MORE WAYS TO ENGAGE

Experiential Learning

Office of Experiential Learning and Professional Development

MORE WAYS TO ENGAGE
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MISSION STATEMENT

The mission of the Experiential Learning Office at Mott Community College is to support the development and integration of meaningful, active, hands-on experience for students in order to meet learning objectives and community needs.

From the Faculty Director:

Mott Community College is committed to bringing Experiential Learning opportunities to students through the Office of Experiential Learning located in the Center for Teaching and Learning on the third floor of the Mott Library. As the Faculty Director for Experiential Learning, I am excited to support your vision and mission of community engagement for your students through your course curriculum. Please let me know how I can be of service to you. I hope to partner with you to support the many benefits of experiential learning.

Yours,

Debra Gibes

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Experiential Learning Advisory Council 2016-17

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MCC COMMITMENT TO EXPERIENTIAL LEARNING:
The Experiential Learning Office in the CTL serves as a campus resource for the support, coordination, and promotion of experiential learning activities that has broad benefits to students, faculty, staff, and the community partners.

What are the services of the Experiential Learning Office?

✓ Increase visibility of courses that include experiential learning to potential students.
✓ Coordinate efforts with faculty to showcase and promote student and faculty involvement in experiential learning.
✓ Recognize and celebrate experiential learning for faculty & students through campus and state award opportunities.
✓ Help faculty facilitate service learning by coordinating academics with service activities that contribute to the needs of the community.
✓ Provide faculty with resources for developing and coordinating service learning projects.
✓ Provide resources that facilitate in-class reflection and assessment of experiential learning.
✓ Serve as a liaison between faculty and community partners with sustainable agreements and risk management resources.
✓ Provide campus-wide student surveys for faculty to measure outcomes.
✓ Optimize community partner relationships and results through faculty and partner surveys.
✓ Provide staff and faculty with community engagement opportunities through the Service Saturdays in the CTL program.
EXPERIENTIAL LEARNING THEORY:
“Learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984).

What is Experiential Learning?
Experiential Learning focuses on the individual’s experience, and is a way to connect academics to the “real world” by actively participating in the world, not just reading about it. Forms of experiential learning include:

✓ **Apprenticeships and Internships**: The emphasis is on gaining real world experience through an employer to explore or gain relevant knowledge and the skills required to enter a particular career field.

✓ **Cooperative Education**: The goal is to integrate classroom-based education with structured, practical field experience relating to the student’s occupational goals through opportunities such as “co-op” and “clinical.”

✓ **Field Study**: For field study, service is part of a program that is designed primarily to enhance students’ understanding of a field of study, while also providing emphasis on the service being provided to the field of study.

✓ **Course-Embedded Projects**: Integrated projects to improve the students’ understanding of course material that involve community organizations or externally-based activities included in the syllabi.

✓ **Service Learning**: Service learning provides an integration of community service and academic study in which students serve the community while the community serves as an opportunity for learning.
BENEFITS OF EXPERIENTIAL LEARNING

FACULTY COMMENT:
“Experiential Learning is an amazing opportunity for students to put their course skills to use in the community. It also sparks a lifelong love for serving others.”

What are the Benefits of Experiential Learning?

Benefits to Students

¬ Increases personal development through a sense of personal efficacy, personal identity, and moral development.
¬ Increases leadership skills, communication skills, and interpersonal skills to work well with others.
¬ Increases civic responsibility by reducing stereotypes and facilitating cultural understanding and a sense of social responsibility, while promoting commitment to continued community involvement.
¬ Increased academic learning and GPA by promoting critical thinking and problem solving skills through real-world experiences.
¬ Increased career development through exploration of career interests, improves employability through application of skills in the real world, and offers networking for increased job opportunities.

Benefits for Faculty

¬ Promotes student engagement with the subject matter by engaging a variety of learning styles, strengthening faculty-student relationships, and improving the process and products of assignments and exams.
¬ Course meets general education requirements for citizenship by providing social responsibility through collaboration with others in diverse settings, and through civic knowledge and participation.
¬ Enhances professional development through networking opportunities within other institutions, provides new avenues for research and publication, increases awareness of current societal issues, reinvigorates teaching and enlivens classrooms.

Benefits to the College

¬ Improves student retention by engaging student talents and energies, creating a campus-wide spirit of engagement, and providing a substantial human resource.
¬ Fosters public relations with a visible presence in the community, establish partnerships for increased community support, fosters higher quality graduates and overall satisfaction with the college.

Benefits to the Community:

¬ Improves community outcomes by meeting the needs of the agency through increased human resources, access to university resources, more informed and involved citizens, and new ideas and energy.
FACULTY COMMENT: “Service Learning is an amazing example of the truly unique, wonderful and dedicated students and faculty that we have here at Mott. It has been one of the most rewarding experiences of my teaching career thus far. I am hooked!”

What is Service Learning? 

“Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves” Eyler and Giles, (1999).

How is Service Learning Distinct?

✓ Involves a balance between learning goals and service outcomes.
✓ Equally benefits the provider and the recipient.
✓ Generally broad based to meet multiple learning outcomes.
✓ An integration of community service and academic study.
✓ Students contribute to the community while using the community as an opportunity for learning.
✓ Learners “do good” while gaining more effective cognitive development and academic concepts.
✓ Service enhances the learning and learning enhances the service.
INTEGRATING SERVICE LEARNING

STUDENT COMMENT: “In helping out with the Flint Water Crisis, I have learned a lot about my fellow community members. I have loved dedicating my time and happiness to deserving people.”

What are some ways to integrate Service Learning?

One-time group service projects
The entire class is involved in a one-time service project. Arrangements for service projects can be made in advance and included in the syllabus.

Option within a course
Students have the option to choose between the community-based project or another assignment. A portion of the normal coursework is substituted by the community-based component. The option can also be reflected as an “extra credit” opportunity.

Required within a course
All students are involved in community service as an integrated aspect of the course. This expectation must be clearly stated at the first class meeting and on the syllabus, with a clear rationale provided.

Action research projects
This type of project involves students in research within the community. The results of the research are communicated to the agency so that it can be used to address community needs.

Multiple course projects
Community engagement projects with one or more partners may span different courses in the same semester or multiple courses over a longer period of time.

Capstone courses
These courses seek to build upon students’ cumulative knowledge in a specific discipline and to demonstrate the integration of that knowledge with real life issues allowing students to develop professional contacts.

Campus based service
In lieu of working in the community, students engage in a project that serves the community while on the campus. There are a wide array of service opportunities through various disciplines that bring agencies or various groups to the campus or provide services through coursework.
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Examples Of Service-Learning At MCC

- Students in ACCT 214 work with women at the YWCA women’s shelter to learn money saving tips for budgeting and banking.
- Faculty and students from the foreign language department bring cultural awareness to the Flint community through the Japan Fair.
- Nutrition students in AHLT112 educate the public at the Flint Farmers Market about nutrition labels and nutrients that help fight the absorption of lead.
- Culinary Arts students in BAKE 102-206 teach the residents at Carriage Town Ministries basic baking skills at the annual Bake Fresh Friday event.
- Honors students in HONS 250 take clowning seriously while making people smile with their anti-bullying assembly shows and their community appearances.
- Dental Hygiene students in DHYG 224 use fun and games to teach preschoolers at The Early Childhood Learning Center about dental hygiene.
- Students in ENGL 101 conduct “hands-on” research as community volunteers to learn about social agencies and their benefits to the community.
- Students in ENGL 099, RDNG 030, and ACLT 075 capture and preserve the personal histories of seniors in our multicultural communities one story at a time.
- Students in PSCH 291 share “memory boxes” to help the residents with memory loss at McFarlan Home reminisce about positive memories in their lives.
- MCC students tutor in reading, writing, and math at Motherly Intercession which services children of incarcerated parents.
- Cosmetology students and esthetics students perform hair and makeup services at the annual Help Portrait event that provides free family portraits and child ID kits to area residents in need.
- Psychology students serve at the Friday Socials for children and teens with Spectrum Disorders at the Autism Resource Support Center.
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Examples Of Service-Learning At MCC

- Dental Hygiene faculty and students volunteer their time and energy at social service agencies in the community in their continuous commitment to quality care.
- Dental Assisting students in DAST 115 host Dental Health Fair for second graders at Potter Elementary School as a way to give back to the community.
- Accounting students in ACCT 214 partner with Hashtag Lunch Bag to collect and distribute care packages with warming and hygiene products for the homeless.
- MCC faculty, staff, and their families serve as Service Saturday volunteers at social service agencies throughout the Flint community.
- Accounting students volunteer to provide free tax preparation for qualifying individuals through the annual VITA program, Volunteer Income Tax Assistance.
- Spanish students host a Fiesta Friday for families of Potter Elementary to learn some Spanish language and connect with another culture.
- Students in SPAN 282 partner with the University of Michigan Early Childhood Development Center to give preschoolers an early start on foreign language learning.
- Students in ENGL 210 share picture books with kindergarten and first graders at Potter Elementary to support literacy and the joy of reading.
- The Mott community joins together campus-wide to “make strides” in the fight against breast cancer.
- Phi Theta Kappa and the Honor Society team up with The Linus Project for the annual MLK Day of Service to make no-sew fleece blankets for area agencies.
- Physical Therapy Assisting students in PTA 205 and PTA 212 provide balance testing and small risk assessment to seniors at Lockwood of Fenton.
- MCC faculty, staff, and students host the annual Region V Science Olympiad day of competition for middle school and high school students from four area counties.

STUDENT COMMENT: “I learned the importance of being aware of your surroundings and adjusting yourself to where you are.”
WHAT ARE THE CHARACTERISTICS OF SERVICE LEARNING PROJECTS?

STUDENT COMMENT: “Leadership through service is so important. Giving to others is a great opportunity. Everyone should take part in it.”

What are the Characteristics of Service Learning Projects?

Connection to Academic Learning
Students should be able to directly link what they are learning in the classroom to what they are experiencing in the community to enhance student understanding of course content. The service activity should be connected to course objectives and learning outcomes.

Reflection
The quantity and quality of reflection contribute to a deeper understanding and better application of subject matter, increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter in analyzing a problem.

Placement Quality
The establishment of quality community partnerships will provide productive learning situations for students as well as genuinely useful resources to the community.

Community Voice
Community voice is integrated into service-learning. Its presence in a project is a predictor of students gaining cultural appreciation, rewards in the service, a better understanding of the community, and identification with community partners.
COMPONENT CHECKLIST FOR SERVICE LEARNING

STUDENT COMMENT: “I read Spanish picture books to little children. It was such an honor to participate and actually feel like I made a kid smile. The experience makes me want to participate more in the community and try harder to make more of a difference.”

What are the components for service learning?

- Determine the objectives, concepts and skills that have application to experience-based learning.
- Identify and connect Essential Learning Outcomes (See Appendix).
- Determine a project that meets the objectives identified and incorporates a community service to be performed.
- Find a community partner or partners that will provide mutually beneficial outcomes.
- Determine an agreed upon method for implementing the project with the community partner.
- Utilize risk-management resources depending on the nature of the partnership. These include 1) Partnership Agreement, 2) Student-faculty agreement, 3) Field Trip Form and 4) model consent. Please contact the Office of Experiential Learning to implement these documents. (See Appendix)
- Determine how students will demonstrate learning and reflection from their service experience.
- Prepare a description of the service-learning component in your course syllabus.
- Designate your course as an Experiential Learning course using the online registration form through the Office of Experiential Learning. (Link available at http://goo.gl/forms/ktPvAzTlR)
- Build anticipation in the classroom with preplanning through orientations and teambuilding.
- Build mutual trust and understanding with the community partner throughout the course of the project.
- Showcase the project through photos, press releases, and other media sources with the assistance of the Office of Experiential Learning.
- Provide students with award opportunities available through the Office of Experiential Learning.
- Include a plan for assessing student outcomes of experiential learning using the campus-wide experiential learning survey.
- Measure the effectiveness of the project and its impact on the community through partnership and faculty surveys.
STUDENT COMMENT: “As a representative of Mott and participating in service learning, I felt I was giving, not only to the community, but back to Mott which has given so much to me.”

What elements should a Service Learning Syllabus contain?

- Include community service as an expressed goal that are directly connected to the course objectives.
- Describe the nature of the community service or project.
- Specify the roles and responsibilities of students in the service project, (e.g., transportation, time, community contacts);
- Define the needs the service meets.
- Specify how students will be expected to demonstrate what they have learned from the service/project.
- Present course assignments that link the community service and the course content.
- Include a description of the reflective process.
- Include a description of the quality of workmanship expected and how the students work may be publicly showcased.
STUDENT COMMENT: “Being able to go out into the community and make a difference is truly amazing. It makes you feel good as well as makes others feel good.”

What are the Benefits of a Service Learning Orientation?

- Define the purpose of service-learning as a pedagogy.
- Describe the specific service-learning project in relation to the class.
- Explain criteria upon which students will be graded and other project logistics.
- Articulate expected behavior while working in/with the community (see appendix).
- Provide a brief history of the community agency or organization and the needs of the people in the community which the organization serves.
- Describe the benefits of service to the students, the college, and the community.
- Describe opportunities for recognition through media and awards and ensure students sign Model Consent Release (see appendix).

How Can Students Become Committed to Service Learning?

- Show project results from students who have previously completed the project.
- Give students a voice in selecting the project or in determining certain aspects of the project. Student motivation increases when students have a sense of autonomy.
- “Practice” community engagement, where students are assigned an activity that personifies a community need. This encourages them to consider the other side of the issue.
- When possible allow students to select their roles in the project to take advantage of students’ interests and strengths.
- Provide service learning options. For example, allow students to choose service learning or another assignment that meets the same objectives or skills.
- Explain to students the benefits of service learning and the skills they will gain for their future employability credentials.
What Strategies Help Manage the Service Project?

- Give students benchmarks for responsibilities assigned to them such as contacting the community partner, beginning and completing the service, and completing evaluations. A timeline for these accountability factors will prevent procrastination.

- Contact the community partner(s) as often as needed to seek feedback. If possible, visit the service site(s) to gain first-hand exposure to the experience. The Faculty Director for Experiential Learning is available to assist in these contacts.

- Query students for feedback about their service site and responsibilities. Don’t wait until an issue surfaces that could derail the service-learning project.

- Keep recognition opportunities in mind for the students, the faculty, the college, and the community partner. Photos, press releases and commentaries on the experiences are all ways to get recognition for the contributions of those involved. The Faculty Director for Experiential Learning can assist with these tasks.
REFLECTION IN SERVICE LEARNING

STUDENT COMMENT: “As a community, we have a responsibility to try and make this big problem a smaller one.”

What are the Benefits of Reflection?

- Reflection allows students to synthesize the observed data gleaned from service activities and connect the new knowledge with the formal knowledge obtained from classroom activities and materials.
- Reflection allows for thinking critically about and analyze emotional responses to service activities in the context of course content and the learning objectives.
- Reflection allows students develop a deeper understanding of course subject matter outside of the traditional classroom environment.
- Reflection can promote interpersonal communication, problem solving skills, self-awareness, a sense of civic responsibility, and a sense of belonging.
- Reflection provides faculty the means to assess the experiential learning that occurs when students participate in service activities outside the classroom.
Reflection Questions Before Serves Learning

- What is the identified problem/community need?
- How is your community partner site addressing that need?
- Why are you needed?
- What are some of your perceptions or beliefs about the population you will be serving?
- What fear, if any, do you have about working in the community?
- What do you hope to gain from this experience?

Reflection Questions during Service Learning

- How does your service learning experience relate to the learning objectives of the course?
- What did you do at your site since the last reflection discussion?
- What have you observed so far?
- What are you learning?
- What has worked? What hasn't?
- What do you think will be the most valuable service you can offer at your site?
- What has been easy or difficult about the services you provide?
- Is there something more you could do to contribute to the solution?
- What specific skills are you using at your community site?

Reflection Questions After Service Learning

- What have you learned about yourself?
- What have you learned about your community?
- What have you contributed to the community site?
- What values, opinions, beliefs have changed?
- What was the most important lesson learned?
- How have you been challenged?
- What should others do about this issue?
- What impact did you have on the community?
- How can you continue your involvement with this group or social issue?
• **Personal Journal** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)

• **Dialogue Journal** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)

• **Highlighted Journal** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsberg College)

• **Key Phrase Journal** - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)

• **Double-entry Journal** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)

• **Critical Incident Journal** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

• **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)
Reflective Essays - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)

Directed Writings - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

Experiential Research Paper - An experiential research paper, based on Kolb’s experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI)

Directed Readings - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.

Structured Class Discussions - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

Student Portfolios - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate “proof” which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. “The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates.” Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.

Class Presentations - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students’ involvement.
What is Service Learning?

“Service-learning is a form of experiential education where learning occurs through a cycle of action and reflection as students work with others through a process of applying what they are learning to community problems, and at the same time, reflecting upon their experience as they seek to achieve real objectives for the community and deeper understanding for themselves” Eyler and Giles, (1999).

Why designate a course as an experiential learning course?

Each semester The Office of Experiential Learning compiles a list of current courses at MCC that include experiential learning. In its broadest definition, “experiential learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984). These courses may include experiences designated as apprenticeship and internship, practicum or clinical, cooperative education, field study, course-embedded projects, and service learning. Your assistance in identifying these courses will benefit the overall mission of experiential learning at Mott as well as provide the following benefits:

- Inclusion in the online directory of experiential learning courses on the Experiential Learning webpage.
- Opportunities to nominate and award students who have provided outstanding service through experiential learning.
- Access to surveys for identifying and promoting outcomes of experiential learning.
- Media recognition for providing service learning opportunities.

To designate your course, please access the Experiential Learning Identification Form at the link below or contact the Experiential Learning Office for more information. You will be asked each spring to renew your course for this designation.

LINK: http://goo.gl/forms/ktPVaZTIRt
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How Can You Showcase Your Experiential Learning?

There are a number of ways to showcase your students and their engagement in experiential learning. The Office of Experiential learning can assist you with publicity through any of the following media sources:

**Engage Newsletter:** *Engage* is a monthly publication that highlights experiential learning opportunities that are happening each month. To have your project included in the publication, you can send photos and a brief description of the project (who, what, when, where, why, how) to debra.gibes@mcc.edu. Also helpful are student and faculty comments.

**InfoChannel:** At the end of each semester, all of the projects for that semester are compiled and placed on the Infochannel for showcasing experiential learning and student engagement.

**Facebook:** While students are at the service site, the faculty supervisor can take photos along with a brief picture caption and have them uploaded to the MCC Facebook site. Please submit your request to debra.gibes@mcc.edu

**Experiential Learning Reception:** At the end of the academic year, the CTL hosts an Experiential Learning Reception and Awards Ceremony. Anyone who has contributed to their community through experiential learning whether through classroom learning or service through the CTL are recognized for their contributions. Anyone interested in service learning or supporting service learning are also welcome to attend.

**Poster Exhibit:** At the end of each academic year, photos and project descriptions are used to create a colorful poster exhibit that is displayed at the Experiential Learning Reception and various places around campus.

**Experiential Learning Website:** The Experiential Learning website is under construction and will feature photos, a list of experiential learning courses, sample projects, resources and much more.
How Does Mott Award Outstanding Contributions?

Mott Community College recognizes students, faculty, and staff who provide outstanding service through experiential learning. The Office of Experiential Learning presents the following awards at the annual Experiential Learning Awards Reception:

**Student Certificates and Awards:**

**Service Hour Certificates**: Students who contribute to community based experiential learning as part of a course or our CTL service program can receive a certificate of service hours. Faculty will be required to validate the location and hours of service on behalf of the student. Students can request a certificate through the CTL at CTL@mcc.edu.

**Award Nominations**: Each spring, faculty members with experiential learning designated courses have the opportunity to nominate students from fall and winter semesters for awards using an online nomination form. Students who perform 5-24 hours of service (preparation time included), are eligible to receive the Mott Commitment to Service Award. Students who perform 25 or more hours are eligible to receive the Heart and Soul Award awarded by both Mott Community College and Michigan Campus Compact. One nominee from the Heart and Soul recipients is selected by the Experiential Learning Advisory Council to receive the Campus Commitment to Service Award based on his/her contributions for greater impact. The CTL will notify all student awardees and the awards will be presented at the annual Experiential Learning Reception.

**Faculty and Staff Certificates and Awards:**

**Faculty Award Nominations**: Each year the Experiential Learning Advisory Council selects a faculty member to receive the *Faculty Champion of Engagement Award*. This award recognizes faculty who involve or influence students to make significant contributions to the sustainability and institutionalization of community engagement.

**Faculty/Staff Award Nominations**: Service Saturdays is a program through the Center for Teaching and Learning where MCC faculty and staff have the opportunity to participate together in community volunteer work with area agencies. Each year the Experiential Learning Advisory Council selects one participant to receive the *CTL Community Service Award*. This award recognizes the faculty or staff member who was a frontrunner in service hours to the community through the CTL.
WAYS TO MEASURE EXPERIENTIAL LEARNING OUTCOMES

STUDENT COMMENT: “Doing nothing for others is the undoing of ourselves.”
― Horace Mann

What are some ways to measure outcomes?

Student Outcomes:

There are a number of ways to measure experiential learning outcomes for students. Course assignments and classroom reflection can provide access to qualitative data. However, in addition, surveys provide important quantitative data not only to measure classroom outcomes but campus-wide outcomes as well. The CTL offers survey resources to assess student outcomes. At the end of each semester, faculty members who have designated their courses with experiential learning will receive a link to an online survey for students. Faculty members are asked to forward this link to their students and provide encouragement or incentives to complete the survey. At the end of each academic year, the data will be compiled and will be available for review.

Faculty and Community Partner Surveys:

Surveys are also available to provide quantitative data for faculty and community partner outcomes. Survey resources for faculty and partner affiliates will be available at the MCC Experiential Learning website.
SERVICE LEARNING FORMS

Model Consent Form: (Included)

Photos are an important part of the service learning process. They serve as an opportunity for reflection, a demonstration of outcomes and an opportunity to showcase student engagement. A Model Consent form must be signed by any service learning participant before his/her photo can be used for media purposes. Model Consent Forms must be kept on file by the faculty member or they may be sent to the Office of Experiential Learning for storing.

Student-Faculty Agreement for Service Learning: (Included)

The Student-Faculty Agreement for Service Learning identifies and reinforces expectations regarding behavior and responsibilities by Mott students while engaged in the community through service learning. By signing this form each student agrees to those behaviors and responsibilities.

Student Travel and Field Trip Form: (Included)

The standard MCC Student Travel and Field Trip form is used for coordinating off campus service projects when the project involves a single day of service for the student(s) with one designated partner. This form is used whether the student(s) is participating in service learning during or outside of the designated class time.

Community Partner Agreement: (Contact Office of Experiential Learning)

A Community Partner Agreement is needed when organizing an ongoing partnership with a community agency in which students will be involved in service on a regular basis with the agency as part of a course. Please contact the Office of Experiential Learning to initiate this kind of extensive partnership and securing a community partner agreement.
Model Consent Form
Mott Community College
1401 E. Court Street, Flint, MI 48503

Waiver & Release

I, ____________________________, hereby consent to the use of my name,
(PLEASE PRINT FULL LEGAL NAME)
photograph or recorded likeness by Mott Community College in producing promotional
materials for MCC, and irrevocably grant to MCC, or any marketer authorized by MCC,
permission to use my name and/or appearance in any publication, presentation, or on the
website, in whole or in part, for any purpose except as a commercial advertisement.

Further, I hereby waive and forego any compensation for my appearance in the
publication, presentation, or on the website, and I hereby release MCC from any liability
arising from the use of these materials created by MCC or furnished by me in connection
with its production.

______________________________
Permission Signature

(Signature of parent if under 18 years of age)

______________________________
Date

______________________________
Witness (i.e., an authorized MCC employee)
Mott Community College
Office of Professional Development & Experiential Learning

Student--Faculty Agreement for Service Learning

Service learning gives students a unique chance to experience the working world while still applying classroom knowledge. To take part in this experience, students must understand that they are representatives of their instructor and the college. Students must agree to the following:

Mott Community College students, faculty and staff members will:

- Model appropriate professional behavior when working with clients, Community Partner staff, and community members when serving at the Community Partner’s site.
- Meet the Community Partner’s service goals.
- Abide by all policies and practices of the Community Partner, including maintaining client confidentiality.
- Be on-time and reliable.
- When at all feasible, call at least 24 hours in advance if unable to perform service during the scheduled time.
- Refrain from drug or alcohol use prior to or during service at the site.
- Become familiar with the neighborhood and environment of the service site with assistance from the Community Partner.
- Report immediately any suspicions of abuse, neglect, or criminal activity to both the Community Partner Site Supervisor and the relevant MCC faculty member.
- Avoid service with vulnerable client populations until clearing all Criminal History Background Checks and/or other processes that may be required by MCC and/or the Community Partner or by law.
- Follow all rules listed in the MCC Student Code of Conduct.

Students’ actions and participation will be reflected in their grades depending upon the weight of the service assignment in the syllabus.

Responsibilities and Duties of Student

____________________________________________________________

____________________________________________________________

Service Agency Information:

Agency name and address

Supervisor name

Supervisor contact info

Check all that Apply:

_____ Orientation  _____ Training  _____ Hours to Serve

Student Signature __________________________ Date _____________

Faculty/ Staff Signature __________________________ Date _____________

Dated 9/21/2016
MOTT COMMUNITY COLLEGE
Request for Approval of College-Sponsored Student Travel & Field Trips

Submit completed forms to the requesting department Dean two weeks in advance of the date of the trip. Please attach a class list which includes each of the students who will be participating in the field trip. If land transportation is needed, requestor should also forward this form to the Athletic Department (BFF103) where arrangements for transportation can be made at least one (1) week prior to the date of the field trip.

Name of Organization or Class: ____________________________________________

Name of Sponsor, Faculty or Staff travelling with students: ____________________________________________

Purpose of Trip: ____________________________________________

Destination: ____________________________________________

# of Students Attending: __________________________ # of Faculty/Staff: __________________________

Other Attendees (number ______ and reason for participation): ____________________________________________

Method of Travel: ____________________________________________ Vehicle #: __________________________

# of Personal Vehicles (if applicable): __________________________

Departure Date: __________________________ Departure Time: __________________________ Flight #: __________________________

Return Date: __________________________ Return Time: __________________________ Flight #: __________________________

Hotel Name: ____________________________________________ Hotel Phone Number: __________________________

If a student(s) must miss other classes, Sponsor must notify the student’s other instructors one (1) week in advance of travel. Do this by preparing a list of students attending. A copy of this list should be given to each student to show his/her instructors.

THIS FORM MUST BE ATTACHED TO THE PRE-APPROVED TRAVEL REQUEST & EXPENSE FORM

Faculty/Staff Sponsor ____________________________________________ Department Dean

Faculty Names & Emergency Cell Phone Numbers

Name: ____________________________________________ Phone Number: __________________________

Name: ____________________________________________ Phone Number: __________________________

For use by Athletic Department if a college vehicle is requested

Travel arrangements completed by: ____________________________________________

MOTT COMMUNITY COLLEGE • 1401 E Court Street • Flint, MI 48503 • 810-762-0200
WORKSHEET: page 1

Course Title: ______________________________ Faculty: __________________________

Learning Goals and Objectives

1. What course objectives (including general education outcomes for critical thinking, global awareness or citizenship) do you wish to deepen through service-learning? What do you want your students to learn or experience from service-learning?

2. How do students currently meet these goals in this course? What assignments, pedagogies, etc., help students to reach the goals of the course?

3. What are some problems or challenges you anticipate?

Service Project and Community Partner Selection

1. What types of service to the community will allow for students to reach your course objectives?

2. Are there social issues you would like this service project to address? What type of demographic do you want students to work with?

3. What types of agencies might be in need of such service? How will a relationship with this type of agency benefit both your students and the agency?

4. What type of work do you want them to engage in? Are there certain skills you want the students to develop or learn during their service-learning?
Service Project and Community Partner Selection (Continued)

5. Are there specific organizations you have identified to work with? If so, which ones?

6. Define the term of the service experience:
   - _____ a semester-long project How many hours? _______
   - _____ a one-time event How many hours? _______
   - _____ a short term project How many hours? _______
   - _____ all students will participate in the same service project
   - _____ need multiple projects for students to choose

7. How would you like students to find a project, site or organization to work with?
   - _____ you will determine site before semester begins
   - _____ choose from a list you provide
   - _____ use website based volunteer links
   - _____ students find their own project

Integration of Service and Learning

1. What sort of academic work (reading, writing, presentations, group work) will complement the service?

2. What type of reflection activities will you use to help students make connections between the service and the academic components of the class? (i.e. Journal, Reflective Essay, etc.)
Integration of Service and Learning (Continued)

3. How will you assess the service-learning component of the course? How do you currently assess the ways in which students meet these course objectives? *Grades should reflect student learning, and not simply completion of service.*

4. Will others (community partner, recipients of service) help with assessment? How will you weigh this input when assigning grades for the project?

Other Questions to Consider

1. What do you think your strengths are in service-learning?

2. What type of liability issues are you concerned about?

3. Would you be interested in grants or scholarships?

4. Would you be interested in presenting at a conference or writing a journal article about your project?

Final Steps

1. Contact the Office of Experiential Learning for assistance with launching and sustaining your project.

2. Use the online link to designate your course as having an experiential learning component

3. Stay in communication with the Office of Experiential Learning for showcasing your service component and providing students with awards and recognition.