LEARNING WHILE SERVING: PROJECT SUNSHINE 2011

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R.E.A.S.O.N.
in Service-Learning

Service-learning is a form of experiential learning adaptable to all disciplines. When incorporated into the curriculum, service-learning readily lends itself to the principles of R.E.A.S.O.N.

R - Reflect – The majority of service-learning experiences include a pre and post reflection statement.
E - Evaluate – In a service-learning experience, students can evaluate the validity of theoretical applications in a real-world experience.
A - Argue – Many service-learning experiences require students to evaluate, analyze, and argue the needs of and for their community served.
S - Solve – Service-learning presents students with multi-dimensional problems requiring higher level critical thinking skills (synthesis & evaluation) to solve.
O - Obtain – Learning and teaching goals are facilitated through the “hands on” form learning offered by service-learning. Students report higher levels of academic satisfaction and increased theoretical comprehension when enrolled in courses that incorporate service-learning.
N - Network – Service-learning affords students the opportunity to experience first-hand the importance of active participation in the world they study and live in, on macro and micro levels.
The 5 Components of Service-Learning @ NSU

1. Preparation:
   • Students are prepared in the classroom with course content, research, assignments and
discussions. Focus is usually heavily on theory.

2. Service:
   • Students begin the process of moving their classroom learning to the community by
   identifying a need they can address through their classroom learning.

3. Reflection:
   • Before, during and after the process, students reflect on the application and practice of
   their classroom knowledge to their real-world experience (service-learning).

4. Evaluation/Assessment:
   • All parties involved evaluate the service attempted—was it successful? Was classroom
   learning used in the real-world situation? What can be improved? What new
   knowledge is needed?
   • Students are graded for their efforts and participation!

5. Celebration:
   • Students, faculty and the community share their learning and celebrate the partnership.

Project Sunshine

• As part of the annual World Hunger Day in April, the CoI focused on world hunger and
  poverty as a larger theme for our respective disciplines.

• Partnered with NSU Child Development Lab
  & Southeastern Virginia Food Bank

• Undertook a multi-disciplinary approach for
  NSU students to engage in critical service-
  learning.
Service-LEARNING Objectives

- Communicate with the customer
- Determine “do-ability” of the project
- Determine resources required
- Determine costs for Bid/Budget
- Design and build a sustainability garden for the children in the Child Development Center

Service-LEARNING Outcomes

At the end of the Service-Learning Project, Technology Students were able to:

- Design outside garden to customer specifications
- Evaluate/Negotiate cost for project
- Justify/defend cost to customer
- Anticipate possible project challenges
- Transfer classroom theory into a practical application

PROJECT SUNSHINE AND BUSINESS
Service-LEARNING Project

- Course: ENT 469, Entrepreneur-in-Residence
- Project: Preparing a Call Center Industry Feasibility Analysis
- Project Partner: Urban League of Hampton Roads

Service-LEARNING Objectives

- Communicate with the project partners (CEOs) for need assessment.
- Conduct library/online/industry research to collect information and data (financial, labor, infrastructure).
- Learn to work as a team to deliver an outcome within a certain time frame.
- Develop confidence, knowledge, understanding, and insight about the entrepreneurial process.
- Prepare a feasibility analysis for a non-profit organization in a specific industry.
- Present findings in a formal presentation to company CEOs.

Service-LEARNING Outcomes

At the end of the Service-Learning Project, Business Students were able to:

- Develop written and oral communication skills
- Conduct extensive research to find real data.
- Develop teamwork skills.
- Understand the challenges and rewards associated with the entrepreneurial process.
- Successfully prepare and present their feasibility analysis to the project partners.
- Transfer classroom learning into a practical application.
PROJECT SUNSHINE AND SPANISH

Service-LEARNING Objectives

- Engage students in communication exchanges in Spanish, providing and obtaining information, and expressing feelings and emotions at an introductory level
- Read and interpret basic instructions and short paragraphs on familiar topics dealing with fundamental needs or common interests
- Role play simple conversations using the present, present progressive, and/or the preterite or regular verbs
- Memorize vocabulary related to basic topics: greetings and farewells, alphabet, colors and numbers
- Connect with other disciplines in order to acquire information and recognize distinctive cultural viewpoints

Service-LEARNING Outcomes

- Greet and say goodbye to the children at the Child Development Center in Spanish
- Read a book about planting seeds in Spanish
- Teach the children the numbers and colors in Spanish
- Compare and analyze the factors of the earthquakes in Japan (2011), Haiti, and Chile (2010)
- Give an oral presentation on the service-learning project
Service-LEARNING Outcomes continued

- Submit a final written report using the R.E.A.S.O.N. guidelines in the NSU QEP document
- Contribute to both projects with cans of food and monetary contributions
- Present a poster at the Service-Learning Poster Fair on the service-learning project
- Create an interactive project using VOICE THREAD

HUMANITIES: In service to Humanity
“Project Sunshine:” Global Hunger

- Preparation: Understanding the causes of hunger through research, supplemental readings, and local site visits to the food pantries, and homeless shelters.
- Action: Brainstormed solutions to address and eradicate global hunger; designed a food pyramid of canned and non-perishable goods; sorted, and delivered goods to Food Bank.
  Course relevance: study of non-Western civilization: topics: Egypt, and the Pyramids of Giza; Natural and man-made disasters.
- Reflection: Journaling, focus-groups & final paper
- Evaluation: Pre-surveys, post-impact matrices, final paper, and observation of focus group’s discussions.
- Celebration: Poster and Power point presentations

IMPACT ASSESSMENT RESULTS

12 student service-learners strongly agreed with this assessment

- Increased civic and social responsibility
- Gained positive work, cooperation, and teamwork skills
- Improved self-worth, fulfillment, initiative taking
- Enhanced quality of college life: greater self-concept, communication skills, creative thinking, desire to serve, self-confidence, and personal skills
- Critical thinking, applied learning, and career skills, enhanced human relations, curriculum enrichment, self-respect
- NOTE: All students are interested in replicating the project in the Fall semester. (Retention)
**Statistical Data**

“Project Sunshine”

- More than 215 students, 30 children, 7 faculty, 5 staff members from the Early Childhood Development Center, and several parents participated in the project.
- Beneficiary: Southeastern Virginia Food Bank
- Impact: A total of 534 pounds of canned and other non-perishable goods were collected, enough to provide 150 meals.
- Hours of Service: 15 hours, including sorting and deliveries.
- Students learned that an average of 2,500 individuals receive emergency food from Food banks and Kitchen pantries on a monthly basis in South Hampton Roads.
- Project Sunshine participated in Campus-wide Poster fest. A student won first place for her poster presentation on eradicating global hunger.

**Service-LEARNING Objectives**

- Most Service-learning practitioners include journaling as part of the experience.
- Course level and institutional data can be collected through service-learning activities and incorporated into gen. ed. courses for assessment.
- Journal writing affords an opportunity for self-reflection, critical analysis, and personal growth.
- Students reflect a transfer of knowledge from theory to practice.
- Recommended sources for assessment guidelines include the S-L Benefit Scale (Toncar et al, 2006).

**Service-LEARNING Objectives**

- Learning outcomes align with REASON and QEP goals to include:
  - Oral communication
  - Critical thinking
  - Written communication
  - Civic engagement, leadership, moral reasoning* (questionable measurability)
  - Collaborative learning
  - Future projects provide sustainability, networking/internship opportunities
Thank you!

If you would like to participate in service-learning activities, please feel free to contact us.

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