

Engaged/Service Learning Faculty Workshops

Thursday-Friday, February 26-27, 2015

Choose the sessions you want to attend. You do not need to attend them all to participate.

Who is invited: Faculty and staff interested in engaging students in disciplinary and cross-disciplinary practices by using real-life contexts. Learn about practical and creative ways in which all academic areas can use service-learning to align with course objectives and student achievement. One lucky participant will be selected after the workshops to attend, at JCCC's expense, the Community College National Center for Community Engagement conference May 19-21, 2015, in Scottsdale, Arizona.

Cost: None

Register: Send an email to Cheryl Slaugh, cslaugh@jccc.edu, by Feb. 2, 2015, to indicate which of the following sessions you will attend.

- 9-10:30 a.m. Thursday, Feb. 26 – RC 101
Transforming Students and Communities with Service-Learning
- 1-3 p.m. Thursday, Feb. 26 – RC 101
Dive Deeply into Service-Learning: Syllabus Development
- 9-10:30 a.m. Friday, Feb. 27 – RC 175
Reflection in Service-Learning: What Works Well
- 11 a.m.-1 p.m. Friday, Feb. 27 – RC 175
Dive Deeply into Service-Learning: Syllabus Development

Faculty participating in the "Dive Deeply" workshop should submit a syllabus no later than Feb. 9, 2015.

For questions about the workshop, contact Mary Smith, director of community-based learning, at msmith@jccc.edu, 913-469-8500, ext. 3570.

Presenter: Gail Robinson is a higher education consultant who works with faculty, staff and administrators to develop service-learning and community engagement programs. Gail was the director of service-learning for the American Association of Community Colleges for 18 years, managing federal and nonfederal grant projects, administering more than 125 college grants (including three at JCCC), and authoring numerous reports and monographs. She served on the board of directors of the International Association for Research on Service-Learning and Community Engagement and is a member of the Carnegie Community Engagement Classification national advisory panel. Gail will expand on her work from last April with more than 50 JCCC faculty, staff, administrators, and community partners. This is an important opportunity to learn from an expert without traveling to a conference.

Workshop Descriptions:

Transforming Students and Communities with Service-Learning

9-10:30 a.m. Thursday, Feb. 26 – RC 101

Come to a hands-on workshop to learn what service-learning is, what it isn't, and why and how to do it. The majority of community colleges offer service-learning as a strategy for increasing student success while approaching social justice understanding. Hear about student, faculty, and staff experiences with service-learning, and how their partnerships transformed individuals and communities. Discussion and activities will cover definitions of service learning, civic responsibility, and civic engagement; the importance of developing reciprocal relationships with community organizations; how various stakeholders contribute and benefit; and the different ways that faculty and staff can help students learn in and with the community.

Dive Deeply into Service-Learning: Syllabus Development

1-3 p.m. Thursday, Feb. 26 – RC 101

Spend some dedicated time doing intensive, intentional work to make service-learning a key component of your course. Faculty who want tailored, specific recommendations for their courses should submit a recent syllabus in advance. Individual work will focus on tying course competencies and learning objectives to community-based service-learning and purposeful civic learning; identifying appropriate service opportunities and partner sites; and conducting reflection and assessment. This workshop will be limited to a small number of faculty, who will leave with an action plan and syllabus ready for use.

Reflection in Service-Learning: What Works Well

9-10:30 a.m. Friday, Feb. 27 – RC 175

Reflection is a critical part of service-learning because it demonstrates student achievement of desired learning outcomes. Reflection can happen in a variety of ways depending on the course, assignment and academic discipline. It can take place inside or outside the classroom; individually or in groups; in oral or written form; and can be led by faculty, students or community partners. This interactive workshop will examine what Eyler and Giles (1999) refer to as the four Cs of reflection: continuous, connected, challenging and contextualized. Learn how to do several common reflection techniques and select the most appropriate reflection activities for your course.

Dive Deeply into Service-Learning: Syllabus Development

11 a.m.-1 p.m. Friday, Feb. 27 – RC 175 (same as Feb. 26)

Spend some dedicated time doing intensive, intentional work to make service-learning a key component of your course. Faculty who want tailored, specific recommendations for their courses should submit a recent syllabus in advance. Individual work will focus on tying course competencies and learning objectives to community-based service-learning and purposeful civic learning; identifying appropriate service opportunities and partner sites; and conducting reflection and assessment. This workshop will be limited to a small number of faculty, who will leave with an action plan and syllabus ready for use.