

S-L Theory to S-L Practice

“In theory... I can fly a helicopter.”

“Context changes everything.”

Marshall University, Lewis College of Business, & Smith Schools of Business
Inaugural [Virtual] Teaching & Learning Conference

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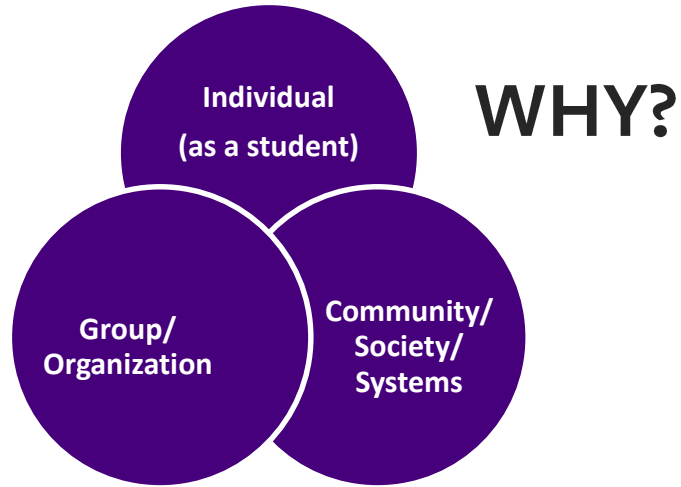


OUR JOURNEY: SLT – SLP

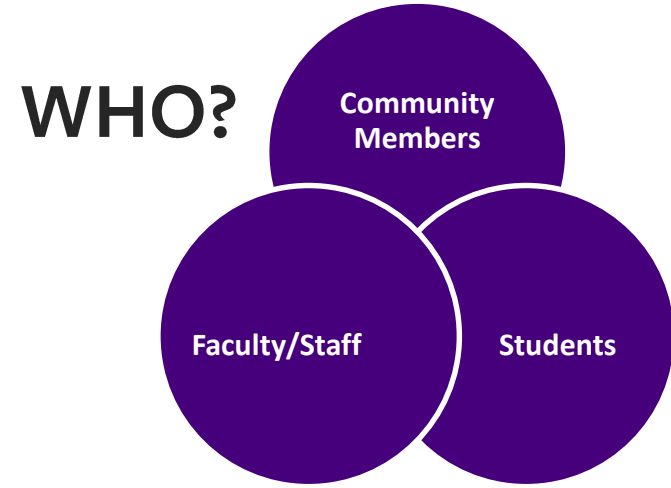
- Some theoretical nuts, bolts, & structure
- Transferable business examples of service-learning practice
 - Prof. B (Marketing)
 - Prof. Z (Business Law)
 - Prof. C (Computer Information Systems)
- Q&A + Resources
- <https://tinyurl.com/4ppcnwz3> (results)



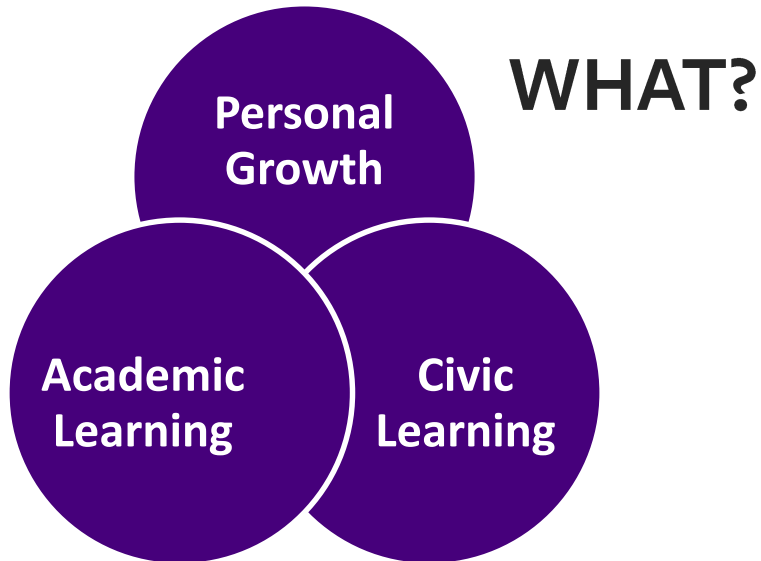
Categories of Change Goals



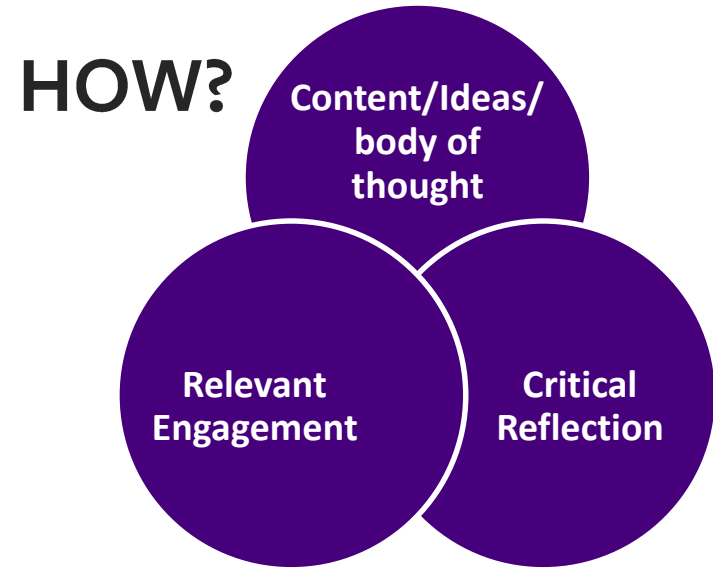
Partners (co-creators)



Categories of Learning Goals



Components (integrated)



ADDITIONAL SUPPORTING LITERATURE

- *Where's the Learning?* (Eyler & Giles, 1999)
- Students time – one of the greatest university assets (Astin, 1984)
- Building Block Assertion of Community Engagement (Perry, 2011)
- Carnegie Community Engagement:
 - *Collaboration between institutions of higher education and their larger community for the **mutually beneficial** exchange of knowledge and resources in a context of **partnership and reciprocity**.*

S-L EXAMPLES: LOOKING UNDER THE HOOD

- **Professor Quote, Course & Context, & Promising Practice**
 - Prof. B (Marketing)
 - Prof. Z (Business Law)
 - Prof. C (Computer Information Systems)

PROF. B (MARKETING)

“The heart of Carnegie’s expectation for community engagement is reciprocity or mutually beneficial relationships. By utilizing service-learning as a pedagogical approach in my integrated marketing communications course, students have developed their skills and expertise by applying textbook concepts to address local businesses’ real-world problems. Partners have benefitted in numerous ways, including achieving business objectives, developing stronger capacities for communication and problem-solving, and developing stronger relationships with XYZ University, which means that these benefits accrue long after my students’ work is complete. Having an “external learning laboratory” has significantly enhanced my teaching by helping me stay up-to-date with current trends in the discipline. It also has significantly impacted my scholarship, as I have several scholarly outputs in both the SOTL and community engagement realms. I really can’t imagine teaching, serving, researching, and creating any other way.”



PROF. B

Learning Outcomes & Context MKT 35X

- Recognize, discuss, **and apply** how the communications process fits into and works with consumer behavior with emphasis on the consumer decision making process.
- **Generate and deliver** a professionally written marketing communications plan and presentation to the client, local experts, and university representatives.
- **Identify, analyze, & articulate learning** on the connection across the experience, personal and professional values, and the potential community impact both short-term and long-term.

Stand out aspects of high-quality SLCE:

- Applied *CCPH Principles of Partnership*
 - *Dillsboro Partnership*
- Critical Reflection (DEAL MODEL – Clayton, 2018)

“BEING LINKED WITH THE MERCHANTS OF DILLSBORO FOR AN ENTIRE SEMESTER *HELPED BUILD RELATIONSHIPS* WHERE *IT DIDN'T NECESSARILY FEEL LIKE AN OBLIGATION OR JUST ANOTHER CLASS PROJECT*. IT BECAME VERY REAL AND WE BEGAN *TO GENUINELY CARE ABOUT THE SUCCESS OF THE COMMUNITY* AND OUR MARKETING PROJECT.”

PROF. Z (BUSINESS LAW)

"Students have an extraordinary opportunity to work within the court system with Mountain Mediation Services, coordinating cases with the prosecutor, and advising disputants about the benefits of mediation. Students have gained real-life experience mediating criminal cases. These experiences transcend textbooks to move learning from *only* being in these students' books to being in their faces."



PROF. Z

Learning Outcome & Context LAW 28X

- Students will attain *and apply* a level of competence in mediation and arbitration to prepare real clients and counsel for and navigate through the mediation process.
- Service-learning experiences will provide a valuable avenue for *concrete reflection* and *self-observation* on the mediation process and the students' personal approach to mediation.

Stand out aspects of high-quality SLCE:

- Community Partner as Co-Educator
- Curricular & Co-Curricular Extension

“READING & DISCUSSING THE RESOURCES IN CLASS HELPED ME WITH UNDERSTANDING & CONCEPTUALIZING, WHILE THE COMMUNITY ENGAGEMENT PART OF THE CLASS REQUIRED ME TO GO OUT & ACTUALLY DO IT. IT INCREASED MY CAPACITY TO... APPLY ARBITRATION TECHNIQUES & TO FIND & HONE MY OWN PERSONAL APPROACH. THE MEDIATION CLASS GAVE ME THE CHALLENGE & SUPPORT TO GO THROUGH ALL OF THIS WHILE ALSO PUTTING ME OUT INTO MY COMMUNITY TO PUT IT INTO PRACTICE & ACTUALLY DO SOMETHING BENEFICIAL.”

PROF. C (COMPUTER INFORMATION SYSTEMS)

“While I spend a great deal of time thinking about how to design learning experiences, I feel the ideal way to achieve authentic learning is through working on real problems that come from outside the classroom. In this, students grow academically and personally sometimes in ways that are difficult to measure, but fulfilling and critical for progressing their career goals. As co-educators, community members connect with students for important and sometimes out-of-the box ideas and assistance to aid their organization. As a faculty, it is a win-win-win relationship for all that also propels and quenches my love of education.”



PROF. C

Learning Outcomes & Context CIS 45X

- *In response to client expectations, use design best practices to create charts, dashboards and stories targeted for a variety of devices - including laptops, tablets, and phones.*
- *Build on the visualization skills of CIS 29X, to create more complex visualizations, dashboards, and stories using Tableau as a tool for capturing and presenting information requested from your client.*

Stand out aspects of high-quality SLCE:

- Partnership with the SBTDC
- Pipeline to Internships
- Applied Consulting Projects

“WORKING DIRECTLY AT THE HOMEWARD BOUND ORGANIZATION WAS AN EXPERIENCE I WILL NEVER FORGET. *I WAS ABLE TO LEARN MORE ABOUT THE ANALYSIS AND DESIGN OF INFORMATION SYSTEMS, AND HOW TO COLLECT, MANAGE, AND PRESENT DATA IN EFFECTIVE WAYS. I WOULD NOT HAVE LEARNED WHAT I LEARNED FROM READING A COLLEGE TEXT BOOK.* I FIRMLY BELIEVE SEEING AND EXPERIENCING THESE PROJECTS FIRSTHAND, IN REAL-WORLD, REAL-TIME CONTEXTS ARE KEY TO MY UNDERSTANDING.”

IN CONCLUSION

- Bring theory to practice.
- Invest in outcomes (higher-order).
- Change the context.
- Lean on and into partnerships (over time).



Q, A, & DISCUSSION



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VIRTUAL S-L VIDEOS

<https://youtu.be/YUTuzpGw03w>

<https://youtu.be/iXCzA4T6EdM>

RESOURCES

Astin, A. (1984). Student involvement: A developmental theory for higher education. *Journal of College Student Personnel*, 25(4), 297-308.

CCPH Board of Directors (2013). *Position Statement on Authentic Partnerships. Community-Campus Partnerships for Health.*

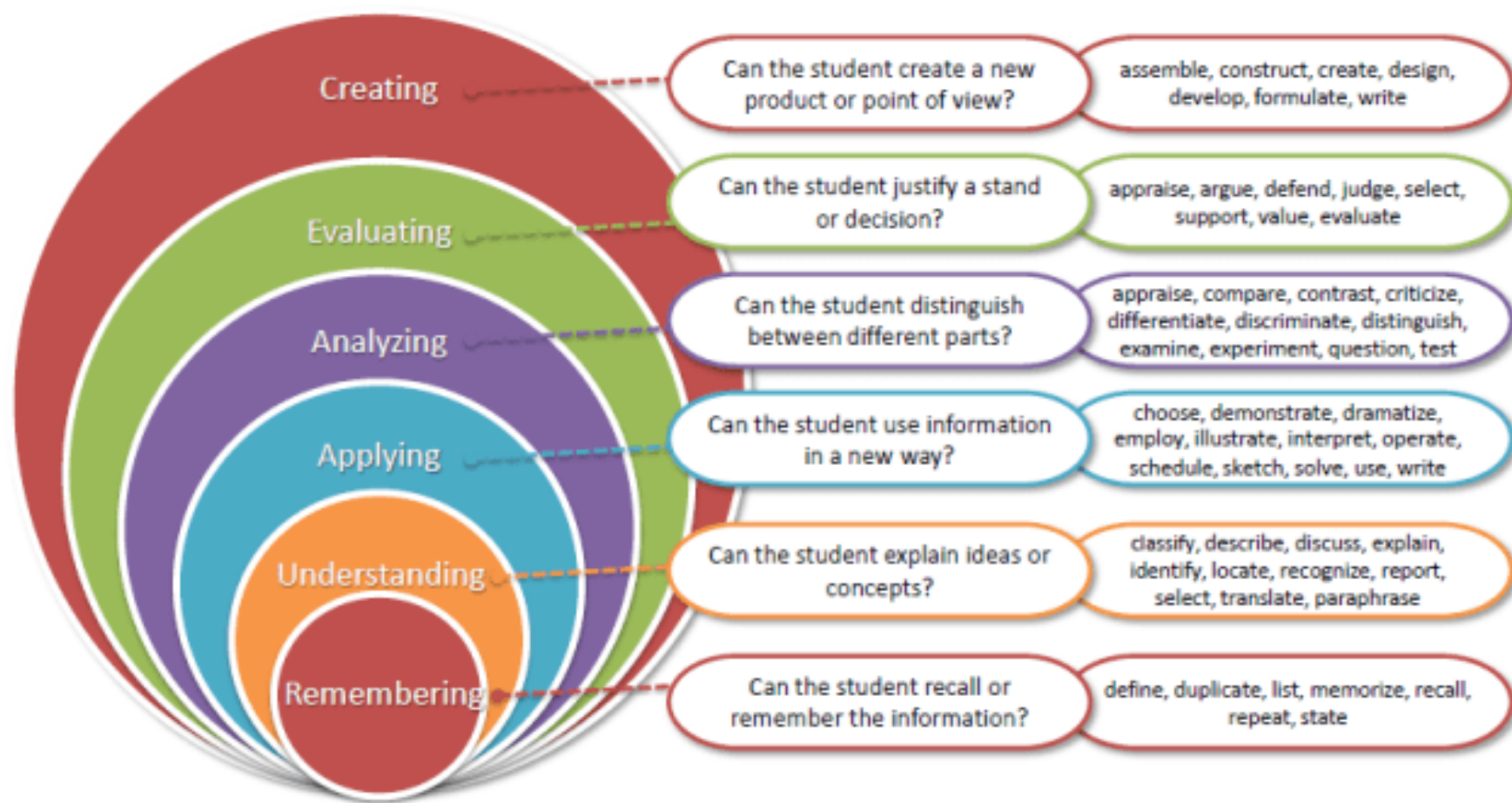
Clayton, P. (2018). *SLCE: What? How? What can we learn?* FICE Workshop, February 3, 2108.

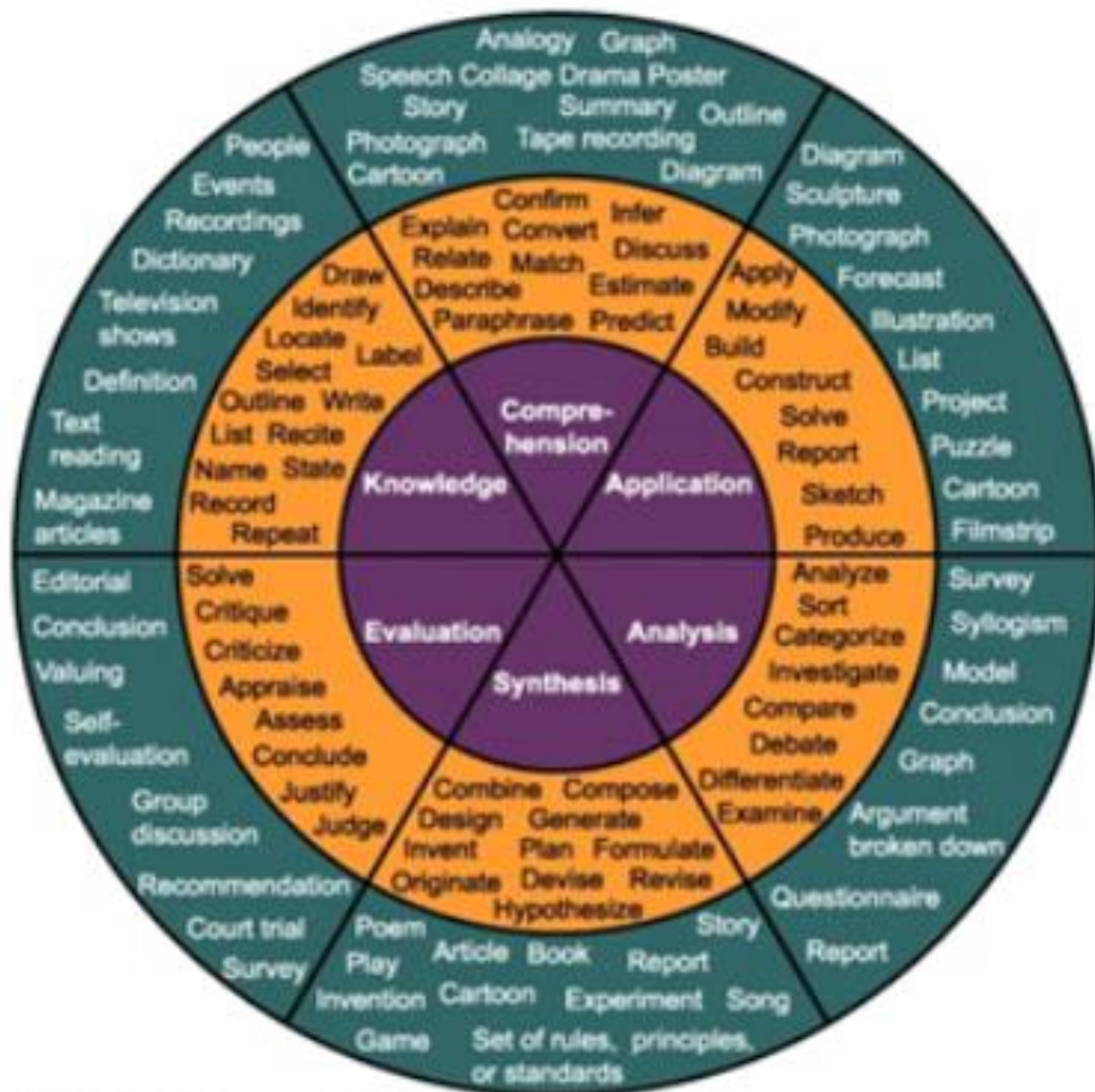
Eyler J. & Giles, D. (1999). *Where's the learning in service-learning.* San Francisco: Jossey Bass.

Perry, L. (2011). *A naturalistic inquiry of service-learning in New Zealand classrooms: Determining and illuminating the influence on student engagement.* Unpublished doctoral dissertation. University of Canterbury, New Zealand

EXTRA – BLOOMS TAXONOMY (REVISED) & THE CCPH PRACTICES OF GOOD PARTNERSHIP

Bloom's Taxonomy (Revised)





CCPH Principles of Partnership⁵: Strategic Planning & Processes

- Serve a **specific purpose** and may take on new goals over time.
- Agreed upon **mission**, **values**, **goals**, measurable **outcomes** and accountability for the partnership.
- Builds on identified **strengths/assets**, **needs**, and increases **capacity** of partners.
- **Dissolve** and need to plan a **process for closure**.

CCPH Principles of Partnership⁵: Dynamics & Customs

- Partner relationship characterized by mutual trust, respect, genuineness, and commitment.
- Balances power and enables shared resources.
- Share benefits of the partnership's accomplishments.

CCPH Principles of Partnership⁵: Communication is Key



- Clear/Open **communication** is ongoing priority by understanding partners' needs/self-interests.
- Processes established with the **input/agreement** of **all partners** (decision-making/conflict resolution).
- **Feedback** from stakeholders, with a goal of improving the partnership and its outcomes.

Materials

Shared Resources
Shared Successes
Intrinsic/Extrinsic

Maintenance

Sustainability
Planned Dissolving is Ok
Reciprocity

Labor

Time/Energy
Communication
Showing Up/Rapport
Relationships
Feedback

Maintenance

Sustainability
Planned Dissolving is Ok
Reciprocity

Foundation

Purpose & Values
Mission/Vision/Goals
Attitude/Trust(worthy)

