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

Dr. Seth Pollack, Professor
Director, Service Learning Institute
California State University, Monterey Bay

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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?
Discipline-Based Knowledge

Traditional Learning
CSUMB's Service Learning Prism
Transforming Learning Through Community Service

Discipline-Based Knowledge
Student Knowledge

Student Centered Learning
Experiential Learning

CSUMB’s Service Learning Prism
Transforming Learning Through Community Service

Discipline-Based Knowledge
Student Knowledge
Community Knowledge
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

Service

Discipline-Based Knowledge
Student Knowledge
Community Knowledge

Service - Learning
CSUMB's Service Learning Prism
Transforming Learning Through Community Service

Discipline-Based Knowledge
Student Knowledge
Community Knowledge

Justice
Diversity
Social Responsibility
Compassion

Service - Learning at CSUMB
CSUMB's Service Learning Prism
Transforming Learning Through Community Service

Clear Service - Learning Outcomes

Discipline-Based Knowledge
Student Knowledge
Community Knowledge

New Knowledge
New Skills
New Awareness of Self & Society

Justice
Diversity
Social Responsibility
Compassion
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*

NEW civic literacy and social justice learning objectives:
* 
* 
* 

Academic learning objectives:
* 
* 
* 

The “BIG QUESTION” about social responsibility and social justice.
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 website
  - Support technology training for “Green Corps”
  - GIS mapping of businesses

- Soledad Street
- Buddhist Temple
- Dorothy’s Place
- “The Tracks”
- National Steinbeck Center
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.
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 a 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

The Chinatown Neighborhood Unity Garden Project
Come celebrate our first year anniversary

Enjoy live entertainment, a bounce house and make some art!

Thank you to our sponsors: the Service Learning Advisory, California Fresh Project, the Chinatown Neighborhood Association, dos Amigos, Ecostore, Farm Direct, Giron, Hernandez, Harvest, Inc., Healthy Harvest, Inc., Local Farm, and Upland Farm.

Bring your own reusable cup for beverages and receive a free raffle ticket.

October 27th, 2007
9AM-2PM
55 Sisquedad, Salinas
For more info contact
(831) 770-1700
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.
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
Para contarles la historia
De unos valientes campesinos
Que de Pájaro a Camphora
Se unieron en comités
Para alcanzar la victoria

Hasta el Valle de Salinas
Mujeres, hombres y niños
Llegaron con la esperanza
De tener un hogar digno
Con el sudor de su frente
Sueñan hacerse camino

¡Viva la comunidad
Que se apoya y que se une!
Y lucha por sus derechos
Porque la dignidad le urge
¡Y qué viva CCA,
Donde sus sueños se cumplen!

Mas algunos contratistas
Los quisieron explotar
Y a aquellos trabajadores
Les forzaron a habitar
En cuevas, traílas y casuchas
Ni aptas para un animal

I ask permission dear sirs
To tell you the story
Of some brave farmworkers
Who, from Pajaro to Camphora
Joined up in committees
To achieve victory

Up to the Salinas Valley
Women, men and children
Arrived with the hope of having
A decent home
With the sweat of their foreheads
They dream of making their way

Long live the community
That supports itself and joins forces!
And fights
Because dignity
And long
Where their dreams
But some would
Wanted to
And tried
Those same workers
Caves, trash
Unfit for even

Courtesy National Steinbeck Center © Rob 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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Landmark Salinas Cafe to Reopen as Cultural Center
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Traditional Service-Learning Model
Through the Vygotsky lens

Student Learning  Community Service

The Community
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?

spollack@csumb.edu