



PARTNERSHIP AND PROTOTYPES: LEARNING WITH THE COMMUNITY

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AGENDA

- What is Service?
- What are our Motives?
- What is Service-Learning?
- Analysis & Reflection
- Principles of Ethical & Effective Service



WHAT IS SERVICE?

- Respond to local science & technology reporter's request to be interviewed for tech article
- Do research that is directly related to a critical health concern like AIDS or critical environmental problem like global warming
- Using your skills to help a local non-profit, such as a civil engineering student/professor working with Habit for Humanity on weekends
- Give a "Mr. Wizard" science show presentation at your local elementary school every year
- Help a science & technology museum design an exhibit in your area of expertise
- Write a science / engineering book for the lay public in your area of expertise
- Create research internships for high school students in your laboratory
- Tutor for Chem 31 or Math 51
- Vote on a ballot measure to continue paratransit services for people unable to independently use public transit
- Write a letter to a congressional leader about an issue related to science or technology
- Take time off from your studies, research, scientific career, to be a technology advisor to a government official
- Be a mentor in a weekly robotics club for kids
- Serve as a science advisor to a curriculum developer who is writing elementary or high school science curriculum
- Donate \$50 to National Institute on Disability and Rehabilitation Research
- Partner with an elementary or high school teacher by visiting the classroom once a week
- Use your course work to help a local community, i.e. use your class project on water quality to sample local water supplies and provide data to local city government
- Read the weekly science section in the newspaper



YOU APPROACH A CLIFF . . .



WHAT IS SERVICE-LEARNING?

A structured learning experience that combines community service with **preparation** and **reflection**. Students engaged in service-learning provide community service in response to *community-identified concerns* and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.

Service-learning differs from traditional clinical education in that it:

- Strives to achieve a balance between service and learning objectives. Partners must negotiate the differences in their needs and expectations.
- Places an emphasis on addressing community concerns
- Includes integral involvement of community partners
- Emphasizes reciprocal learning. Traditional definitions of "faculty," "teacher" and "learner" are intentionally blurred. We all learn from each other.
- Emphasizes reflective practice. Reflection facilitates the connection between practice and theory and fosters critical thinking.
- Places an emphasis on developing citizenship skills and achieving social change - many factors influence health and quality of life.

• Citation: Seifer SD. (1998). Service-learning: Community-campus partnerships for health professions education. *Academic Medicine*, 73(3):273-277.



ENGINEERING DESIGN PROCESS

- Project Identification
- Specification Development
- Conceptual Design
- Detailed Design
- Production
- Service / Maintenance
- Analysis / Redesign



PRINCIPLES OF ETHICAL AND EFFECTIVE SERVICE

- Reciprocity through Partnership
- Humility
- Respect for Diversity
- Commitment
- On-Going Communication and Clear Expectations
- Preparation
- Context
- Participatory Pedagogy
- Safety

