**Interactive Service-Learning Workshops**

*Workshops are open to all faculty and staff.*

*All participants will be eligible to apply for $1,000 Service-Learning Mini-Grants.*

**Introduction to Service Learning (Offered 2 times)**

**Dates/Times: March 23 from 10:00 – 11:00 a.m. or March 24 from 2:00 – 3:00 p.m.**

**Location: Holland Hall, Room 238**

**Description**: Participants in this workshop will be engaged in an active discussion of the seven elements of quality service-learning. They will learn what service-learning is and how they can utilize this academically rigorous and innovative teaching strategy to enhance classroom learning, meet community needs, engage students in active learning, and foster civic responsibility. Participants will also learn how the staff of the Center for Service-Learning can support them.

**Objectives:** After successful completion of this workshop participants will be able to:

1. 1. Identify the steps required to integrate service-learning into a course.
2. 2. Identify the 7 elements of high quality service-learning.
	* 1. 3. Define critical reflection and its role in service-learning, and name at least two
		2. reflection techniques applicable to the college classroom.
3. 4. Describe the appropriate steps for risk management in service-learning.

**Step-by-Step Strategies for Integrating Service-Learning Into a Course (Offered 2 times)**

**Dates/Times: March 28 from 2:00 – 4:00 p.m. or March 31 from 12:30 – 2:30 p.m.**

**Location: Holland Hall, Room 238**

**Description:** This workshop will enable faculty to design a syllabus with a high quality service-learning component. Please bring a syllabus with you, either on a flash drive or a print copy. We will integrate the essential service-learning elements into the syllabus during the workshop.

**Objectives:** As a result of successful completion of this workshop participants will:

1. 1. Develop student learning objectives for the service component of the course.
2. 2. Design a service-learning activity applicable to the learning objectives.
3. 3. Develop a list of potential community partners.
4. 4. Write at least 2 critical reflection questions that lead to demonstration of student
5. learning through your academic reflection assignments.
6. 5. Discuss how to help students gain a better understanding of civic responsibility
7. through your service-learning experiences.
8. 6. Consider methods of assessment appropriate to the course and its learning objectives.

**Using Reflection to Enhance the Learning in Service-Learning & Assessing the Learning in Service Learning**

**Date/Time: April 4 from 2:00 – 4:00 p.m. (Beginners) or April 7 from 12:30-2:30 p.m. (Advanced)/Brown Bag**

**Location: Holland Hall, Room 238**

**Reflection**

**Description:** Reflection is the key to helping students learn course content and skills in service-learning. Participants will discover how to integrate effective reflection activities into the service-learning component of their course(s) to ensure that learning occurs. Bring your syllabus with you to the workshop so you can begin to integrate appropriate reflection activities to enhance learning.

**Objectives:** Participants will be able to:

1. Describe the use of reflection to promote and assess learning from the service activities.

2. Determine which types of reflective assignments are appropriate for the course and learning objectives.

3. Discuss how to help students gain a better understanding of their service experience through reflection activities.

4. Write a series of reflection questions that deepen critical thinking.

**Assessing the Learning in Service-Learning**

**Description:** Participants will explore ways to assess students' mastery of course learning objectives when participating in service-learning. Sample assessment techniques and rubrics will be shared.

**Objectives:** Participants will:

1. 1. Explicitly connect their service experience with course learning objectives.
2. 2. Discuss the connection between reflection activities and assessment.
3. 3. Develop assessment criteria and incorporate them into a scoring rubric.
4. 4. Focus on student learning outcomes ---especially critical thinking and problem solving.
5. 5. Improve assessment methods to ensure desired learning outcomes

**Developing Reciprocal Service-Learning Community Partnerships**

**Date/Time: April 11 from 2:00-4:00 p.m. or April 14 from 12:30-2:30 p.m. (Offered 2 times)/Brown Bag**

**Location: Holland Hall, Room 238**

**Description:** Participants in this workshop will learn how to enhance the service-learning component in their courses through reciprocal university-community partnerships.

**Objectives:** Participants will be able to:

1. 1. Learn and share about community partnerships with other service-learning faculty
2. 2. Identify appropriate community partners
3. 3. Work more effectively with community partners
4. 4. Develop an agreement form to guide student and community partner roles

**Introduction to Community-Engaged Scholarship**

**Date/Time: TBA**

**Location: Holland Hall, Room 238**

**Description**: This workshop will be especially for faculty who want to integrate their teaching, research, and service into engaged scholarship. We will gain a better understanding of the “**scholarship of engagement**” from the work of the late Ernest Boyer, a renowned educational reformer, author, and scholar who served for many yeas President of the Carnegie Foundation for the Advancement of Teaching. Boyer’s conceptualization of the "scholarship of engagement" stresses the directing of the work of scholars toward improving the human condition. According to Boyer, *"The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities..."*

[Click here for online registration](https://tnstateu.qualtrics.com/SE/?SID=SV_3XdJ5ebJuklPvSc)

For more information e-mail dfuller@tnstate.edu

or

Call the Center for Service-Learning at 963-5383 or e-mail **ttaylor9@tnstate.edu**