NCA's Monthly Teleconference Series
CARD Calls: Communicating About Research and Professional Development

Service Learning in Communication

Featured Speakers:
Jimmie Manning, Assistant Professor, College of Informatics, Northern Kentucky University;
Jamey Piland, Associate Professor, Communication, Trinity Washington University;
Toni Whitfield, Associate Professor, Communication Studies, James Madison University;
and Michael Woeste, Associate Professor, Communication, University of Cincinnati

Moderator:
Brad Mello, Associate Director for Educational Initiatives
National Communication Association

Friday, March 19, 2010
3:00pm Eastern time

NCA

Service Learning Overview

Toni S. Whitfield, Ed.D.
James Madison University

- "Only a life lived for others is a life worthwhile."
Albert Einstein

There are many different definitions for service-learning.

An excellent source for these definitions is Campus Compact's - Introduction to Service-Learning Toolkit found at
http://www.e2e-store.com/compact/compact-product.cgi?category_id=3&product_id=138

Service-learning uses community service as the vehicle for the attainment of students' academic goals and objectives.

It is the educational construct that focuses on placing students in the community in "real-world" situations that apply to the coursework being studied.

It emphasizes the accomplishment of tasks which meet human individual and community needs, in combination with conscious educational growth (Kendall 1990).

What characteristics are evident in good service-learning?

- Engages people in responsible and challenging actions for the common good.

- Provides structured opportunities for students to reflect critically on their service experience.

Is committed to a program by and with diverse populations.

- Articulates clear service and learning goals for everyone involved.

- Includes training and supervision, monitoring, support, recognition, reflection and evaluation to meet service and learning goals.

What types of service-learning can be done?

- Group projects-1 day events
- Group Projects- Plan all semester
- Individualized service-learning
- Long term projects

Reflection

- Reflection is an essential part of the process and is linked to course concepts.

- Students need personal reflection and must have course-related reflection.

Examples of Reflection Activities

The Critical Incident Discussion.(25 min)
Procedure: Describe a significant event that occurred as part of the service experience.

- Why was this significant to you?
- What underlying social issues have you encountered?
- Personal issues?
- Course content related issues?
- Gender issues that might relate?
- How will this influence you future behavior.
- What was the first thing you thought of to do or say?

Reflection on these critical incidents. Open conversation for other reactions to the situation. (In groups)

Would this event have been significant to you? Why or why not?

How would you have reacted? Is this the same or different from the individual telling the story? Why?

Are there common themes among your stories?

(Write on larger paper and post on wall)

Report Group findings and closure (15 minutes)

Pick a reporter and run through the common themes.

Ball Toss

Supplies: beach ball or nerf ball.

Announce the topic of service-learning and have everyone stand and then pass a ball round. When someone catches the ball, they have to shout out something that relates to service-learning (i.e. schedule clashes, resume, etc.)

Traffic signals.

Supplies: Red, green and yellow note cards (construction paper), Traffic signal poster or PowerPoint.

Have students write out their responses to the following

Green: Things you should do in service-learning.

Yellow: Things you should keep in mind or be cautious about during service-learning.

Red: Things you should not do.

Find your match

Supplies: Blank piece of 8 ½ " blank paper, folded into 3rds.

On each third write one thing that you have learned about svl.

Walk around and find someone who matches you. Have them sign.

Timeline

Supplies: note cards with service-learning outcomes on them, tape, timeline of svl on blackboard or smooth wall surface.

Give everyone note cards and have them place on the time line where they learned these concepts.

Closer:

Tape freezer paper/newsprint on the wall; have everyone write a word or words that represents what they have thought of or learned in this session.

Reflection Exercises in a Beginning Organizational Communication Class

Response #2 Classical, Human Relations, Human Resources Theories
Date due:

Since we have now essentially dealt with Classical Management, Human Relations, and Human Resource Theories, I am asking you to think about these three theories in relations to your service site.

Even though they were designed to be prescriptive rather than descriptive, the Classical, Human Relations, and Human Resources approaches to organizational behavior have influenced most organizations today.   Based on your observations and interactions with people at your site, please address the following questions:

1. What elements of Fayol's Classical Theory, Weber's Theory of Bureaucracy, and Taylor's Theory of Scientific Management have manifested themselves in your agency? Provide specific examples and illustrations to support your observations. How have the advantages and disadvantages of the classical management approach played out within this organization?

2. Using Blake and Mouton's Managerial Grid, how would you describe the management style of the person in the organization to whom you are working with (or with whom you are working the closest) during this service-learning project? What are the advantages and disadvantages of her management style for volunteers who are giving time to the organization?

3. How would you describe the content, direction, primary channel(s), and style of communication that is used at your service site? How do these manifest themselves as strengths and weaknesses of the agency from a volunteer's perspective?

4. On a scale of 1-10 (1=low; 10= high), how would you rate your service learning experience so far? Why? What are some of the specific feelings you have experienced while "on the job?"

5. Has your service-learning experience so far met your desires and expectations? Why or why not?

6. With what aspects of your volunteer assignment are you most comfortable? With what aspects are you least comfortable? What could the agency do (if anything) to better prepare volunteers for what is desired and expected of them?

Other Considerations

-Should it be required?
-How many hours?

- What Do Student's Get From Service-Learning? Outcomes

- Service/advocacy
  - Understand poverty
  - How to empower community
  - Understand the role of service
  - Understanding processes
  - Organizational development

- Specific job competencies/skills
- Career exploration
- Learning about work, hiring,   personnel policies

- Taking responsibility
- Learning from the environment
- Research skills
- Activist skills

Student Comments About Service-learning:

"This is the best program for college students to try out and select their major."

"This experience has been the most worthwhile one that I have ever had."

"It gave me a life purpose."

"For the first time in my life I felt that someone depended on me and needed me to help them."

"It isn't books alone that give a person intelligence, but the ability to apply knowledge to everyday situations."

"I learned more about the theories in this course than I ever
Would have just reading and discussing."

"I felt like I was connected to our community."

"I know I helped change people's lives...mine was changed too."

Questions? Email me at whitfits@jmu.edu

Blending Research and Service-Learning: Planning, Preparation, and Education

Jimmie Manning, Ph.D.

Assistant Professor, Graduate Program Director
Communication Department
Northern Kentucky University

Pre-faculty background:

- Social justice activist and volunteer as a Communication undergraduate and graduate student

- Research focus in organizational and political communication (rhetorical methods) as a master's student and in interpersonal and mediated communication (social scientific methods) as a doctoral student

- As a graduate teaching assistant I incorporated community engagement projects into course assignments and learning objectives

Faculty experience:

Six service-learning courses in three years

- Three courses involved elaborate service and research trips to the Mississippi Gulf Coast to assist in rebuilding, planning, and coordination after Hurricane Katrina

- One course involved conducting research for local non-profit organizations

- One course involved event planning and execution with community non-profit organizations

- One course involved fundraising for a non-profit organization

Tip #1: Focus on your research program

1. What research questions can you answer in conjunction with your students?

2. How can you help others while answering these questions?

3. Who can help you in the community – and how can you help them?

4. Will you receive institutional support?

Tip #2: Seek funding opportunities

1. Check with your local grants or contracts office.

2. Look for "bounties" or opportunities related to your funding.

3. Follow Learn & Serve America's website and clearinghouse. Visit http://www.servicelearning.org/ and navigate yourself to other resources from there.

4. Ask agencies for examples of successfully funded proposals.

5. Be willing to travel and network – and don't put more on other people than you'd put on yourself.

Tip #3: Figure out what constitutes scholarship for your university

1. Service-learning can mean generating some of the most practical—and non-publishable—research reports ever. Will this keep your administrators happy?

2. Service-learning means putting trust into your students – not only in their dealing with the lives of others, but in them dealing with your data. Will you feel comfortable with this?

3. The scholarship generated through service-learning may take longer to collect, analyze, and report. Does your research agenda have the time?

Small Example:

Class research competition

1. Research methods course

2. Students divided into four groups

3. Each group chose an issue facing both NKU students and the Greater Cincinnati/Northern Kentucky metro region

4. Groups partnered with community organizations to provide quantitative/qualitative research reports regarding the issue

5. Independent reviewers awarded $1,000 grants to two community organizations based on research reports and presentations

6. I was allowed access to data collected by students as well as data regarding student involvement in the project

Big Example:

Service-learning trip

1. Sought social support-oriented project

2. Discovered macro- and micro-level support issues post-Katrina along the Mississippi Gulf Coast

3. Talked to community leaders who identified morale issues, problems in school districts, volunteer needs, and national recognition

4. Identified, applied for, and received grant funding through Learn & Serve America in conjunction with university office

5. Sought out student leaders for four projects: town hall meeting, oral narrative collections, rebuilding efforts, and organizational audit of school district

6. Generated extensive data set, documentary film, and access to further funding based on deliverables

7. More importantly, community received report for school system, copies and videos of narratives for archives, concrete results of planning meeting, and assistance in seeking further help

Building Commitment in Mandatory Service Learning

Dr. Jamey A. Piland

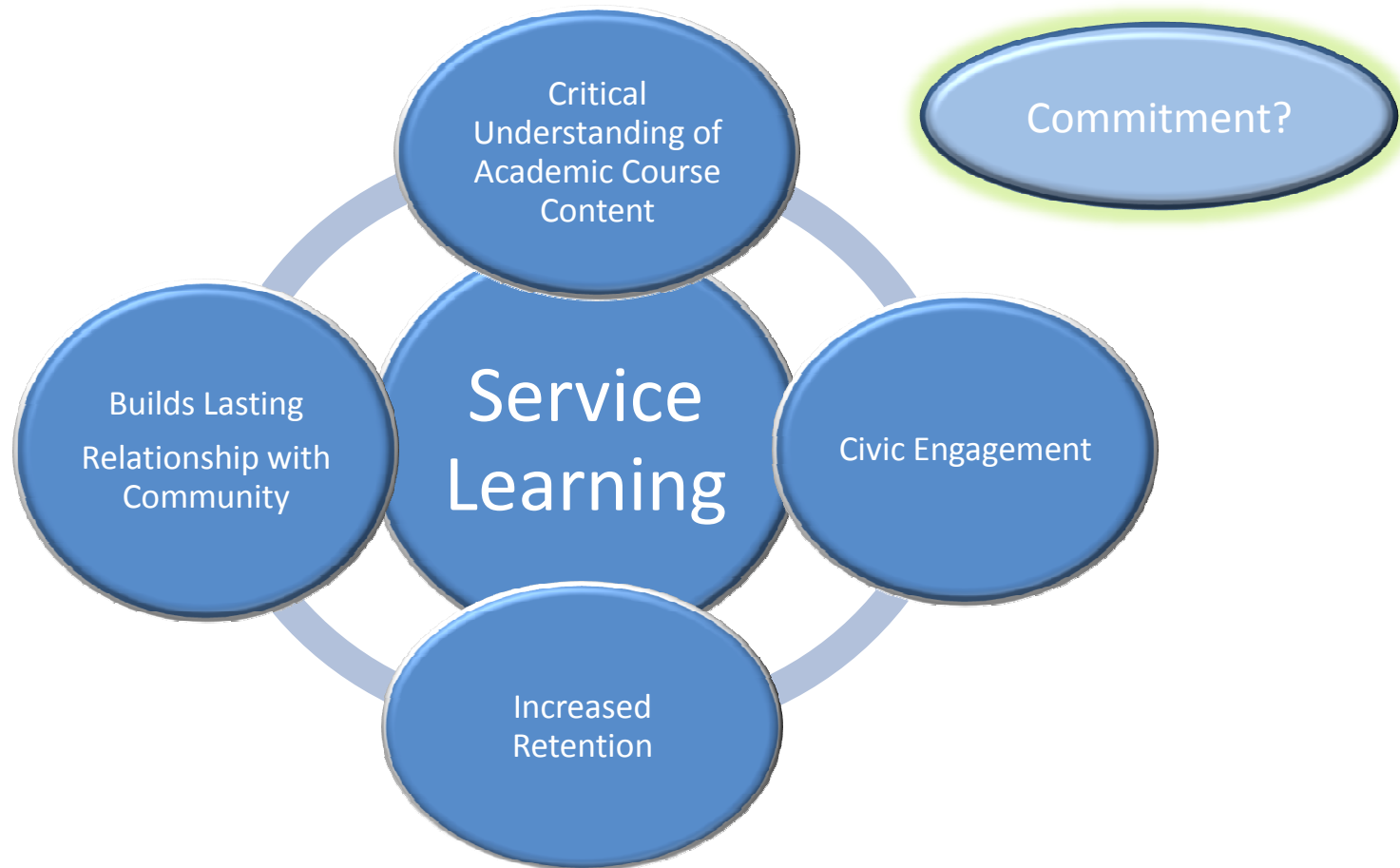Trinity Washington University- Washington DC

Service Learning in Communication

# Successful Service Learning Programs are Dependent on Commitment

Service Learning in Communication

Critical Understanding of Academic Course Content

Commitment?

Builds Lasting Relationship with Community

Service Learning

Civic Engagement

Increased Retention

Mandatory Service Learning

- A well-structured service learning program can fail in the absence of *strong participation AND student motivation*

- Many mandatory service learning projects require *intentional planning* for successful student participation

- Strategies include self-reflection, self-assessment, and communication competency through leadership development

Building Student Commitment
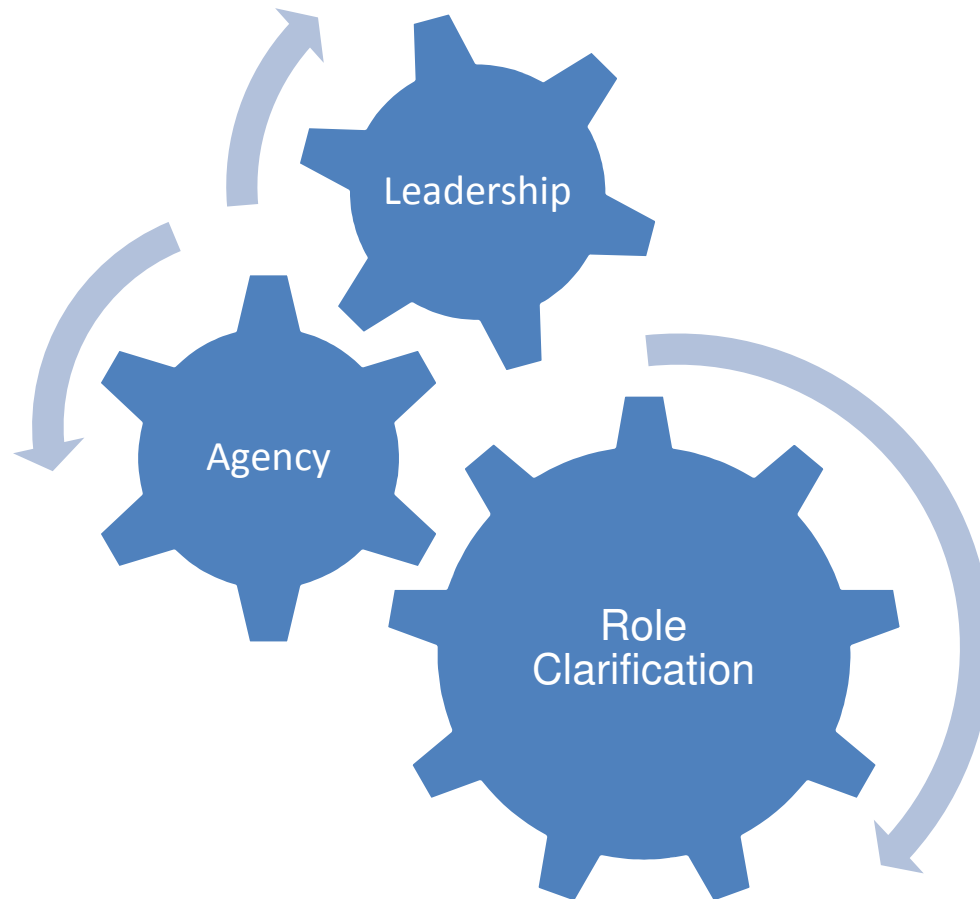
Role Clarification

- Clarify student's role in the process
- Explain role, responsibilities & expectations
- Establish skill sets and & competencies

Foster Human Agency

- Critical Thinking
- Individual social action
- Group social problem solving

Building Leadership

- Allow students key role in the process (even in mandatory, designated service learning programs)

- Leadership skills through competent communication

- Self assessment & reflection of student as leader

COMMITMENT
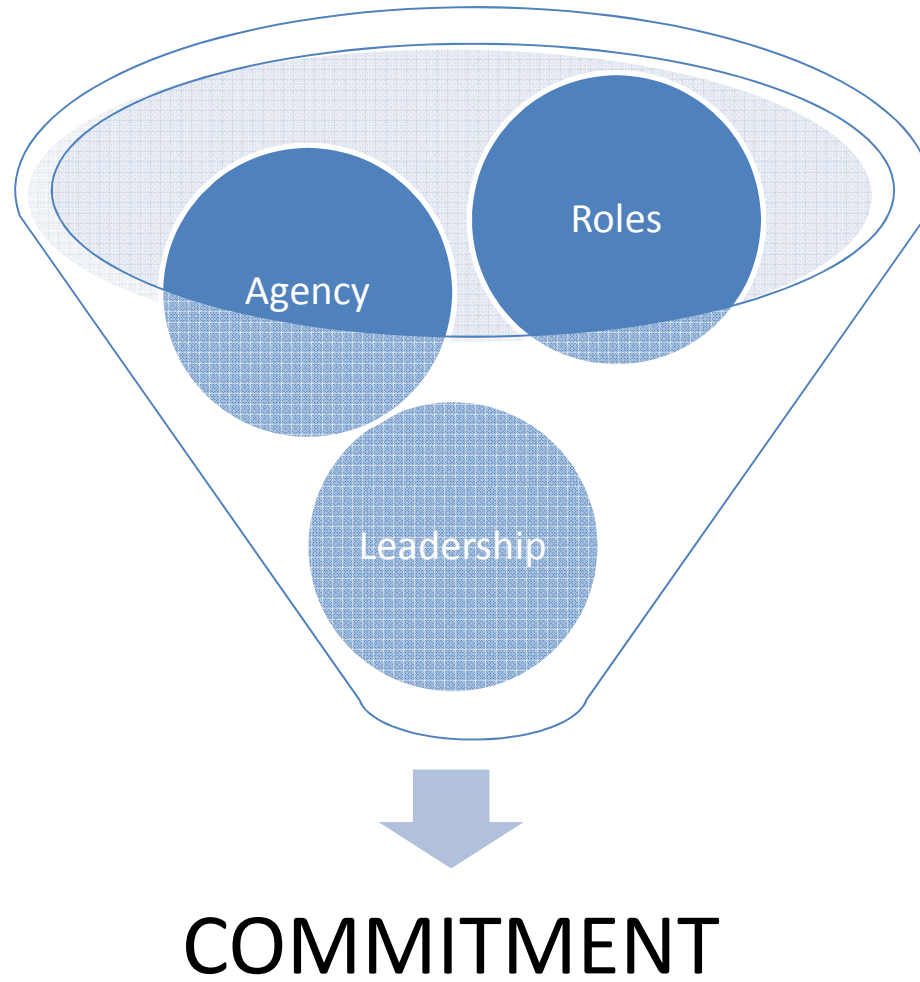
Service Learning in Communication:
Course Layout and Experiential Components

Michael Woeste, Ph.D.

Associate Professor, Communication
University of Cincinnati

Service Learning in Communication:
Course Layout and Experiential Components

*Please see attachment: *Syllabus, Woeste*

36-Hour Experience – What to Bring

NOTE: The facility is comfortable – but not luxurious. There are bathrooms with sinks, but it will resemble urban camping. The floor is going to be hard – so you can
expect it to be somewhat less clean than the conditions you are currently living in - due to high foot traffic.

Rules & Regulations:

No Alcohol / drugs or other illegal substances are allowed. If they are found on your person – you will be asked to leave the experience. University and departmental/major sanctions will be adhered.
Smoking and cigarettes are allowed – but ONLY in designated areas – outside of City Gospel Mission (smoking is prohibited by law inside any of the facilities)
 What you should bring for the weekend is detailed in two distinct ways:

I. Family Needs:

1. One (1) backpack for each family – to store medicines, papers, cell phone
2. One (1) cell phone for each family – for emergency purposes or family needs specific to task designation
3. One (1) disposable camera – NOT required, but recommended for the
        purposes of recording experiences for the theoretical reviews

Each family will need to decide prior to the selected weekend – who will supply the backpack and cell phone – and report this to the weekend team leaders.

II. Individual Needs:

1. State ID/Driver's license is a MUST – student ID will not work.
2. Two (2) sealed envelopes $5.00 (in single dollar bills) inside each one (a total of $10 per family member)
3. A sleeping bag and pillow – or similar bedding – they might get a little dirty
4. A sleeping mat – or other device to place the bag on = cleaner bedding
5. Toiletry items – toothpaste, toothbrush (leave the make-up and shower items at home)
6. Note pad/notebook, pen – advisable to keep notes of experience
7. Water bottle – a handy item to keep

*If you have specific **medical needs** (prescriptions, devices, etc.) you **MUST** bring them with you. All such items will be kept with you at all times in the family backpack.*
*If you have specific **dietary needs** – you **MUST** let the team leaders know ASAP.*

Experiential Learning Component
15-COMM-349

This is an experiential learning component that focuses on Alcoholics Anonymous and the culture within. During this experience you will be encouraged to step outside of your comfort zone and interact with the community at meetings around the City of Cincinnati.

The following is the AA Preamble and will give you an idea of what Alcoholics Anonymous is all about.

ALCOHOLICS ANONYMOUS is a fellowship of men and women who share their experience, strength and hope with each other that they may solve their common problem and help others to recover from alcoholism. The only requirement for membership is a desire to stop drinking. There are no dues or fees for A.A. membership; we are self-supporting through our own contributions. A.A. is not allied with any sect, denomination, politics, organization or institution; does not wish to engage in any controversy; neither endorses nor opposes any causes. Our primary purpose is to stay sober and help other alcoholics to achieve sobriety.

This experience is not limited to students who have a substance abuse problem, but rather, is for students who want to expand their horizons, meet new people, and learn more about themselves in the process.

I will act as a guide so do not let fear of the unknown stop you from taking advantage of this fantastic opportunity.

Contact Information:

Ryan Kennedy
kennedrm@uc.edu

UNIVERSITY OF CINCINNATI
MISSION OVERNIGHT 2007

URBAN ADVENTURE

The goal of this adventure is to help you understand some of the issues individuals in poverty face on a daily basis. What do you do when your child is sick? How do you go to the grocery? What do you do for entertainment? How do I find and maintain meaningful employment?

It is your teams job to get to each of the following places and then to City Gospel Mission by _____ p.m. today. At each location you are to find some document (i.e. flyer, take-out menu, etc.) containing information on the organization or the process the organization represents.

Each individual in your team should have $5.00 in change and/or small bills. This will be your fund for bus fair *and* lunch. You may pool your resources as a team but you may not add to the amount.

If you have any major problems call _____ on my cell phone at _____-_____.

TEAM TWO
-You are to get to a library and copy information on NATIONAL POVERTY.
-Each member of your team to get a job application from a different store at Sycamore Gardens.
-Get information on how Children's Hospital helps the children of the poor.
-Get an application for utility assistance and fill it out (but do not turn it in).
-Locate Our Daily Bread and get information on its feeding programs.
-Locate Crossroads Health Center and learn what it takes for an individual to get counseling.
-Find a piece of cardboard and create a "Will Work for Food" sign. Each member is to take 15 minutes holding the sign at a local highway off ramp.
-You are to take one homeless person to lunch with you group. The $5.00 each of you has and any money you earned are to be used to for the lunch. (One person per group)

UNIVERSITY OF CINCINNATI
MISSION OVERNIGHT 2009

URBAN ADVENTURE

The goal of this adventure is to help you understand some of the issues individuals in poverty face on a daily basis. What do you do when your child is sick?How do you go to the grocery? What do you do for entertainment? How do I find and maintain meaningful employment?

It is your teams job to get to each of the following places and then to the City Gospel Mission by _____ p.m. today. At each location you are to find somedocument (i.e. flyer, take-out menu, etc.) containing information on the organization or the process the organization represents.

Each individual in your team should have $4.00 in change and/or small bills. This will be your fund for bus fare *and* lunch. You may pool your resources as a team but you may not add to the amount.

If you have any major problems call _____ on my cell phone at _____-_____.

FAMILY FIVE
-You are to get to a library and copy information on LATINOS and LOCAL POVERTY.
-Each member of your team to get a job application from a different store at Florence Mall.
-Get information on how Shriner's Hospital helps the poor.
-Get an application for legal help and fill it out (but do not turn it in).
-Locate the Elm Street Clinic and get information on its eye care programs.
-Locate New Prospect and learn what it takes for an individual to get help.
-Each member of the family needs to ask at least 3 people for financial assistance. The story you use to get the money is up to you. Be creative.
-You are to take one homeless person to lunch with your group. The $4.00 each of you has and any money you earned are to be used to for the lunch. (One person per group)

2009-2010 CARD Calls Registration Form for NCA Members

To register for one or more of the teleconferences, please fill out this form and return it to Melissa Anderson via email manderson@natcom.org or fax (202) 464-4600. Please note that the registration deadline for each teleconference is 72 hours prior to the start of the teleconference. However, there will be a registration limit of 100 phone lines (more than one person can be participating from a single phone line), so please register for the teleconferences that interest you as soon as possible to ensure that you get spots. You will receive a registration confirmation email within 48 hours of submitting this form. Slides for the presentation and dial-in information will be sent to all registered teleconference participants 48 hours before the teleconference.

Name:
Affiliation:
Email Address:
Phone Number:

Registration for: (please X all teleconferences for which you would like to be registered)

- **Defining Marriage in California: An Analysis of Public & Technical Argument**
  Edward Schiappa, Paul W. Frenzel Chair in Liberal Arts & Department Chair, Department of Communication Studies, University of Minnesota & NCA Distinguished Scholar
  Monday, April 12, 2010—12:00pm Eastern   _____

- **Current Trends in Higher Education for Communication**
  Diana Carlin, Professor, Communication Studies Department, University of Kansas; William Eadie, Professor, Journalism & Media Studies, San Diego State University; and Scott Jaschik, Editor, Inside Higher Education
  Thursday, May 13, 2010—1:00pm Eastern   _____

If you have any questions about the teleconference series, please contact Melissa Anderson at manderson@natcom.org or (202) 534-1111.

March 19, 2010 Conference Call: Dial-In Information

- Dial the Access Number: **1.800.920.7487**
- When prompted, enter the Participant Code followed by **#**
- Your Participant Code is **66623635#**

Participant Star Commands

- ***4**- Volume: Pressing ***4** will increase/decrease the volume

- **Q &A Session:** Participants press ***1** to ask a question, and the moderator will take your questions in the order that they arrive

- For technical assistance during the teleconference, contact Customer Service at **1.800.989.9239**