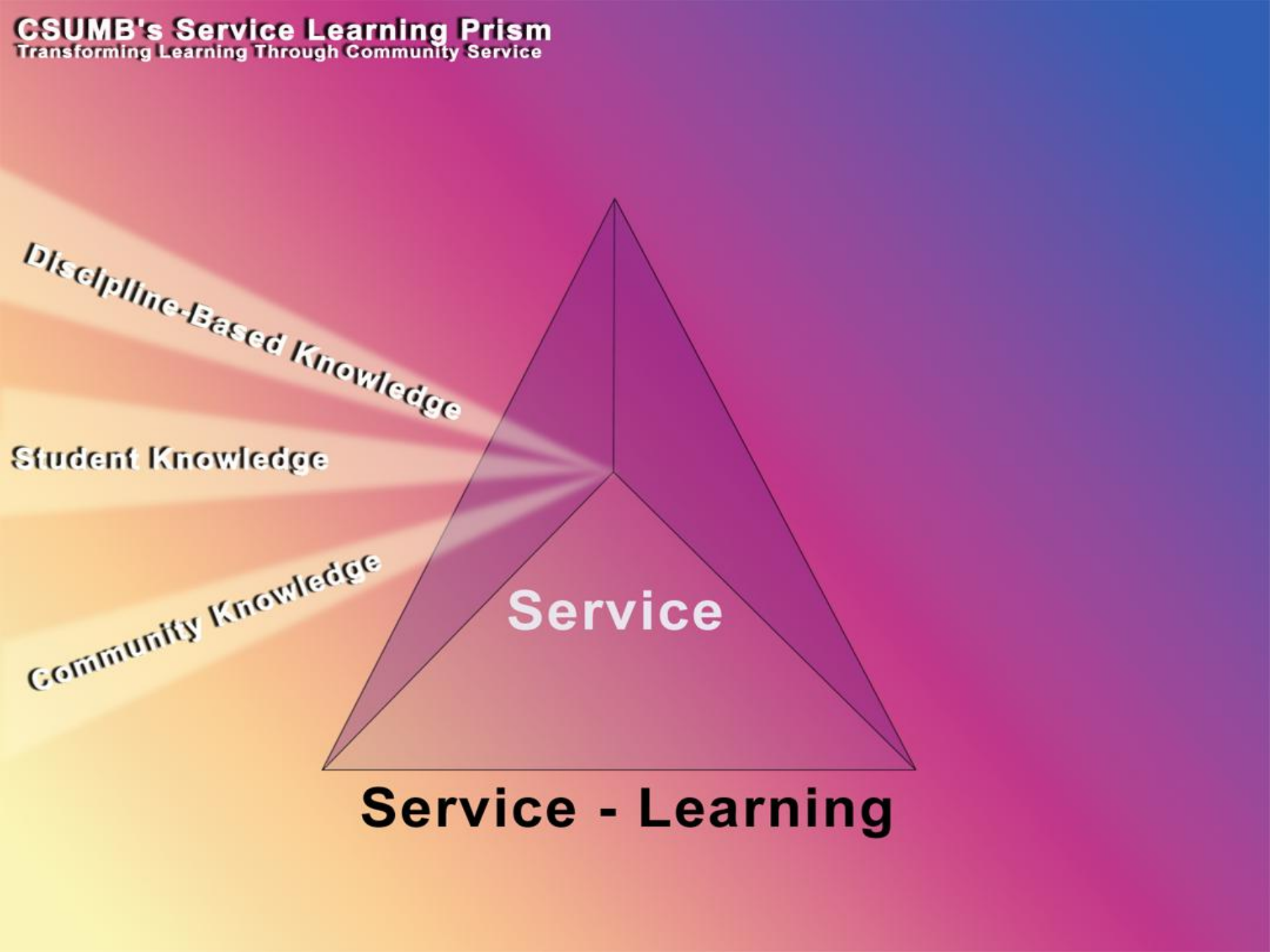
Transforming Learning Through Community Service

The Learning Side

- What does it mean to explicitly focus on students learning about “service and social justice?”
  - Knowledge
  - Skills
  - Attitudes
  - and **Will**

CSUMB's Service Learning Prism

Transforming Learning Through Community Service



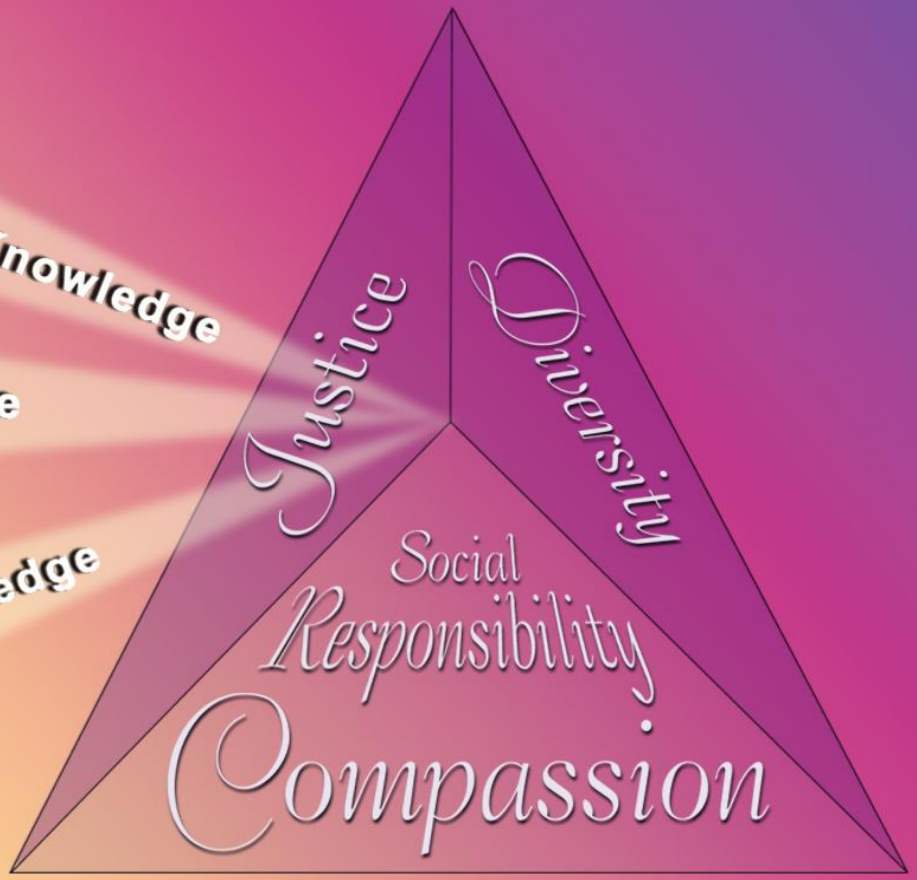
CSUMB's Service Learning Prism

Transforming Learning Through Community Service

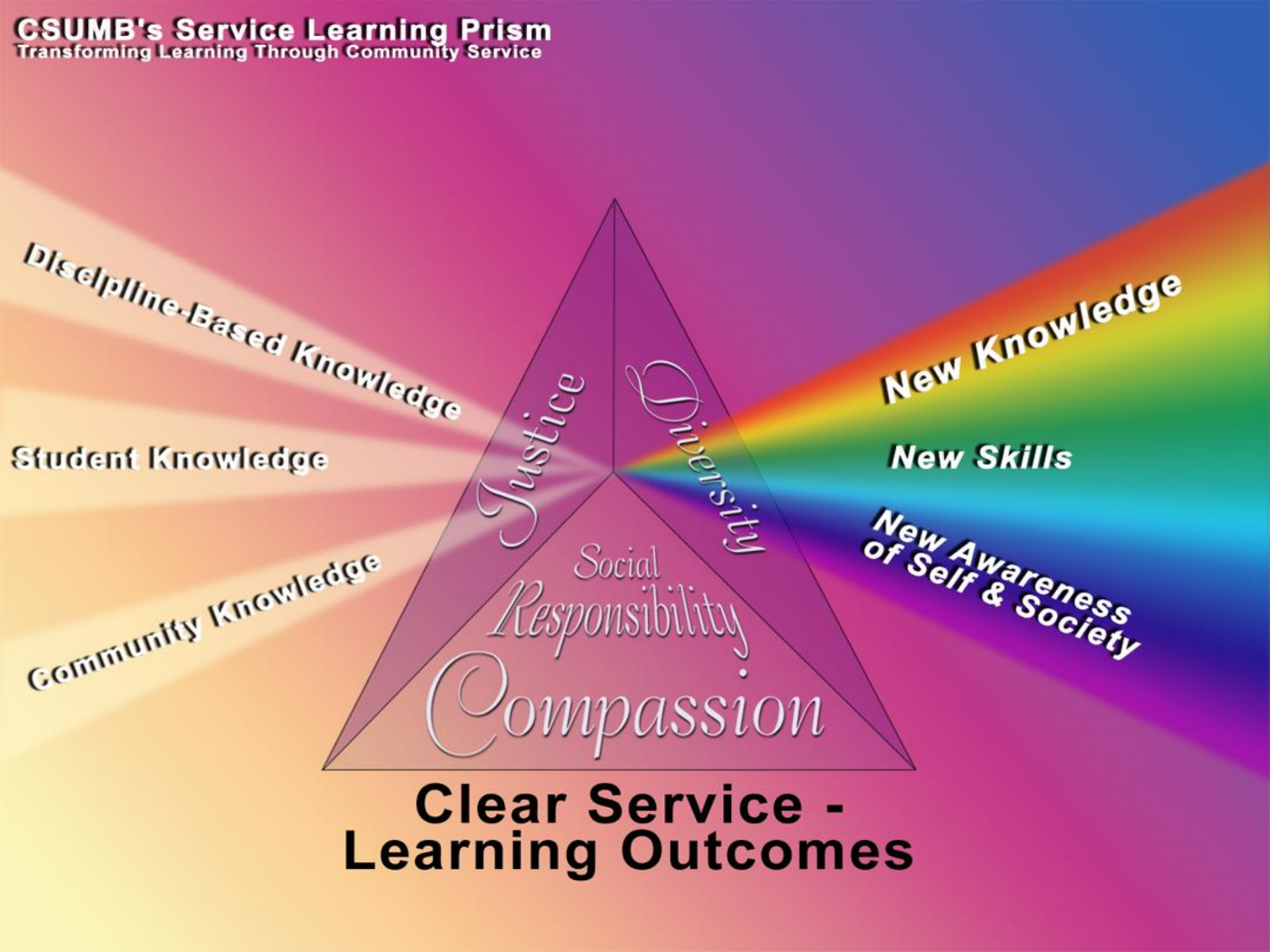
Discipline-Based Knowledge

Student Knowledge

Community Knowledge



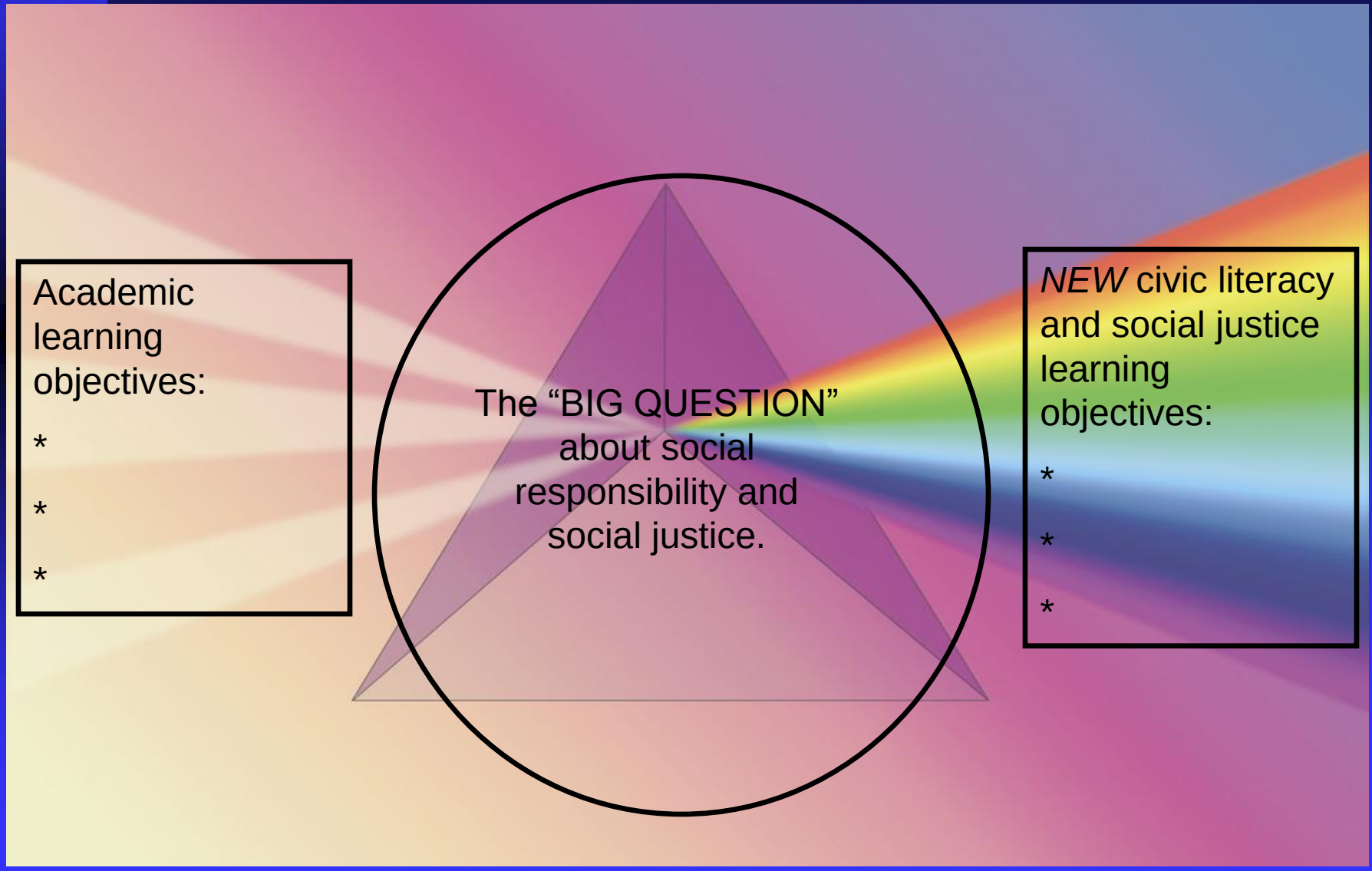
Service - Learning at CSUMB


CSUMB's Service Learning Prism
Transforming Learning Through Community Service
Discipline-Based Knowledge
Student Knowledge
Community Knowledge
Justice
Diversity
Social
Responsibility
Compassion
New Knowledge
New Skills
New Awareness of Self & Society
Clear Service - Learning Outcomes

Service Learning Curriculum Development Framework

- Step One: Identify the ***Big Question*** related to service and social justice
- Step Two: Develop ***service*** learning outcomes
- Step Three: Identify ***service activities*** that involve students in these issues and ***curricular resources*** that help them make sense of their involvement.
- Step Four: Develop ***assignments*** that will show evidence of student learning.

It all starts with the BIG QUESTION”



CST 361S: Technology Tutors

Meta-question: *The Digital Divide*

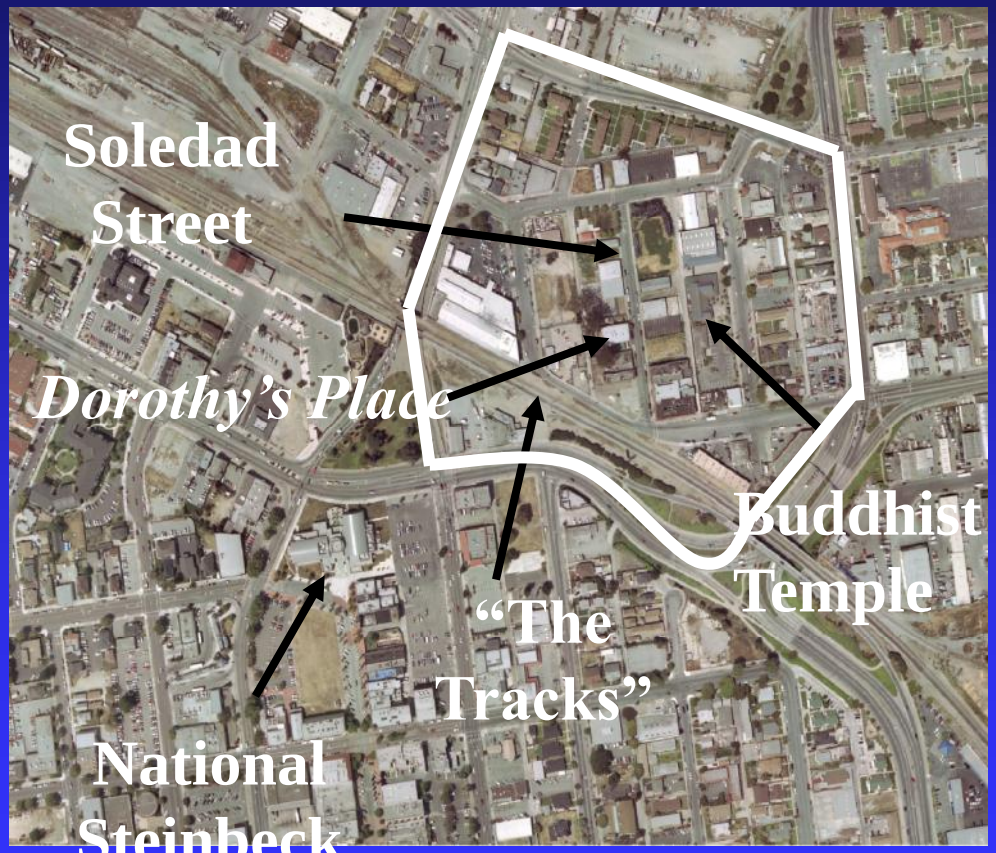
- How does technology accentuate or reduce historic inequalities? How can my work as a technology professional help bridge the "digital divide?"

Learning Outcomes:

- Understand the community in which the project is being carried out.
- Describe the diversity and social inequalities in the community.
- Understand the decision-making structure and power relations in the public sector related to technology.
- Able to use technology to reduce social inequality and social isolation.

Chinatown Renewal Project

- CST 361S students:
  - Participated in community planning events
  - Designed project web-site
  - Support technology training for "Green Corps"
  - GIS mapping of businesses



BUS 303S: Community Economic Development

Big Question: ***The Triple Bottom Line***

- How can businesses balance the "triple bottom lines" of profit, people and planet?

Outcomes:

- Students explore concepts of culture and cultural identity, differential power relationships among cultural groups, and ways to achieve greater equity and social justice (locally and globally) while engaged in business enterprises.

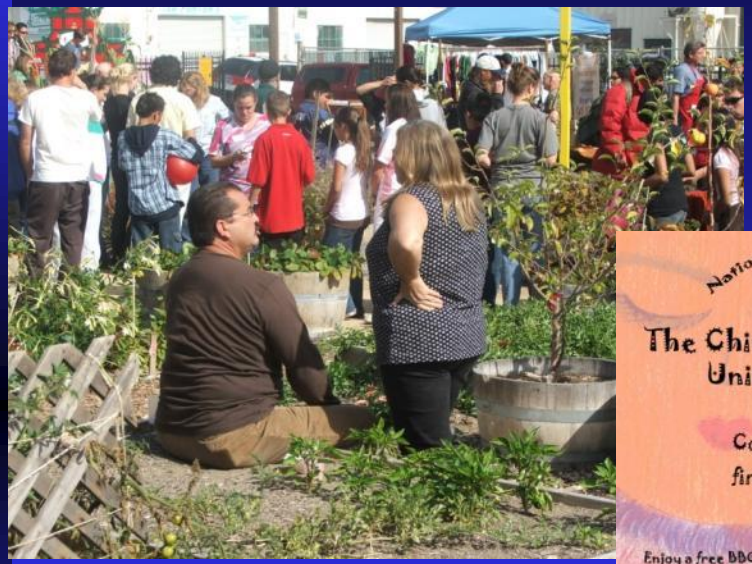
- Students reflect on ethical dilemmas which occur when business goals differ from the goals of community stakeholders. They do so in the context of community development issues in the Monterey region.

BUS 303S: Community Economic Development

Community Projects Include:

- **El Pajaro Community Development Corporation:** small business incubator working with firms under 5 employees.
- **Peter Maurin Work Co-op**: helping with production, packing orders, developing a business plan, and marketing for silk-screening company.
- **Salinas Chinatown Community Garden and Green Corps:** train residents in new career opportunities in sustainable, green technology and organic gardening.

Salinas Chinatown Community Unity Garden



VPA 320S: Museum Studies

Meta-question:

- How can museums give voice to underrepresented populations and perspectives, and facilitate the transformation of social structures to create a more inclusive, interactive discussion of history, society, and culture?

Learning Outcomes:

- Understand the economic and social pressures that influence the choices made by museum personnel with regard to the development of collections and exhibits.
- Articulate various perspectives on how museums "serve" society, including perspectives from both privileged and marginalized social groups.
- Describe and analyze one's own and others' perceptions and ethical frameworks for decision making regarding exhibit choice, design, and the development of interpretive materials.

CORRIDO

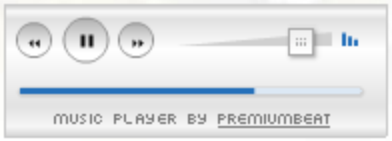
EL CORRIDO DE CCA

The corrido is a popular Mexican storytelling ballad, typically in the rhythm of a waltz, that glorifies heroes and great deeds.

Corridos usually include social commentary and were especially popular during the Mexican-American civil rights movement of the 1960s, when they focused on the acts of the movement's courageous leaders.

The corrido about the Center for Community Advocacy that you hear today was composed by Monterey Bay-area musician, recording artist, educator, and social activist **Juan L. Sánchez**, who recorded it with members of CSUMB's Mariachi Ensemble.

Listen to the Corrido:



Pido permiso señores	I ask permission dear sirs
Para contarles la historia	To tell you the story
De unos valientes campesinos	Of some brave farmworkers
Que de Pájaro a Camphora	Who, from Pajaro to Camphora
Se unieron en comités	Joined up in committees
Para alcanzar la victoria	To achieve victory
Hasta el Valle de Salinas	Up to the Salinas Valley
Mujeres, hombres y niños	Women, men and children
Llegaron con la esperanza	Arrived with the hope of having
De tener un hogar digno	A decent home
Con el sudor de su frente	With the sweat of their foreheads
Sueñan hacerse camino	They dream of making their way
¡Viva la comunidad	Long live the community
Que se apoya y que se une!	That supports itself and joins forces!
Y lucha por sus derechos	And fights
Porque la dignidad le urge	Because dign
¡Y qué viva CCA,	And long
Donde sus sueños se cumplen!	Where their dr
Mas algunos contratistas	But some su
Los quisieron explotar	Wanted to
Y a aquellos trabajadores	And trie
Les forzaron a habitar	Those same w
En cuevas, trailas y casuchas	Caves, trai
Ni aptas para un animal	Unfit for ev

Courtesy National Steinbeck Center. © Bob Blackwell

Asian Cultural Encounter (ACE)

- Chinese, Japanese and Filipino cultural history (agricultural labor)
- Cultural preservation key to community revitalization

- Creation of "Chinatown Cultural Center and Museum"
  - Community oral history project (HCOM 360S)
  - Collect and catalogue photos and objects (VPA 320S)
  - Exhibit opens at the National Steinbeck Center, Friday April 23, 2010.

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COMMUNITY PG.4

FRESNO AWARDS DEGREES

TODAY'S JAPAN PG.5

DOUBLE *HIBAKUSHA* SURVIVOR DIES

ENTERTAINMENT+ARTS PG.6

2009 FILMS IN REVIEW

ENTERTAINMENT+ARTS PG.6

'NOT SIMPLE'

TRAVEL+LEISURE PG.8

TRAVEL TO ZURICH

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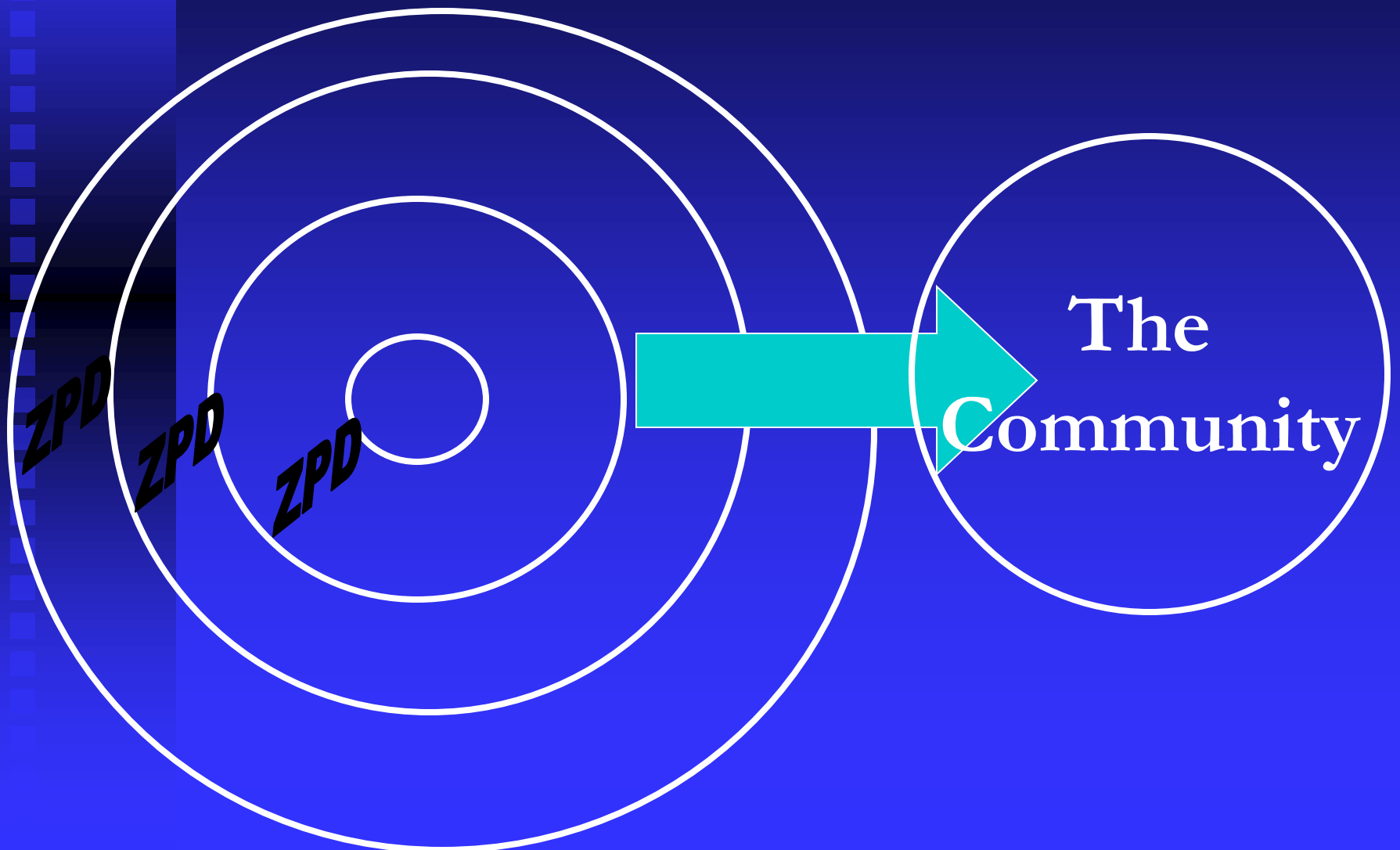
Landmark Salinas Cafe to Reopen as Cultural Center

PG.7

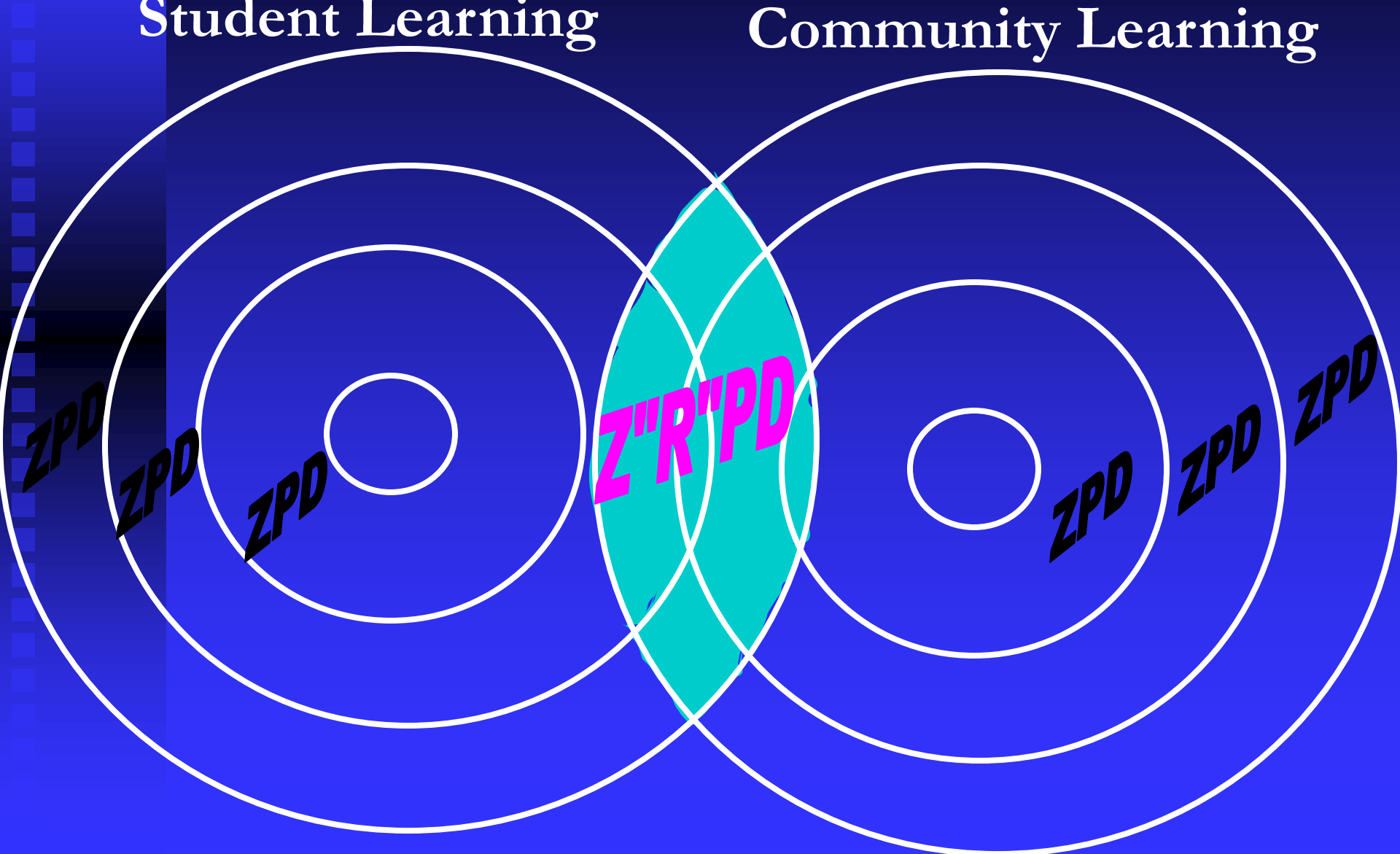
POSTMASTER: Please Do Not Delay

Jan. 7, 2010

Traditional *Service*-Learning Model Through the Vygotsky lens

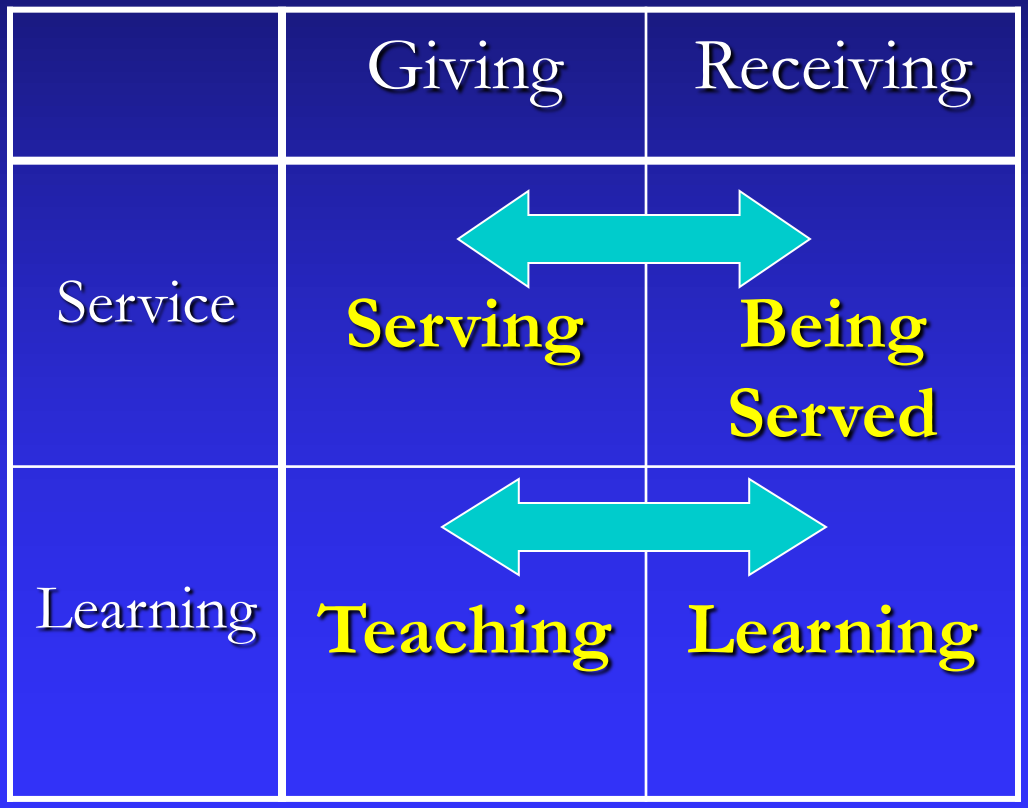


Vygotsky-Inspired "*Reciprocal*-Learning"



The moral of the story…

- **RECIPROCITY**
  - Who is serving whom? Who is being served by whom?
  - Who is teaching? Who is learning?
- **New Knowledge Generation Process**
  - Redefine who are the "experts"
  - Redefine what is worth knowing



- Questions?
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