

# Serve InDEED

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*Edited by: Chip Harris, Ed. D. and Terry Silver, Ed. D.*

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ServeInDEED, the Tennessee Journal of Service-Learning and Civic Engagement is a peer-reviewed online journal published annually by Volunteer Tennessee. Special issues are published as needed/requested. Volunteer Tennessee, an agency of the State of Tennessee, focuses on community service and service-learning initiatives in which citizens of all ages and backgrounds engage in services addressing the educational, public safety, environmental and other human needs of the state and nation. ServeInDEED publishes articles concerned with service-learning and civic engagement. We welcome articles from higher education (peer reviewed), K-12 education, community based organizations, education/community partners and especially students.

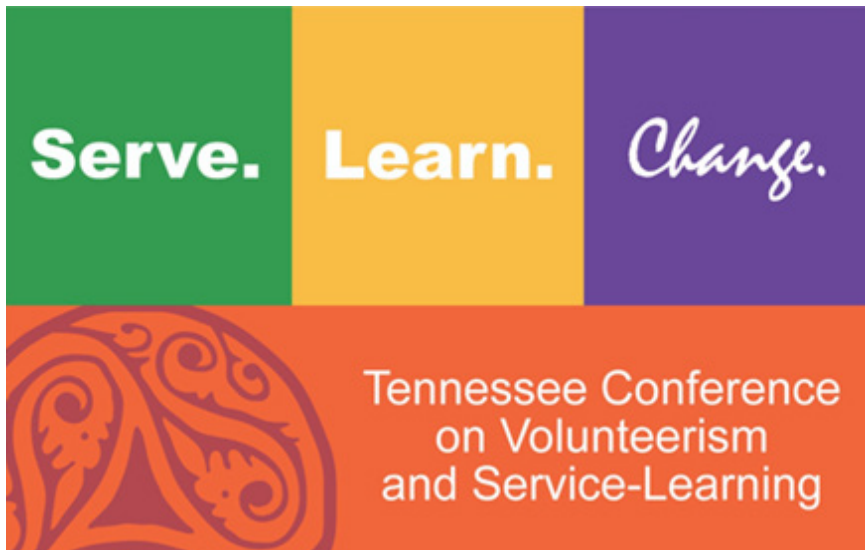
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## **SAVE THE DATE:** The 2018 Tennessee Conference on Volunteerism and Service-Learning will be held March 11-13 at the Franklin Marriott, Cool Springs.

The eighth annual Tennessee Conference on Volunteerism and Service-Learning aims to increase service and volunteerism across Tennessee. The conference will encourage service leaders and participants to collaborate to address needs in Tennessee while utilizing service as a vehicle for education and change.

We are challenging participants to understand the impact of utilizing service as a vehicle for community change. Where do you fit in? How can you share your expertise and collaborate with others to provide quality service opportunities that transform volunteers and communities across Tennessee?

- Service-Learning Practitioners (P-16+)
- Non-Profit and Volunteer Management professionals
- National Service Programs
- Corporate Social Responsibility Leaders
- Government Leaders
- Tennessee Students

The 2018 Tennessee Conference on Volunteerism and Service-Learning will take place on **Sunday, March 11 through Tuesday, March 13**, at the Franklin Marriott Cool Springs in Franklin, TN. Volunteer Tennessee will bring together service leaders from across the state to share best practices and methods within the areas of service-learning in higher education and K-12 settings, nonprofit management and volunteer management, and national service programs.

**The conference has released its call for proposals for conference workshops and showcase exhibits.**

Workshops or panels typically last one hour and fifteen minutes and include ample opportunities for dialogue, interaction, and small group activities. Student Track workshop presenters may opt for shorter, 35-minute sessions on Sunday, March 11 and Monday, March 12. Showcase exhibits will have a display space in our exhibit hall to demonstrate successful service-learning and volunteerism projects and implementation.

If accepted, lead presenters for workshops will receive complimentary registration to the conference. Co-presenters of workshops and any showcase exhibitors will need to register for the conference. **Proposals are due by Wednesday, November 1.** For more information, click the buttons below.

[Submit a Workshop Proposal](#)

[Submit a Showcase Exhibit](#)



# COLUMBIA TRAINING REFLECTION

Terry Silver, Ed. D.  
Chip Harris, Ed. D.

## INTRODUCTION

In the fall of 2016 representatives of Columbia State Community College Service-learning team reached out to the authors who are Service-learning trainers through Volunteer Tennessee. There was interest among the college faculty to initiate and grow Service-learning on their campus. Several faculty had been conducting service activities in their classes, but were unsure if they truly were conducting Service-learning. Additional faculty wanted to include Service-learning in their classes, but wanted more direction in what to do.

In preparation for the Service-learning training, a faculty member submitted a proposal for a workshop at the annual Volunteer Tennessee Service-learning Conference. The proposal was accepted and a workshop on international service-learning was very well received by the conference participants. In addition to the workshop several faculty members came to the conference as participants. They were looking for

more specifics about Service-learning and some hands-on directions.

To make it happen, the trainers spent a day at Columbia State. We started from the beginning with “What is service-learning?” We defined it and outlined the standards and processes. From there we looked at the specific questions posed by the Columbia State faculty. Some of the specific questions include: What does it take to make a class, a Service-learning class? How do I develop a Service-learning Syllabus? What is the difference between Community Service and Service-learning? The workshop started with building community, followed by a presentation on what differentiates Service-learning from a good community service project. The six step service-learning Process and the service-learning quality standards defines a service-learning program. From the definition and through the activities of the training, faculty were able to develop service-learning for their courses.

## COMMUNITY BUILDING

It is important to create a secure, nurturing, supportive environment which in fact models how service-learning begins in the classroom. We began with a game called Nothing, Spell it, Tried it

or Teach it. All four are posted in various places around the room. The facilitator calls out various things such as painting a picture, cooking a gourmet meal, paddle boarding, sewing a quilt and lastly, service-learning. The participants move to the area in the room which resembles their answer to the activity. Participants talk and get to know one another at each area. Hopefully, different people end up in different areas as the game is played. The goal of community building is to celebrate individuals while creating a sense of community. Laughter and smiles create that sense of support as the day of training begins. Active engagement sets the tone for the day as participants understand they will be active participants throughout the day!

## TRAINING

When beginning to utilize service-learning in the classroom, it is important to note the difference between community service and actual service-learning. Although meaningful community service often leads to transformative learning, this connection becomes explicit in service-learning. Service activities are embedded in academic classes and are designed to help students accomplish specific learning goals. Therefore, we began the training with the six steps of service-learning which are often referred to as IPARDE.

# **IPARDE – SIX STEPS FOR SERVICE- LEARNING INVESTIGATION**

In the investigation stage, students and/or the instructor identify the community to be served. While it is preferable that all participants engage in this stage, some instructors want to feel more in control of the service as it needs to tie explicitly to the curriculum. More experienced instructors of service-learning can give up some of that control to allow students to build the experience from the ground up. Along with identification of the community to be served, participants complete a needs assessment based on the course content. The needs assessment aligns with relevancy to course, urgency and student interest. This stage triggers reflective activities, research, interviews, and assessment of student learning.

## **PLANNING AND PREPARATION**

In this second stage, determination is made on the type of service to be completed. While making sure the service aligns with learning goals, both students and the instructor establish a reciprocal partnership with the identified community. This means both the class and the community mutually benefit from the experience. An action plan is developed and each step of the process is clearly identified. Tasks are assigned to teams and/or individuals. Deadlines/due dates are established with reflective activities spelled out and an assessment plan in place.

## **ACTION**

In the action stage, the actual service-learning takes place. Where the action is direct, indirect or advocacy, students begin to act on the action plan which was developed in the Planning & Preparation Stage. This can take place

over an entire semester, multiple semesters or over a period of four to six weeks. If the service-learning connects explicitly back to the learning goals, the length of the action stage can be determined from project to project. Also during the action stage, students are utilizing their knowledge and skills from the content area to the mutual benefit of both the community and the class. In the action stage, it is important to conduct critical reflection of both the service, the impact and the learning.

## **REFLECTION**

Continuous reflection occurs at every step and throughout the service-learning in a variety of ways. We want the students to see the bigger picture or the greater impact on the community and even on the world. We want students to see the connection to the curriculum and how their service has utilized their skills and knowledge. We also want to challenge their perspectives and learn how to resolve conflict and larger world issues. At the close of the service-learning, reflective activities take on a more introspective view. Questions such as “What can be done better next time?”, “What happened”, “So What”, and “What Now?” are reflected upon as students begin to connect the action with new and varied experiences. Reflection assignments should be structured. When reflection is guided by the instructor, students connect their service work to course content more easily. Clearly define the methods of reflection and remember to use multiple reflective methods, respecting different student learning styles. Consider leading course discussions, creating journal prompts, paper topics, supplemental reading assignments and other methods that ask students to directly relate their service with course content.

## **DEMONSTRATION**

It is important to allow students to demonstrate their service-learning through a wide variety of ways. Newspaper articles, pictures, formal papers, and collages are possible ways to demonstrate what has happened. In addition to the demonstration of the action, it is vital to celebrate the accomplishments along with the community members served.

## **EVALUATION**

During this final stage, measurement of the impact of the project takes place. Students are evaluated based on the learning and not on the service. A well-designed rubric which clearly delineates the criteria and expectations at appropriate levels for the course and content area is crucial when evaluating the learning. Determine the worth and weight of reflection assignments. Tell students what percentage of their final grade will be represented by reflection assignments and the service-learning project. Remember that students make judgments about the value of an assignment based on its contribution to their final grade. What type of assignments are appropriate for Service-learning? Students should not be given a grade for the service hours performed. They are given a grade based on the learning that happens because of the service and therefore, the manifestation of that knowledge. In other words, the reflection assignments are the evaluative measure of a service-learning experience.

Quality standards ensure that the process of service-learning is implemented thoughtfully and with intention. For service-learning to be a truly reflective and meaningful experience, the Standards for Quality Practice provide characteristics of the experience, which should be included throughout the process.

# STANDARDS FOR QUALITY SERVICE

1. Meaningful Service – active engagement in meaningful and personally relevant service activities.
2. Link to the Curriculum – intentional use as an instructional strategy to meet learning goals and/or content standards.
3. Reflection – incorporating multiple challenging reflective activities which are on-going and prompt deep thinking and analysis.
4. Diversity – promotes understanding and mutual respect among all.
5. Student Voice – provides students will a strong voice in all stages and experiences with guidance from instructors and other adults.
6. Partnerships – collaborative and mutually beneficial to address community needs and learning goals.
7. Progress Monitoring – assessment of the quality of the service and progress toward meeting goals.
8. Duration and Intensity – sufficient duration and intensity to address community needs and meet specific learning outcomes.

It is important to recognize the value of both the SQPs and IPARDE in developing quality learning experiences for students. While IPARDE provides clear steps to follow to activity engage students in the experience, the SQPs provide characteristics of the experience that ensure quality and measurable outcomes.

## DEVELOPING THE SYLLABUS

We looked at a variety of syllabi which were geared for service-learning and found components which needed to be a part of the service-learning syllabus. Those components included clearly articulated learning outcomes, clearly stated connections between the service and learning outcomes, service

requirements, placement details, reflective process and evaluation structure. Each instructor was given a syllabus checklist to use when adding service-learning to the curriculum.

## PROJECT IDEAS FROM FACULTY

Faculty members from various

departments brainstormed on ways to incorporate service-learning into their courses utilizing the six steps outlined above. Some of the ideas which came from the Columbia State Faculty members are listed below.

Content Area: History / Sociology	Content Area: English
Investigation: Catalogue documents of WW2/Korean/Vietnam Wars	Investigation: The Maury County Library's need for storytellers
Planning & Preparation: Refugee Interviews, Social and World History, Approval of Questions, Archival Process	Planning & Preparation: Adapt story from course to share and inspire younger generations. Schedule and plan arts and crafts activity
Action: Interviews (archival Web (digital collection)	Action: Direct service – comprehension and analytical skills
Reflection: Journals	Reflection: Oral presentations and interpersonal communication skills
Demonstration/Celebration: Reception Gallery	Demonstration/Celebration: Share with class what was learned and process
Evaluation: Recording practice interviews, pre/post-assessment of cultural knowledge	Evaluation: Librarian fills out rubric/survey, teacher reviews success of their learning from presentation

Content Area: Student Services	Content Area: Cross-Curricular Reading & Biology
Investigation: Current Events or ID of College Issue that needs analysis (Guns on Campus)	Investigation: Narrow down the topic Reading and Comprehension
Planning & Preparation: Survey – Determine sample size and population; analyze results of survey	Planning & Preparation: Identify the relevant problem: water pollution, coral reef bleaching, or air pollution
Action: Contact Representatives to present to college; Make recommendations based on survey results; Coordinate Community Gun	Action: Engaging with non-profit that provide services that improve:
Safety courses	Stream cleanup Planting trees Water Conservation
Reflection: Construction of Survey Data Report and Analysis Oral Presentation Reflective paper	Reflection: Reflective papers/journaling on quality improvement
Demonstration/Celebration: Presentations to various interest groups (faculty, senate, SGA, etc.)	Demonstration/Celebration: Community Fair
Evaluation: Group /Peer Evaluations, Benchmarks for each Stage	Evaluation: Librarian fills out rubric/survey, teacher reviews success of their learning from presentation

Content Area: Cross Curricular: Math & English	Content Area: Mentoring HS in English System Technology Field
Investigation: Roundtable ideas for topics Invite Math/Film Crew/English	Investigation: Conduct survey, needs assessment
Planning & Preparation: Research health statistics of community, write article for newspaper, advertisement on free TV, develop tool to survey needs	Planning & Preparation: Generate interest, plan process, schedule meetings
Action: Set up booths at a health fair based on survey, utilizing NSFI curriculum topics	Action: Meet students one-on-one, mentor students,
Reflection: Journal throughout the process, final paper describing all concepts applied in project	Reflection: In class discussions
Demonstration/Celebration: Present at faculty meetings, college open house	Demonstration/Celebration: Confidentiality issues with public demonstration Look for student change in thinking and behavior
Evaluation: Self-Evaluation	Evaluation: Surveys

### **FACULTY COMMENTS**

At the end of the day, we asked the participants to complete a Plus/Delta evaluation on the training which included things they liked and things they felt needed changing. Below are some of the comments.

- *Useful reflections and discussions*
- *Having groups help one another*
- *Sharing ideas*
- *Sharing best practices*
- *I liked how interactive the session was*
- *Giving us resources and handouts were also positive*
- *I enjoyed the multi-disciplinary nature of this training*
- *Also the way we moved around and created things*
- *It was such a great way to learn and be excited about new methods*
- *IPARDE introduction was straight forward and easy to understand*
- *Each interactive was enjoyable*
- *Both Chip and Terry's enthusiasm and genuine attitudes were uplifting and encouraging*
- *I thought the presenters asked good questions when they came around to speak with us during the group sessions*

### **HARRIS AND SILVER COMMENTS**

**Harris:** *Sharing the concepts of service-learning and watching the development of future Service-learning classes was an incredible pleasure. The forward thinking and commitment of the Columbia State faculty in developing their potential classes really excited me. I am looking forward to seeing exactly what each faculty member/faculty team developed and implemented. I knew we had been successful when one faculty member indicated that he had learned that what he had been doing was not service-learning but very good community service projects.*

**Silver:** *It is so encouraging to work with a group of professionals who are willing to try new things! Columbia State faculty and staff were absolutely a delight to train. Not only did we share ideas for their courses to implement service-learning, but we came away with new ideas for training other groups.*



# REVOLUTIONIZING THE HIGHER EDUCATION CURRICULUM AND INSTRUCTION OBJECTIVES

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## AUTHOR NOTE

Audrey Ramsey is a former broadcast journalist, human resource specialist, and executive corporate marketer/public relations practitioner. She is currently a higher education adjunct/tutor in the rural communities of Oklahoma and Tennessee. Her skills/abilities allow her to design curriculum and instruction strategies/lesson plans with the objectives of bringing value back to education and creating a collaborative learning environment. Using the R.A.R.E.® model concept, a design that utilized community research, action, resource and performance/evaluation, the intended outcome was to create positive solution possibilities among non-profit agencies, the private sector, parents, students, and higher and public education systems. The Curriculum's outcome was to help

individuals reach their full potential by restoring economic balance among the economically deprived in both rural and urban areas.

## ABSTRACT

The problem is multi-complex but is linked to one common thread: the graduation rate among men of color at a middle Tennessee community college is significantly low compared to other learners attending this school. This community college sits within the beautiful, bountiful countryside of middle Tennessee and serves nine other counties; including a suburban community, with a newly constructed satellite campus within one county. The primary purpose of this research was to close the achievement gaps and increase college graduation rates among the most vulnerable of our society and provide solutions that will boost student engagement, motivate them to want to learn and reduce poverty and unemployment rates. To be considered were two concepts: implement a revolutionary curriculum and instruction design that integrates basic classroom instruction with community volunteerism and engage parents and students with non-profit activities that will tie back to the student's classroom studies to help create an educational system that meets the 21st century standards of living.

Key words: integrated, curriculum and instruction, civic responsibility, achievement gap, service learning, rare model, productivity, workforce.

## INTRODUCTION

Spiritual leaders get it: heaven on earth is what you make of your time here on this planet. Now there is a life strategy that can revolutionize the curriculum and instruction for, not just higher education, but the U.S. public school system as well, thus producing outcomes of inclusion and abundance. In an effort to provide students with the tools required to create a world that works for everyone, the Service Learning strategy integrated ideas and resources into the curriculum in order to bring together all communities under the umbrella of service. Civic engagement and volunteerism was, perhaps, the outcome of the growing academic research in service learning which increased the need to strengthen the educational system and develop the workforce to improve productivity in American communities.

However, there are many studies on poverty and its impact on productivity. One such study claims poverty influences productivity in two ways: financially and psychologically. "Financial restraints dampen physical and cognitive performance through nutritional deficiencies, low educational quality and poor health conditions, and psychologically through individual decisions that are impacted in ways that can be counterproductive" (Dalton, et al., 2017). Additionally, one author's research on the subject of poverty focuses on the four causes of poverty as being: behaviors of individuals, human and social capital in the community, exploitation and political/economic structures (Payne, et al., 2006).



The ideas behind this Service Learning strategy are growing in the state of Tennessee. In fact, one middle Tennessee private university offers a PH.D. program in community research and action. Subsequently, community service through volunteerism is just one of the leading criteria for Tennessee students to meet in order to receive free college tuition. According to one internationally respected leadership authority, family expert, teacher, author and organizational consultant, "We live in a Knowledge Worker Age but operate our organizations in a controlling Industrial Age model that absolutely suppresses the release of human potential"(Covey, 2004 p.15). The need for an overhaul of the educational system is an idea whose time has come whereby the cognitive strategy of the curriculum and instruction is designed to complete the whole person. On the other hand, "The true discrimination that comes out of poverty is the lack of cognitive strategies. The lack of these unseen attributes handicap in every aspect of life the individual who does not have them" (Payne, 2006).

The lack of these unseen attributes handicap in every aspect of life the individual who does not have them" (Payne, 2006).

In his book, *The 8th Habit*, Stephen Covey (2005) referred to this habit as the Voice:Find Your Voice and Inspire Others to Find Theirs. The 8th habit represents the pathway to the enormously promising side of today's reality...It is the voice of the human spirit...boundless in its potential to serve the common good. (p.5)

### **SERVICE LEARNING WORKSHOP**

The Service Learning Workshop for faculty recently conducted at a rural middle Tennessee community college represents the alignment of like-minded individuals coming together through thought and ideas to revolutionize the

curriculum and instruction of higher education and boost volunteerism; ultimately resulting in the uplifting of humankind. The process was simple: much like what agriculture studies did for the 4-H Clubs and business studies did for Jr. Achievement, the Service Learning workshop offered a unique strategy of learning to benefit non-profit organizations that serve particular needs in various communities within a county. Its outcome was to produce a generation of civic-minded leaders. A Service Learning project involved six steps: investigation, preparation, action, reflection, demonstration and evaluation.

### **PURPOSE**

The Service Learning objective is to have students investigate the needs of a community, brainstorm issues that affect their school and community and tie back their findings to their classroom learnings. For example, a creek located in an economically deprived community has been polluted for several years and was in much need of a clean-up. Students were impacted because the creek had been shut down for recreational use. Students prepared for action by conducting a letter writing campaign to their local officials to analyze the cause of the pollution and determine a solution. They worked collaboratively to proof the content of their letters. The student's spent a day at the creek working with local water conservationists to assess the damage to marine life and test the water's drinkability. The students then used their classroom assignment to assess their findings and reflect on possible solutions. As part of the solution, they volunteered to clean up the creek; removing debris along the beltway and in the waters. After the clean-up, students visually demonstrated their project's objectives and worked on their written and oral presentation skills.

## **CHAPTER II: A STUDY OF THE PROBLEM**

Although recruiting efforts are aimed at urban and inner city students, for one rural community college that serves nine counties, poverty continues to persist. (See Table 3) The unemployment rate in Tennessee is declining, and yet, the retention/graduation rates among ethnic groups such as the African American/ Black male student population at this and other community colleges are significantly low. There is no doubt the economy has changed and no amount of money, school vouchers or government spending will fix that until the collective minds surrounding the problem agree that a paradigm shift is required in the U.S. public and higher Educational systems. The time is now for transforming the U.S. educational system from pre-K to higher Ed. to meet the demands of a new era/century and to bring value back to education. According to one author, "there is a lack of consensus about what the higher education system in the United States should be producing" (Selingo, 2016). However, the collective thoughts on higher education curriculum, civic responsibility and volunteerism aligned and a paradigm shift became seamless. This paradigm shift centered on the implementation of an innovative education strategy that achieves the goal of creating the transformation of curriculum and instruction to produce the greatest human potential. This strategy also moved the pedagogy one step towards boosting teaching effectiveness, student engagement and motivation.

This recent Learning Service workshop in middle Tennessee revealed an amazing and inspirational strategy. The new age thoughts and strategies for Service Learning were innovative, creative and long overdue.

This strategy took the educational system back to the basis for producing the type product that is needed to revolutionize the educational system and the American society. "... [Many leaders] and U.S. presidents think that this current period of financial distress and the public's unease about the value of a degree is temporary. It's not" (Selingo, 2016). The new millennium has become challenging, if not complex. On the other hand, Service Learning lacked the total involvement of those responsible for the policy making of this nation's educational system.

**DESCRIPTION OF THE R.A.R.E® MODEL**

Service Learning is a teaching and learning strategy that integrates meaningful community service with instruction, investigation, planning, action and reflection to enrich the learning experience, teach civic responsibility and strengthen communities. It does work as demonstrated in a more recent research project that incorporated a new concept. This concept morphed into The R.A.R.E® Model, an acronym for Research, Action, Resources/Reflection and Evaluation. Similar to the business model, the R.A.R.E® Model created collaboration between low income parent/child, non-profit, private sector and higher education; the result of a study stemming from a southwestern community college and its low retention/graduation rate among African American males. (See Table 1 Enrollment and 2 Graduation Rates) The examinations of achievement gaps and graduation rates among men of color have increased:

Studies, over the years, indicate there are significant emphases placed on the retention and success rate of the African American and Hispanic males. While community colleges are growing by leaps and bounds spurred on by the downward

turn of the economy, many [Blacks and Hispanics] are experiencing great problems in our society and within the social structure. (Tyler, et al., 2015)

The R.A.R.E model is a strategy that also includes the importance of engaging low- income parents, educators and business and non-profit leaders. The learning process must be integrated with insistence, expectations and support at home as well as on all levels of the educational pipeline. "A great deal of work remains to be done at all levels of the educational process" (Tyler, et al.2013). Subsequently, Service Learning is a strategy that brings together educators and non-profit agencies with training provided through TN Volunteer. The R.A.R.E. model concept married to the Learning Service strategy manifested outcomes that brought value back to education, improved the parent/teacher/child relationships and provided an economic uplift in the communities where educators, parents, non-profit agencies and businesses are all working together.

In most U.S. communities, particularly in the rural and urban areas where jobs are few, poverty is taking a strong hold. For his insight, Dr. John Caffee (1998) pointed out how the world is becoming fast paced and more and more complex. He stated in his book, "Creativity is fundamental to getting about in the world...the best way to survive and thrive is to be skilled at adapting to its on-going flux" (p. 85). Service Learning, much like the R.A.R. E. model concept, is a process that does examine the current issue from an educational, economic and community service perspective. Service Learning through investigation and planning allows the student to identify the community to be served based upon the course content. The R.A.R.E model concept took on a more social perspective by researching the needs of a particular

community to be served and tied back internalized learnings to course content.

\*The overall annual enrollment/graduation rate at a southwestern community college from 1995-2007 was 13,100

**TABLE 1  
ENROLLMENT RATE  
AT A SOUTHWESTERN  
COMMUNITY COLLEGE**

African American male – 387
African American female – 772
White males – 4, 498
White females – 6,135
Hispanic males (non-black) – 165
Hispanic females – 211
Native American males – 334
Native American females – 553

**TABLE 2  
THE AVERAGE ANNUAL  
GRADUATION RATE  
FROM 1995-2007 BY  
RACE AND GENDER**

African American males – 15
African American females – 132
White males – 574
White females – 1,165
Hispanic males – 18
Hispanic females – 30
Native American males – 37
Native American females – 91

Source: A southwestern Community College, Institutional Research

Table 3

## Population and Demographics by Counties in Southern Middle Tennessee

County	Population	Race	Medium Income	Poverty Rate
Davidson	654,610 (2015) 4% change since 2010	Whites -72% Blacks- 13%	\$47,621	18%
Williamson	219,107	Whites- 90% Blacks- 5%	\$96,565	5%
Maury	89,987	Whites - 85% Blacks - 12%	\$47,692	13%
Lawrenceburg	43,081	Whites- 98% Blacks- 2%	\$37,814	19%
Giles	29,307	Whites- 86% Blacks – 11%	\$41,093	16%
Hickman	24,295	Whites – 92% Blacks – 5%	\$36,334	20%
Wayne	16,713	Whites- 92% Blacks – 6%	\$30,701	25%
Lewisburg	11,904	Whites – 95% Blacks -2%	\$36,621	18%
Perry	7,964	Whites – 92% Blacks - 2%	\$31,425	22%

Source: United States Census Bureau. [www.census.gov/quickfacts](http://www.census.gov/quickfacts)

### **CHAPTER III: DESCRIPTION OF AN URBAN NON-PROFIT ORGANIZATION**

An example of this R.A.R.E.® concept was implemented as part of community research and project objectives for an inner city non-profit organization operating in an economically deprived community within a Tennessee county. This model combined low income parent involvement programs, their children's public education, and non-profit volunteerism in areas whereby the overall social, economic and educational decline of the community within this county was the primary issue/problem (See Table 3-TN Demographics by County). At-risk students living in economically deprived communities; whereas the unemployment, teen pregnancy, high school dropout, and crime rates are high, go on to become an economic burden to all of society; if prevention isn't intervened early in their lives. Whereas, Service Learning integrated meaningful community service with reflection in the classroom, the R.A.R.E. model concept helped to set goals for the non-profit organizations that exists to meet specific needs in a community. These two strategies are married to create a more robust learning experience for the student and meet the objectives of the non-profit organization.

#### **CHANGING SOCIETAL NORMS REQUIRES A PARADIGM SHIFT**

The census and social norms have changed, and yet the educational systems have not kept pace. The new millenniums, particularly in inner city schools, have ushered in higher Black on Black crime rates and arrests among teens, a shrinking middle class and a broken educational system. The disciplining of a school age child is now left to the responsibility of the local police.

The Wall Street journal reports in its October 21, 2014 issue that the "the zero-tolerance approach of the 1994

Gun Free Schools Act has led to drug contraband, ordinary violations of school rules, disrespect and skipping" (Fields, et al., pg. A12). And while job growth has been climbing upward on the U.S. labor Department scales, many workers are involuntarily underemployed (Jakab, 2014). One researcher in his book, Kids Don't Want to Fail, revealed how schools produce social class inequality. He contend that "they (teachers) will attribute the achievement gap among Whites vs other ethnic groups to student's characteristics lacking the motivation, family support and work ethics" (Harris, 2011. p.54). However, he wrote, "the deleterious consequence of parental influences on their children impacts the child's attitude towards education" (p. 54).

#### **CHANGING MINDS: ONE STUDENT AT A TIME (RESEARCH AND ACTION)**

One local non-profit organization proved that the Service Learning Strategy and the R.A.R. E model concept can work harmoniously. This organization has taken the "racial socialization, a process of transmitting beliefs and ideas regarding race and ethnicity from parent to children" (Harris, 2011), to a higher level of consciousness. One example of the societal problem in the African American community was that more swimming death accidents occurred among African American children because of a lack of training in swimming. Twenty years ago, in his economically deprived community, a retired U.S. Marine and African-American father, took up the burden to teach his sons and others the basics in swimming. As a retired military marine diver, he continued this program long after this son's had moved on.

He continued to work with at-risk urban teens as a motivational and inspirational diving instructor for a non-profit he founded. With emphasis

on the sciences, technology, engineering and math, urban students, their parents and volunteer instructors were exposed to swimming and life guard training as well as water conservation and other STEM projects as they related to Oceanography and Marine biology. While this project is regarded by the parents as an after school and summer program, the challenge has been getting this program infused with the public schools' curriculum and instruction. The participants and their parents are getting up close and personal knowledge and training on the affects that man-made activities are having on water and air pollution. The more advanced high school students, who have perfected their diving skills, volunteered their time and efforts, working with other non-profit organizations such as national parks and recreation centers, to save coral reefs near the coastal waters of Florida and Mozambique, Africa. The students also volunteered to cleanup Tennessee streams and creeks located in the inner city (Personal Interview).

#### **ANALYSIS OF RESULTS: RESOURCES AND EVALUATION**

A survey study revealed some very interesting findings among these at-risk students and their perspective on education. During their project presentation to a Historically Black University audience in Tennessee on Global Warming and its impact, the students overwhelmingly agreed to the notion that community service gave value to their education. Under the "Life Skills Training" section of the survey, nine (9) of the fourteen (14) respondents strongly agreed to being encouraged to persist in school when involved in community-based programs (See Appendix A Student Survey). The outcomes and expectations of these young at-risk African American men and women reveal they will persist in school, whether high school or college, when they have a purpose for living.

As future leaders, they understand their role on this earth is to protect that which is to be passed on to future generations. For its part, Service Learning can help future leaders find their voice. The term innovation has been loosely used as the solution to what ails this country. However, teaching the Service Learning strategy as part of the curriculum and instruction and implementing the R.A.R.E. model strategy to create innovative ideas for complex problems created a new paradigm shift that raised human consciousness to greater, positive possibilities.

## CONCLUSION

In final consideration, civic responsibility encourages students to find their voice. An action plan combining the Service Learning strategy with the R.A.R.E.® model concept and volunteerism will help guide students toward discovering their passion and finding their voice for creating a world that works for all. Training teachers across all disciplines and providing them with the resources needed to guide the students will help create a new way of teaching and learning: the curriculum and instruction process will become the tool for revolutionizing the educational system. Together the Service Learning strategy and the R.A. R.E.® model concept; an aggressive, sensitive, comprehensive and systemic leadership governance policy that promotes equity in the educational system, includes civic responsibility and encourages volunteerism, will bring quality back to education, improve graduation rates and meet standards of living.

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## **TAP STUDENT SURVEY ANALYSIS**

### **FISK UNIVERSITY FEEDBACK**

The overall objective of this Tennessee Aquatic Program Student Project/Survey activity is twofold: it affords the young TAP participants an opportunity to improve their presentation skills to a college/university student body and it creates an awareness of TAP's "Diving With A Purpose" program with regards to global warming and climate change. The presentation, held at Fisk University, was attended by 19 local high school and college level students. The high school students represented various schools in the Nashville Metropolitan area and the college students all attended FISK University. Fourteen students completed the survey, resulting in a 73% response rate. Of the total survey respondents, five (5) were high school students and nine (9) were college students (Surveys with no response to grade level or major were assumed to be high school).

While the response rate is somewhat impressive, there was only one written comment. As stated, the anonymous college student wrote: "I greatly enjoyed seeing a group of divers using the experience for more than leisure, especially in the African American community."

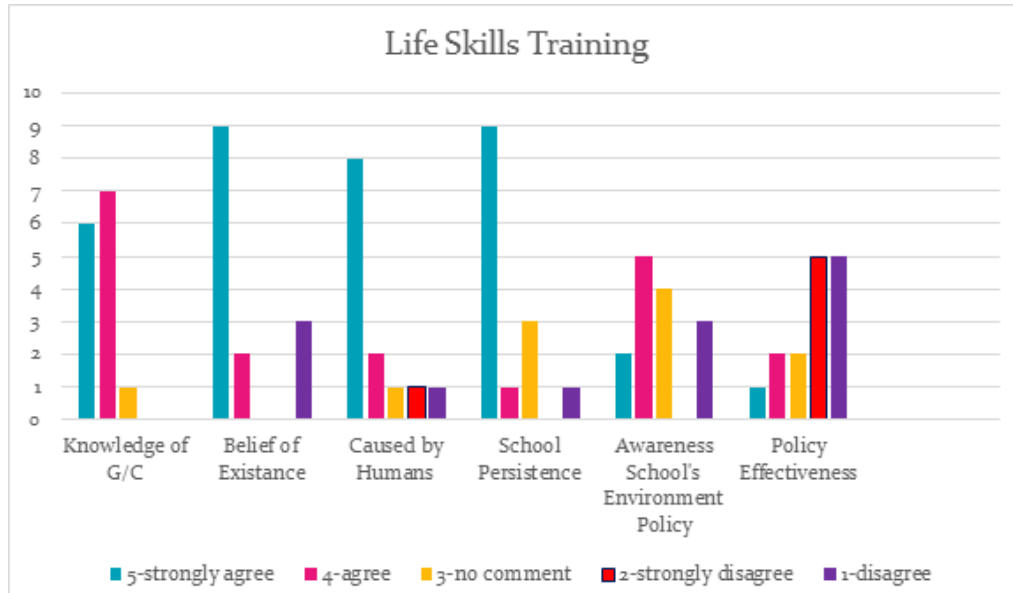
Under the "Life Skills Training" section, nine (9) of the fourteen (14) respondents strongly agreed to being encouraged to persist in school when involved in community-based programs. Six respondents strongly agreed to understanding the concept and phenomenon of global warming and climate change, while seven (7) agreed and only one had no comment. Of the nine (9) respondents who strongly agreed to the "persistence" question three (3) were high school students and six (6) were college students. Nine (9) of the respondents strongly agree that climate change/global warming exists and nine (9) strongly believe that human behavior is the cause of climate change/global warming. While seven (7) responded to being aware of their school's

environmental policies, twelve (12) either strongly disagreed, disagreed or had no comment on the effectiveness of their school's policies with regards to protecting the environment.

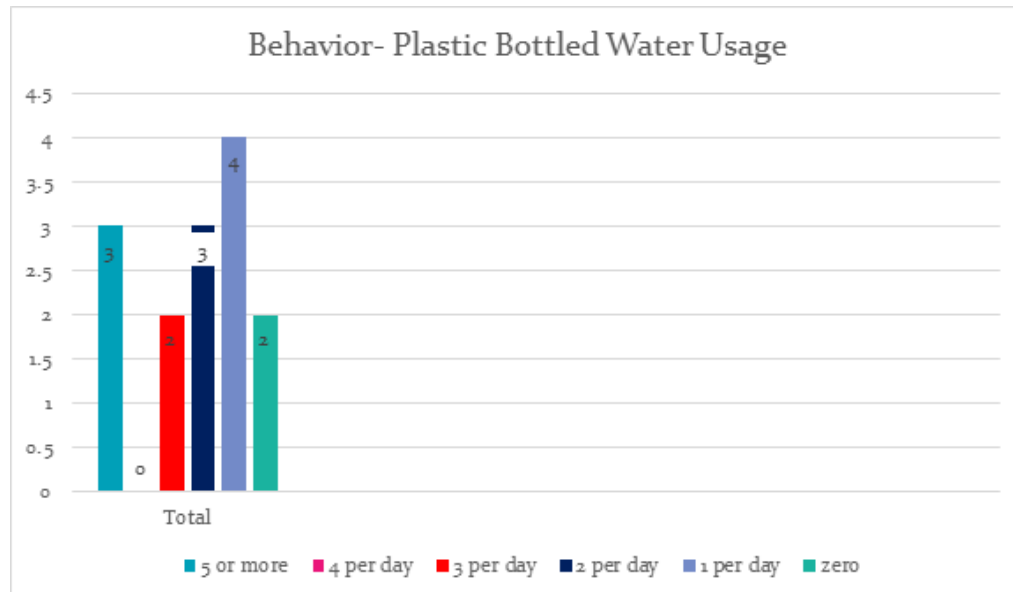
Under the "Behavior" section, only three (3) admitted to having five or more plastic bottled waters a day. Thirteen admitted to being more inclined to participate in community-based efforts to keep our waters clean and eleven (11) said yes to being less likely to work for an organization that knowingly pollutes our waterways and atmosphere. When it comes to solving social programs, thirteen (13) marked "yes" they believe a collaborative approach is required.

Under the "Awareness" section, a disappointing six (6) strongly agreed to increased awareness of climate change/global warming following the TAP presentation, three (3) agreed and five (5) had no comment (Recall earlier, six strongly agreed and seven agreed to having knowledge (understand) of the concept and phenomenon of global warming/climate change). However, seven (7) strongly agreed to having a better understanding of their role in and relationship with the environment. Seven (7) strongly agreed and two (2) agreed they would more likely get involved when it comes to cleaning up the environment. Unfortunately, while six (6) strongly agreed and two (2) agreed to being conscious of their habits so as not to cause harm to the environment, six (6), almost half of the respondents, had no comment.

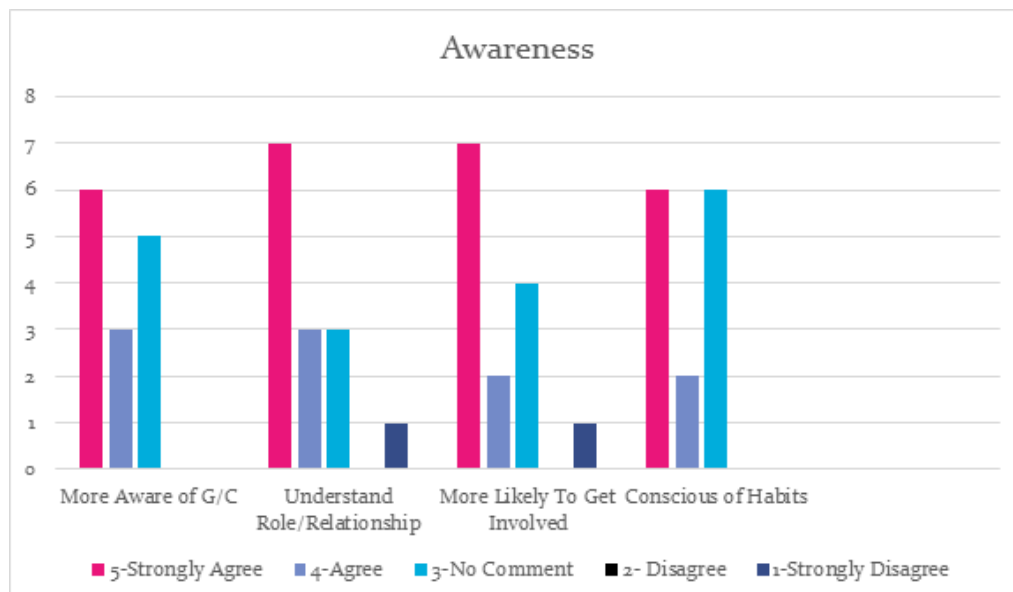
**The following charts are a breakdown of the responses:**



In summary, young at-risk African Americans persist in school, whether high school or college, when they have a purpose for living. In this case, these special young people, who are diving with a purpose, are connecting to their oneness with the universe. As future leaders, they understand their role on this earth is to protect that which is to be passed on to future generations. They have a lot of work ahead of them as they continue to do their part in creating awareness and cleaning up this nation's watersheds, streams, lakes, and rivers which leads to the oceans and seas.



Keeping our waters clean mean sustaining life for marine life. Marine life sustains human life and human life has a great responsibility for keeping our lands and waters clean...Universal Oneness!





With this issue of *ServeInDEED*, we embark on a new focus point for the journal. In this issue, the focus is service-learning in higher education. What follows are a series of articles all service-learning efforts at the university level. There are articles from both undergraduate and graduate level classes/projects. All of these articles come from Tennessee State University. The cohort of authors from these articles represent two colleges, four academic departments and two centers at the university.

*ServeInDEED* welcomes any group to submit for a special section just like the one in this issue. It can be from higher education (any campus is welcome to participate), K-12 (a series of articles from one school/system or just a series with K-12 focus), community agencies (partners) and any other group that has a service-learning interest.

We are most anxious to have student articles. We will do a special focus section for students from one school, representing K-12, representing one or more college campuses or any other grouping that submits. It would be wonderful to see articles focused on the workshops of the Student Track of the 2018 TN Conference on Volunteerism and Service Learning.

To have a focus, there will need to be a minimum of six articles from one school or grouping. We will review the articles (for higher ed. we use a peer review process) and publish a special focus edition as needed. We hope you enjoy the higher education focus section here and look forward to many more and different focus options in the future.

The Editors





## PHILOSOPHY IN SERVICE TO SERVICE- LEARNING

John Mark Hunter, Ph. D.  
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As this issue is focused on service-learning at the college level, we felt it appropriate and necessary to include a brief primer on philosophy with regard to service-learning as core pedagogy. Our writing team's resident pedagogical philosopher, Dr. John Mark Hunter agreed to take the lead author role in formulating this brief discussion, which serves to inform and challenge us all as faculty to be serious, thoughtful, and intentional about implementing service-learning in our classes.

Philosophy is variously described as systematic thinking, or perhaps the theoretical base of a system of knowledge. Etymologically, it's Greek origins, philo = love and sophy = wisdom, mean the love of wisdom. Ultimately, each philosopher defines the discipline in her own way. One operational definition of philosophy that can be applied to the philosophy of education is belief that guides practice. In other words, philosophy is that set of principles that gives direction to what you do. This essay will use that operational definition as we explore the intersection of service learning and philosophy.

Belief that guides practice means the principles that direct one's curricular decisions as they pertain to students' service learning. Decisions such as what project to shape, how to focus the students' curriculum to community work, and the fundamental purposes behind your SL curriculum should all be guided by the teacher/curriculum specialist's philosophical understanding. This kind of philosophizing may seem abstract, but it is not. Teachers and other curriculum

leaders are well versed in taking elements such as intent, content, guiding principles, and the activity of students and focusing them on advancing student goals.

Let's look at some salient philosophical frameworks in the realm of education.

### **PLATO ON THE DEVELOPMENT OF LEADERS FOR THE COMMUNITY**

Plato's Republic was substantially about how to develop leaders for service to their fellow citizens. For many an answer to why schooling? is that we are developing productive citizens. This is the "virtue reason" for service-learning. service-learning is a means by which servant leadership is instilled. You can read more about Plato and Aristotle's discussions on ethics and moral psychology: eudaimonia, virtue, and practical reasoning.

### **DEWEY AND SERVICE LEARNING**

Dewey believed that education was a function of shaping the experiences of students and providing the guidance that led them to become productive citizens (1916). Dewey went beyond the call to community. Having lived through two world wars, the depression, and into a cold war, Dewey saw that not all societies were good. Effectiveness and efficiency in a society or community were insufficient goals. After all, efficiency and organization were hallmarks of Nazi and Fascist regimes. His view was that we have to intentionally build good communities. (This belies Dewey's often supposed association with Pragmatism, one that he never claimed.)

A service-learning project that reflects Dewey's philosophically progressive view will help to build the community-school relationship in service to both.

## HUMANISM

Humanism, both secular and Christian, views Service-Learning through the lens of value of and improvement to the lives of others. This is not unlike Existentialism, which endeavors to make bridges between isolated individuals and communities. Learning to see other humans as people worthy of respect rather than objects to be manipulated is a major theme of Martin Buber's Existential work, *I and Thou*. You can learn more about what Buber's calls the "encounter" (the mode of I-You), where we enter into a relationship with the object encountered, we participate in something with that object, and both the I and the You are transformed by the relation between them.

## COUNTS AND SOCIAL RECONSTRUCTION

George Counts' philosophy of Social Reconstructionism holds that, not only are schools the ideal place to make needed change to society, but they are the only place to effectively do it. In this model, service-learning will be part of a pervasive presence of schooling as it works to bring about change to the social order. Read more about Counts' views in his 1924 book *Principles of Education* or in his noteworthy 1932 *Dare the School Build a New Social Order?* in which he believed that teachers could help change society for the better.

The duty of the curriculum leader is to articulate the philosophical framework of the service-learning project. But when should this happen? Service-Learning Cycle – IPARDE (Investigation, Preparation, Action, Reflection, Demonstration, Evaluation)

In the IPARDE service-learning Cycle there are two times when philosophical reflection and application are indicated: in the Reflection stage and before the Cycle begins. Prior to the outset of the

service-learning initiative, the curriculum specialists **must understand why they are doing what they are doing**. What motivates the SL project? What are the ends in mind? At the reflection stage, questions about effectiveness and the review of activities are expected. Additionally, the core questions about belief and how.

Socrates was reputed to implore his students know themselves. He meant that they should be aware of their capabilities and their limitations, their intentions, their motivations, and their beliefs. With questions such as, why are you going to these extraordinary lengths to work your students into projects that reinforce curriculum content, require the direct application of newly learned skills and concepts in a tangible, corporeal, utilitarian, and practical way, and benefit them and their communities? Your philosophy holds the answer.

***“Liturgy is traditionally an ecclesiastical term borrowed from Latin. In essence, liturgy means the work of the people. In church-speak, it describes how worship is carried out. As the term is applied here, liturgy is the work of students in service to communities bound to their curriculum and their work in the world. The liturgy of service-learning is the work and what is made of it. The existential reality of the work of the student in community creates meaning in the curriculum. Meaning making as a function of curriculum”***

**- J.M. Hunter**

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## SERVICE-LEARNING OR COMMUNITY SERVICE?

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### SERVICE-LEARNING OR COMMUNITY SERVICE? THAT IS THE QUESTION!

"I was required to do community service in my course so it must be service-learning." "The community service we were required was paired with course objectives and we had to write a 'reflection' paper about it. My teacher called it service-learning."

Since the beginning of recorded time, men and women have engaged in service to others. It was not until early 1900 that the esteemed educator and early supporter of experiential learning, John Dewey, purported that service should be included in a student's education (as cited in Giles & Eyler, 1994). It was in 1967 that the term "service-learning" was begun to be used

as identifying the combining of service and learning in academic coursework (Sigman, 1979). By the 1990s, a number of states had adopted service-learning requirements for high school graduation (District of Columbia Public Schools, 2012) or awarded credits toward graduation for service-learning (Education Commission of the States, 2014). A natural transition has been to incorporate service-learning in higher education.

As the service-learning movement in higher education has taken hold in institutions from coast to coast, there continues to be confusion about the differences between community service and service-learning. In a college or university setting, making the distinction between the two can be "fuzzy" at best for faculty. As Ammon (2002) so aptly described this confusion by comparing it to being "like the elephant described by six blind men." Wherein each man's bias (limited previous experience and minimal exposure) blind each, preventing them from seeking a more complete understanding of the whole. Furthermore, the many definitions of service-learning extoll the virtues of incorporating teaching and learning with community service, but lack the practicality of helping faculty understand how to incorporate the service component into an academic course. And – the confusion is compounded in that service-learning is not always direct, face-to-face service based.

The terminology "service" to the general public includes community service, civic engagement, and service-learning. In higher education, community service and civic engagement refer to a broad range of activities in which the institution develops partnerships with entities in the community to serve the public good. These may be individual students, faculty, or staff volunteers or collective actions by a group to directly address an issue

or to work to solve a community problem. Volunteers in community service build homes, feed the hungry and homeless, teach adult immigrants English, and tutor students in need of assistance. These activities, although manned by college students, are not necessarily service-learning even though they may provide valuable and much needed service, the academic link to learning is often absent.

In higher education, we find that service-learning is the name given to characterize a broad range of experiential activities (Volegelgesang & Astin, 2000). One of the first definitions of the service-learning pedagogy was provided in the 1993 National and Community Service (NCS) Trust Act: "Service-learning combines service to the community with student learning in a way that improves both the student and the community." In order to be more precise in how to develop this approach, it was further described as a method of carefully organized service that is integrated into the curriculum of a course which also includes a reflection by the students on the service experience (NCS Trust Act, 1993). It should also be noted that the hyphenated service and learning (service-learning) designates this very specific method of teaching, learning, and service - holding each in parity with regard to levels of importance.

Much of the confusion between the differences of service-learning and community service can be addressed by determining the degree to which each of the following five essential factors are present: 1) the primary intended beneficiary, 2) the primary focus, 3) the intended academic purpose, 4) the integration into the curriculum, and 5) the very nature of the activity (Loyola University New Orleans, n.d.).

Table 1

*Differences between Community Service and Service-Learning*

While a student may learn through community service, it is service-learning which is rooted in the academic structure of a course. Table 1 below charts the specific differences.

*Note: Adapted from service learning vs community service <http://www.loyno.edu/engage/service-learning-vs-community-service>*

Category	Community Service	Service-Learning
Intended Beneficiary	Recipient/s	Recipient/s and provider
Focus	Providing meaningful service	Providing meaningful service and enhancing classroom learning
Educational Purpose	Moral, personal, and social growth and development	Academic learning, enhancing intellectual and civic engagement
Curricular Integration	None	Fully integrated into the curriculum
Nature of Service Activity	Based on student interest and/or motivation	Based on course topic or discipline

Table 2

*Types, Descriptions, and Examples of Academic Service-Learning*

Type	Description	Example
Direct	The student works directly with people who benefit from the service.	Tutoring, serving food at the homeless shelter, reading to the elderly at a senior center.
Indirect	The student provides a service that is a benefit to the environment, a group of individuals, or community as a whole but is not engaged directly with those being served.	Collecting coats for a coat closet, packing food at Second Harvest Bank, fundraising for the Heart Association, planting or working in a community garden.
Advocacy	The student is involved in providing the community information about a problem and provides information as to ways of solving that problem.	Creating and posting information about bullying, conducting a letter-writing campaign to public officials, promoting healthy eating.
Research	Researching and reporting of information to the benefit community or public.	Conducting surveys about recycling, testing water quality, oral history projects, translating health brochures to another language.

Service-learning may be put into action in one of four ways: direct service, indirect service, advocacy, or research. The type selected would be reliant on the specific learning objectives for the individual course. Typically when one thinks of service-learning, the first thought is of direct service or providing service directly to or for those who benefit from that service. Yet each of the other three types offer excellent opportunities to benefit others and enhance student learning. A more complete discussion of each of these four action types of service-learning will be included in a future issue of this journal. Table 2 offers descriptions of each type.

Regardless of the type of service-learning conducted, the benefits for the student and the community have garnered notice from students, educators, and governmental agencies. While all university students gain benefits through service-learning, some of the greatest benefits have been seen in first generation, underserved populations (Pascarella, Pierson, Wolniak, & Terenzini, 2004). For all students, retention, progression, and degree completion are positively impacted for those students who have engaged in and completed service-learning courses (Lockeman & Pelco, 2013). Those students were also found to have higher grade averages and graduation rates higher than those who had not (Lockeman & Pelco, 2013).

In summary, both community service and service-learning provide numerous benefits for college students. The greater benefit for incorporating service-learning is that it is a means to help students achieve a more in depth learning through active participation in the learning process. Regardless of the type of project, service-learning as a pedagogy has proven to be so successful that is recognized as one of the high impact practices beneficial in a number of ways (e.g., student achievement, graduation rates) to college students of all backgrounds (Kuh, 2008).

If you haven't yet incorporated service-learning into your academic programming and courses, there is no better time than the present.

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## SERVING AS AN AVID TUTOR IMPACTS TEACHER CANDIDATES' SKILLS

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As one considers Service-Learning as an instructional strategy, many definitions will arise. "Service-Learning is a teaching methodology that enriches instruction with thoughtfully designed opportunities for students to use their skills and knowledge in service to and with the community (Harris, Silver, Bartone, & Armstrong, 2014, p. 28)." Also,

"Service-Learning is an exciting educational strategy that connects serving the community with the learning already being done in a school, program or organization (Cote, Zorn, & Liptrot, 2009, p. 28)." Some recognize Service-Learning as a form of experiential learning using community service to support class-based learning (Becker, 2000; Becker, 2000; Silver & Harris, 2016; Riddle, 2003). Most recently, Service-Learning is an effective strategy that enables teachers and students to think critically and collaborate with education and community partners ("generationOn," 2017).

The instructor in a recent graduate course for the Master of Education (M.Ed.) at Tennessee State University (TSU) embedded service learning at a local high school as a means to completing a key assignment. All M.Ed. students were required to design, develop, and demonstrate their skills in preparing academic content for use in an online learning management system (LMS). The graduate students had to use the four types of media used in online

learning management systems—text, images, audio, and video. The graduate students who chose the service learning project had one difference in the key assignment. The key assignment was already defined in terms of content—serving as a tutor in a high school classroom. The other graduate students had to select a state standard in a subject area for a grade level of choice. Approximately half of the graduate students were seeking a practitioner's license via more than one program pathway to licensure. The other half of the class were graduate students seeking the advanced degree through a non-licensure program of study.

To consider the Service-Learning of the M. Ed. students, the Service-Learning Cycle (SL-Cycle) will serve as the framework for this article. Each of the six phases of the SL-Cycle, Investigation, Preparation, Action, Reflection, Demonstration/Celebration and Evaluation are described.

**Investigation** involves the instructor and students identifying an issue of community interest/concern to address. The issue must be related to the curriculum standards of the class and be meaningful to the students. As a part of the investigation phase, partners are identified. The partners can be community agencies, religious organizations, other schools and/or the school or institution involved. The partners interact with the students to assist in identifying the project (Cote, Zorn, & Liptrot, 2009; Harris & Silver, 2015).

**Preparation** involves the students, instructor and partners working out all of the arrangements and details of the project. Critical to the preparation phase is the instruction of the students by the instructor or partners on any skills that need to be learned to adequately execute the project.

Details include dates, times, places, transportation, securing materials, legal and insurance issues, roles for each student as a start (Cote et al., 2009; Harris & Silver, 2015).

**Action** is the actual service being rendered. When all of the planning is completed and arranged, students begin the identified service. The action has to be directly linked to the curriculum, have a designated duration, continue the voice of the students as well as be meaningful to them as individuals and as a group (Cote et al., 2009; Harris & Silver, 2015).

**Reflection** shows as a unique step, but is truly involved in all phases of the cycle. The students, through reflection, have the opportunity to understand what they have done, are doing, and will do in the process. This also allows for modifications to the action if deemed necessary. It also allows the instructor to identify specifics of what is being done and assess the learning as it occurs.

Key to the reflection piece is the involvement of the partners. Their input is an important part of the learning at all levels. They play a critical role from start to finish. It is through reflection that all players come to understand that Service-Learning is impactful learning. Impactful learning mirrors Service-Learning as both are designed so all are winners. It is not simply a student win or a student plus the recipient(s) of the service win, it is a win for everyone/entity involved (Cote et al., 2009; Harris & Silver, 2015).

**Demonstration/Celebration** allows the students, school and partners to show their internal and external customers as well as the general public what was done and what was learned in the process. Demonstration can take the form of press releases, PSAs, YouTube videos, Instagram photos, Facebook postings, journals and anything else identified by the participants. All too often, the

celebration is skipped by educational institutions as unnecessary, while in reality, it is a vital part of the process. Everybody participated, learned, benefitted, reflected and needs to celebrate their successes (Cote et al., 2009; Harris & Silver, 2015).

**Evaluation** is the critical step for the instructor as this is how the students are graded for their learning. It is important to understand that the grades associated with Service-Learning are not for the service, but for the learning. Thus, the instructors and partners will be evaluating the students at all phases of the project, including class time (Cote et al., 2009; Harris & Silver, 2015).

The goals of this article are to help readers conduct a similar project and refine an existing Service-Learning project. In addition it is to learn how to incorporate technology in the reflection and demonstration phases of the project.

**The Course.** The course used for the service learning project was EDCI 6180 Microcomputer Technology in Primary and Elementary Schools. This course is used in the program pathway for graduate students seeking initial licensure as Elementary Education teachers in grades K-5, as teachers in Secondary Single Subject for grades 6-12, and as job-embedded graduate students serving on a Tennessee Practitioner's license. Specifically, any course used in a program of study is expected to contribute to the effective preparation of its teacher candidates to have related clinical and field experiences "...of sufficient depth, breadth, diversity, coherence, and duration," that leads to a positive impact in P-12 student learning.

**Investigation.** The Service-Learning project began with a request from a high school in Tennessee. The coordinator of the Advancement Via Individual

Determination (AVID) requested university students to serve as tutors to high school students participating in the AVID program. The course instructor for a graduate course at TSU in the Department of Teaching and Learning took the initiative to connect with the AVID coordinator at the high school. The EDCI 6180 course syllabus was developed with service learning hours as an alternative means to meeting the requirements for a key assignment.

The AVID program focuses on developing strong academic performance in reading and writing. (AVID). A key feature included in the AVID process is the Cornell Note-taking System that was developed in the 1950s by the renowned Cornell University professor Dr. Walter Pauk. (Pauk, 2001). The TSU tutors served as facilitators for the groups of high school students while using the Cornell Note-taking System. Facilitator skills are more preferred for teacher candidates to know how to perform when serving in twenty-first century classrooms.

**Preparation.** The graduate course instructor learned from the AVID coordinators that tutors were required to complete 12-16 hours of training prior to serving. The AVID training requirement for tutors was four hours that had to be completed in a face-to-face session. The remaining training came via online training materials. The AVID coordinator and an AVID instructor came to the TSU campus to conduct the face-to-face training. All of the graduate students participated in the training. Specifically, the training focused on how the high school students would bring problems to be solved from their other classes. Each student was expected to have brought his/her notes that were taken using the Cornell Note-taking System and expand upon them in the group discussion. The key role for the graduate student was to learn

Regardless of the program pathway, all of the graduate students benefitted from the training about the Cornell Note-taking System and how to serve as a facilitator in a group discussion.

Additionally, the EDCI 6180 students were trained to develop their online learning modules to showcase their skills in producing instructional content in a digital environment. The key assignment required the graduate students to use text, images, audio, and video to convey the instructional content for a grade level audience of choice. A secondary course goal set by the instructor was for the content prepared by the SL-graduate students to be used as a means to train future tutors from TSU in the expectations of an AVID tutor and how the AVID process could be used with any academic subject area.

**Action.** The TSU AVID tutors went to the high school at least twice a week for 90-minute sessions. The tutors were strictly instructed to only serve as facilitators in guiding the students in discussion for the small groups. Given the structure of the AVID program, a TSU tutor could walk in the classroom on any day, any class period and select any group of students to serve. The graduate student did not have to know anything about the academic content that was being discussed. The task for the tutor was to ask questions and facilitate discussion between or among the students. TSU Tutors were to serve a minimum of eight hours in the AVID program. There were twelve graduate students that formed three teams of four members in each team. Each team accepted an individual assignment within the scope of the overall service learning project. The teams were assigned to develop online learning module that presented: 1) the history of the AVID program, 2) how AVID is used at the local high school and 3) how AVID could be

used with other subject disciplines. The teams were given time at the university class meetings to collaborate about what had occurred during the previous week of tutoring and what more needed to be developed.

**Reflection.** The SL students worked between four and six weeks after AVID training to log their service hours. In addition to the time spent at the high school, the graduate students gathered information (taking pictures, recording interviews, and writing script) to prepare the online instruction module. Permission was granted to take photos along with recording audio and video files. High school students and AVID faculty signed release forms. The signed release forms were returned to the course instructor. The AVID coordinators were interviewed about the history of the program at the school. Additionally, photos were taken of students that had signed release forms and audio recordings were made of some of the students. Some SL project teams worked independently and then convened once a week as a progress check. Other teams met more than once a week and especially so near the time for presentation. All learning modules were developed using the University's LMS. The course instructor set up a "sand-box" course shell for all students. Since all students had instructor roles in the LMS, it meant that any student could create and delete content. Therefore, extreme caution was stressed to edit only in your assigned space to prevent inadvertently deleting another graduate student's content.

**Demonstration.** The SL project achieved the goal of demonstration at two levels. First and foremost, the high school students were served by using the research based AVID process to adequately prepare them for college and career readiness. Second, the

key assignment for EDCI 6180 was to demonstrate proficiency in designing and developing technology skills by preparing instructional content for use in an online environment. The second goal met the International Society for Technology in Education (ISTE) Standard 2. While all students presented their learning modules, the SL graduate students were the featured presenters given that the AVID coordinator and AVID instructor returned to the EDCI 6180 class for these presentations.

**Evaluation.** The final part of the project was to evaluate and reflect on what had been achieved and presented. Each graduate student was provided a checklist that was developed by the instructor (see Figure 1). The checklist contained key design elements for online learning modules such as, overview, standards and objectives, academic language, readability for the intended audience, materials viewed connect to standards and objectives, logical organization, and the design had flow and was organized. Each student used the checklist to review and assess the work of a peer. All work was reviewed by the course instructor for final assessment.

An unexpected finding emerged and the reflection comments tell the story. The summation of the graduates' comments was that their perspectives changed for the better regarding what teaching involves. A personal reflection of the instructor is that the graduate students gained more in eight hours of service as AVID tutors than in any single methods course dealing with instructional strategies. Comments from the SL students are found below.



# QUOTES FROM THE TSU TUTORS

**Central Office Personnel**—*I gained far more than I gave as an AVID tutor. I was under the impression that I would be imparting knowledge to the AVID student and I learned so much from them. Being a facilitator during tutorials forced me to listen and understand the thought process of others.*

**International Doctoral Student**—*The fact that students not in AVID learn strategies such as organization and note-taking skills from their AVID peers, is also a testament to its efficacy. It has truly been a worthwhile experience for me. If I did not learn anything, I certainly learned I need to be more organized!*

**International Masters Student**—*As a tutor, understanding the process of AVID is important to ensure that all students are understanding the importance of questions and how it can lead them in solving a problem. During the tutorial, I found that students are communicating, sharing, thinking, and making decisions effectively. At the end of tutorials, students reflect, self-assess, and tutors evaluate through formative assessments. It is a program that leads students to identify the problem and how best to solve it, through questioning techniques. The AVID program is one of the things that I am going to use as a mathematics educator of high school students when I return to my country.*

**Doctoral Student**—*I LOVE the AVID concept and how it helps students talk through their points of concern and how working as a group allows them to see where the confusion is. I want to implement some of the AVID concepts in my class I teach at [school name removed] because I feel that some*

*students lack that organizational skill that helps make them successful.*

**International Doctoral Student**—*Over the 12 hours that I spent working with students, I realized how powerful it truly is to guide students through the Socratic questioning process whereby students construct their own knowledge through reflection and discussion. I think this is a great way of teaching and learning, so I have decided to introduce this phenomenal strategy to student teachers that I will be instructing in my country, Saudi Arabia, when I finish my doctorate. I especially liked the fact that each student had to write Cornell Notes because this caused them to be engaged in learning through problem solving and this held them accountable for constructing their learning. I believe that braining storming, reflection, and critical thinking are the key elements to unlocking learning in the mind of the student.*

**Masters Student**—*Teachers played only a minimal role in setting the stage for the learning to occur. Students are able to learn from each other by asking intentional, thought-provoking questions. Eventually they will learn to ask themselves the questions and realize that they can find the answer on their own.*

**International Doctoral Student**—*The AVID experience affected my concept of teaching because AVID showed students' success in handling their point of confusion and their abilities to access the correct answer through collaborative students' experiences. As I observed, AVID supports constructivism that stimulates students' previous knowledge to build their own understanding.*

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**Figure 1**

#	eLearn Project (content module) Checklist each item is worth up to 20-points	Evidence		
		Yes 20	Part 15	No 0
1	<b>Overview:</b> the overview informs the reader of what is in the module and highlights key ideas.			
2	<b>Overview:</b> the overview "hooks" the interest of the reader by connecting to real-world experience.			
3	<b>Mission/Objectives/Standards:</b> the content to be reviewed is/are stated			
4	<b>Academic Language:</b> terms that required special understanding before undertaking the module were explained, described, defined			
5	<b>Goals/Objectives:</b> the goals/objectives were written clearly (cognitive, affective, and psychomotor)			
6	<b>Goals/Objectives:</b> the objectives were accurately connected to the overall mission and purpose of the service learning project. (Other standards must be approved by instructor)			
7	<b>Reading:</b> the material was appropriate for the grade-level			
8	<b>Readability:</b> the amount of information was sufficient to accomplish the goals/objectives.			
9	<b>Viewing:</b> the content to be watched was appropriate			
10	<b>Viewing:</b> the content supported the achievement of the goals/objectives			
11	<b>Presentation:</b> the content was logically presented.			
12	<b>Presentation:</b> the content was motivating or encouraging			
13	<b>Presentation:</b> the content was faithful in representing the service agency in its true nature.			
14	There were <b>no broken links or non-working links</b> within the module.			
15	Overall the <b>design</b> of the module content was well planned			
16	Overall the <b>design</b> of the module content was well organized			
17	Overall the <b>flow</b> of the module content was well planned			
18	Overall the <b>flow</b> of the module content was well organized			
19	Overall this module made <b>good use of the eLearn Tools</b> taught in class			
20	Overall <b>this module made sense</b>			
<b>Each item is worth up to 20 points</b>		<b>0</b>		<b>0</b>
<b>Subtract five points for each grammar and spelling mistake found</b>				
<b>Final Score</b>		<b>0</b>		



## EXPLORING THE NEED FOR A HEALTH INFORMATICS MASTER'S DEGREE PROGRAM

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“Service-learning is becoming increasingly more important in the United States. This teaching method provides educational institutions and their faculty and students a worthwhile and visible way to give back to the community and achieve learning goals (Neese, Field, & Viosca, 2013, p. 6).” As an instructional strategy, service-learning creates a learning environment that defines and enriches the curriculum for students

through an active process of problem solving and critical thinking to address a practical, “real-life” situation. For the learner, this experience leads to the demonstration and acquisition of desired course competencies; for the course professor, a service is afforded the organization in the form of “consultative” services that propose a plausible solution to the situation under study. This win-win situation allows students to learn the content of a course in which they are enrolled through a hands-on approach while allowing others to reap a benefit from their efforts (Cote, Zorn, & Liptrot, 2009).

Critical to making a class project service learning-based as opposed to community service-based is the adherence to the Service-Learning Standards for Quality Practice. The National Youth Leadership Council (NYLC, 2008) developed the standards for all Service-Learning projects, which include the following:

**Meaningful Service.** The activities in which the students engage are to be “meaningful and personally relevant and encourages participants to understand their service experiences in the context of the underlying societal issues being addressed (NYLC, 2008, p.1).”

**Link to the Curriculum.** The service/ project used must meet the learning goals and/or content standards of the specific

course. It is directly linked and aligned with the curriculum. More importantly, the hands-on learning experienced through the service project requires students to “learn how to transfer knowledge and skills from one setting to another (Ibid.).”

**Reflection.** “Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society. Reflection includes a variety of verbal, written, artistic and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills and/or attitudes. Reflection occurs before, during and after the service experience (Ibid., p. 2).”

**Diversity.** “Service-learning promotes understanding of diversity and mutual respect among all participants. It helps participants identify and analyze different points of view to gain understanding of multiple perspectives and to develop interpersonal skills in conflict resolution and group decision-making. Service-Learning students actively seek to understand and value diverse backgrounds and perspectives of those offering and receiving service (Ibid.).”

**Student Voice.** Students are afforded the opportunity for a strong voice as they plan, implement, and

evaluate their service-learning experiences – always with guidance from their instructors and community partners. It involves students, instructors, and partners in establishing a supportive environment of trust with openness to various ideas (NYLC, 2008).

### **Partnerships (Reciprocal**

**Partnerships).** “Service-Learning partnerships are collaborative, mutually beneficial, and address community needs (Ibid., p. 3).” Partnerships may be as numerous and varied as necessary to support the curricula. Partners frequently include students, professors/staff, individual community members (inside and outside of the institution), community based organizations, and businesses.

**Progress Monitoring.** “Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability (Ibid., p. 4).” Students individually and as a group collect data and report progress toward meeting both the goals of the project and the learning outcomes throughout the experience. This evidence is then shared with the project partners which might include policy makers and education/business leaders. The sharing encourages a deeper understanding of service-learning as an instructional strategy with the goal of sustaining the practices engaged in the project.

This article focuses on the application of a service-learning project within a doctoral-level course at Tennessee State University referenced as EDAD 7420, Curriculum, Faculty, and Students, and led by Dr. Eric Vogel. The activities designed and conducted by the students followed the aforementioned standards and provided the foundation for a continuation of the process during phase two, which could not be achieved during

the abbreviated 5 week summer session.

At the beginning of the class the doctoral students in EDAD 7420 were charged with two primary learning objectives:

- 1.** To understand and apply the elements of the research model related to the proper preparation of a doctoral dissertation research proposal; and,
- 2.** To create the research proposal within a curriculum context that meets a need of and provides a benefit to constituencies inside and/or outside Tennessee State University.

Given these parameters, the small class, which was diverse by age, gender, ethnicity, race, national origin and religion, identified a potential need after holding substantive discussions with the Assistant Dean of the College of Health Sciences, the Chair of the Department of Health Information Management, and select representatives of the large healthcare/medical community in Nashville, Tennessee. The project advanced was titled, “Exploring the Need for a Health Informatics Master’s Degree Program at Tennessee State University,” and, of the four types of service-learning projects – Direct Service, Indirect Service, Research and Advocacy Service – the EDAD 7420 students’ project most closely resembled the Advocacy Service model approach.

The students researched and reported that health informatics “...embraces the use of technology commonly known as utilizing computers to manage data and information. It processes the data and interprets it to meaningful use (Brock, Brown, Algahmdi, & Alzahrani, 2017, p. 6).” The students established and conducted a survey of 49 undergraduate students with a major in Health Information Management; 20 completed the survey (40.8% rate of return). The survey items were directed at determining potential interest in the

Health Informatics Master’s degree and their preferred delivery method. The survey data were analyzed and results suggested a high degree of interest in a Health Informatics Master’s degree. The results also leaned towards a traditional method of delivery instead of an online format.

The students researched the Commission on Accreditation for Health Information Informatics Management (CAHIIM) accreditation standards necessary for a Health Informatics Master’s degree and identified institutions whose Health Informatics degree were nationally ranked. The process for submitting and approving new programs of study, at both the institutional and state level, Tennessee Higher Education Commission (THEC) levels, were reviewed as were various data reported by the Bureau of Labor Statistics and the Occupational Outlook Handbook focusing upon this specialty area. In addition, the students interviewed the university Department Chair where the potential new degree would be housed.

At the conclusion of the summer session, the students printed their final report and formally presented their findings, conclusions, and recommendations to their course professor, the Chair of the Health Information Management Department, the Assistant Dean of the College of Health Sciences, and two other graduate faculty members from the College of Education – all of whom evaluated the project and provided feedback to the team as to their performance. The class was so engaged with the presentation and interaction with the evaluation panel that the discussion extended a full two hours beyond the time the class was to end.

Largely due to the abbreviated time frame of the university summer session, the students were unable to complete a

major portion of what would otherwise be required for this project had it been conducted during a regular 16 week semester. Specifically, the students would have also been required to investigate the health care community to assess their perceived need for such a program and the degree to which they would be predisposed to employ individuals with a Master's degree and certification in Health Informatics. Their role in the program's development would have also been pursued as a major objective in defining the project's success. This component of the project has become the responsibility of the Department Chair in cooperation and conjunction with her faculty.

The evaluation panel was impressed with the magnitude of activity produced by the students through their research project. It was clear that the "Advocacy Service nature" of the project was well defined by the students with clearly articulated goals and objectives that resulted in the genesis of a new graduate degree program in Health Informatics. In particular, a tentative Master's curriculum is now available that may serve as an introductory framework for more in-depth study by the University's faculty and administration. In addition, the EDAD 7420 doctoral students have learned and experienced: (1) the research elements associated with the preparation of a doctoral research proposal, (2) what institutional and Governing Board protocols are required in order to submit new programs of study for review, and (3) the comprehensive research procedures associated with curriculum planning, development, implementation, and assessment.

At the onset, the Advocacy service-learning model was meaningful. It was obvious to the review team that this project, proposed by one of the course students who is also a faculty member

in the Department of Health Information Management, responded to a perceived need of the Department and the healthcare community. The link to the curriculum was clear as the students utilized the dissertation research model to identify a curricular problem within the Department which would result in a degree option that provides the advanced technical skills and competencies needed by the healthcare workforce for select management positions both current and projected.

Reflection occurred from the beginning through the final presentation. The students worked independently and collectively and took the opportunity to reflect on their efforts and progress throughout the class. Diversity was addressed with respect to the diversity of the class as well as the diversity of the potential students who would be attracted to the new Master's program. The entire project was designed and conducted by the students; the course professor serving only to set the parameters of the project and approve the final research plan. The comprehensive nature of the project fostered an intense environment where time management skills were critical. Moreover, routine logistical problems seemed to effectively postpone and delay critically imposed timelines, which helped foster problem-solving and individual innovation and creativity. While elements of the project were incorporated as a means of defining appropriate standards of practice in strategic curriculum planning, some practices viewed as essential to the process were, nonetheless, deemed to be unrealistic in the execution of the project, given the short timeframe within which to work.

By adhering to the service-learning Quality Standards, this project became a hands-on and action-oriented example of Impactful Learning. Impactful Learning exists when all involved parties receive

a benefit. In this case, it was a win-win for all:

### **THE EDAD 7420 COURSE STUDENTS....**

- 1.** Were actively engaged in designing their own learning and "discovered" their individual strengths and weaknesses within the broader context of "dealing with" and "experiencing" the process of creating a research proposal appropriate for resolving a defined problem;
- 2.** Identified a research project "problem" that addressed what was perceived to be a limiting factor within the operations of the Department of Health Information Management. The problem, once investigated and resolved, would have specific implications for the curriculum in relation to its association with the Department's mission and vision, student recruitment requirements, and responsiveness to the healthcare industry's workforce development needs. The course students now function in the role of Advocacy Service Learners;
- 3.** Concomitantly met the course objectives specified in EDAD 7420, Curriculum, Faculty, and Students in Higher Education, by participating in and experiencing the prescribed institutional- and systems-level protocols necessary for the submission and subsequent approval of new programs of study at Tennessee State University – an essential element of the research process described in #2 above.

### **THE DEPARTMENT OF HEALTH INFORMATION MANAGEMENT....**

- 1.** Actively participated with the EDAD 7420 course students to formalize a research plan that responded to perceived curricular deficits articulated by students, the healthcare industry, and alumni; and, by so doing, created for the EDAD 7420 students a dimension of engagement and collegiality beyond that

which is typically associated with a simply taking a “course” at the University;

**2.** Utilized the Service Learning forum to foster increased involvement with their various constituencies to create a dialog and establish criteria for new curricular degree plans based on reciprocal partnerships;

**3.** Defined and prescribed the rudiments of a new Master's degree program in Health Informatics that allows the College of Health Sciences to be more competitive and responsive to the mandate of its mission and relevant to the industry base it serves through the production of highly qualified graduates in the Health Information Management field.

The merits of service-learning activities are far superior to “traditional” practices as they produce skills and competencies that are not addressed in “lecture-type” classes. Certainly at the doctoral level, where expectations and performance are especially intense and demanding, students must be placed in learning environments that require extraordinary levels of intellectual stamina and tenacity. Service-learning practices not only emphasize a heightened learning standard for students in a class; they produce benefits for participants where “learning” is not the sole or primary objective. The EDAD 7420 students offered the following comments regarding their experiences in this class and with their service-learning project:

*Overall, the learning outcome of the project provided valuable information for the strategic planning relating to the Healthcare Informatics Master's degree program. Additionally, it allowed the team to demonstrate the actual process of composing a comprehensive written proposal and an oral presentation addressed to a faculty panel. This was a rewarding experience in the application*

*of a real-world case as well as the professional development of all participants.*

*Having the opportunity to gain research experience in a “sheltered” structure allows students to become more comfortable with the research process prior to engaging in the dissertation structure fully. Through this experience, I was able to learn more about a content area from a research perspective which makes my work as an administrator come alive. In this course, I was able to design and implement a research study, extrapolate the findings and apply them to practice and lastly, I was able to make an impact on the institution I work for. This was a wonderful and holistic experience that allowed me to fully engage in my campus community as well as expand my skill set and academic growth.*

*Curriculum making is a process that shapes the future generation. It can be subject-centered, learner-centered, or society-centered. Methods, assessment, and materials are the small parts of the whole picture in developing a curriculum. Theories of learning are the foundation of curriculum making that involve academic learning. Having accesses to a data base that prove the need for a purposed master program, health informatics, at Tennessee State University is the starting point in developing a curriculum.*

*Curriculum development is described as a planned, purposeful, progressive, and systematic process to create positive improvements in the educational system. Every time changes or developments are happening around the world, school curricula are affected. That applies an appropriate leadership response to curriculum situation that investigates faculty expertise and experience in course content, course goals and*

*objectives, and course skills. The most valuable thing I learned from the class is presenting to a group.*

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students alike.

With the proliferation of literature now asserting service-learning principles and practices within a theoretical framework that offers similar learning implications and practical applications for students irrespective of their location in the educational pipeline, university professors should develop service-learning projects for their students. Cote, Zorn, & Liptrot (2009) report that service-learning is an instructional strategy that actively engages students in a learning environment where they may experiment, test, and apply their problem solving and critical thinking skills to resolve a problem or need identified by a “collaborative partner.” Within this framework, both partners pursue independent missions; yet, collectively, seek resolution to a common situation. Such a directive affords a simplistic revelation for any doctoral professor; that is, the need for a systematic strategy that structures a well-defined process for goal attainment. At the graduate level, that systematic strategy would be the doctoral research model.

The service-learning instructional methodology easily incorporates the multiple and varied set of skills that are to be developed, refined, and demonstrated as one engages in dissertation research and writing. More precisely, by integrating the research model into the scope and sequence of the course, the primary service-learning elements (versus Community-Service elements) are clearly present (Loyola University New Orleans):

## WHAT DOES SERVICE-LEARNING “LOOK LIKE” AT THE DOCTORAL LEVEL?

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- Nicole Kendall Arrighi, Ed. D.
- John David Tiller, Ed. D.
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- John Mark Hunter, Ph. D.
- Chip Harris, Ed. D.

University professors who have taught at the undergraduate and graduate level for more than 20 years are now becoming acquainted with the concept of “service-learning” as an instructional strategy that develops and enriches the learning environment for students. For these professors, the service-learning literature has been more widely reported in the context as an effective instructional methodology for the education and training of elementary and secondary school children. For those professors who teach the undergraduate and graduate levels and are sufficiently committed and content in their teaching and learning arguments regarding the distinction between andragogy and pedagogy, many will likely dismiss

the notion of the value and utility of applying service-learning principles for students at the post-secondary level.

To this point, however, many professors argue that their current instructional practices do, in fact, create viable and vibrant learning environments for their students; that they work diligently to challenge their students to attain a level of personal performance consistent with the expectations of the post-secondary educational workforce. In fact, many would argue that they are quite innovative and inspired in their teaching proficiency and point with pride to the “excellent” ratings received on their faculty teaching evaluations year after year! What so many professors have been unaware of and have systematically dismissed due to their perceived adequacy with the teaching/learning process, is that service-learning is no longer relegated exclusively to students who fill elementary and secondary classroom seats but is becoming a more widely recognized instructional platform of choice by university professors and

Category	Community Service	Service-Learning
Intended Beneficiary	Recipients	Recipients and provider
Focus	Providing a service	Providing meaningful service and enhancing classroom learning
Educational Purpose	Moral, personal, and social growth and development	Academic learning, enhancing intellectual and civic engagement
Curricular Integration	None	Fully integrated into the curriculum
Nature of Service Activity	Based on student interest and/or motivation	Based on course topic or discipline

## INTENDED BENEFICIARIES

This article relates how the service-learning instructional methodology: (1) was implemented in a doctoral level course (EDAD 7449, Marketing in Higher Education) at Tennessee State University (TSU), and (2) established and defined the collaborative partnerships between the course professor, the course students, and higher education officials who were “targeted” as beneficiaries of the research and report of information conducted on their behalf through the course’s culminating project.

Generally speaking, the course professor may not be readily perceived, in terms of receiving benefits, as being on an equal footing with others participating in this service-learning experience. In particular, a graduate professor’s greatest benefit is somewhat analogous to the situation where a “mother” eagle pushes her chicks out of the nest expecting them to either fly and soar in the wind or experience the harsh reality of the ground below. At the doctoral level the relationship between faculty member and student is grossly different than that experienced at the undergraduate level. The relationship is more personal than academic in the sense that at the culmination of the “doctoral experience”, the professor “gowns” his/her protégé in doctoral robes and welcomes him/her into the sacred halls of the Academy. Theoretically, this relationship continues as the young neophyte “doctor” weens his/her way in pursuit of a professional academic career accessing the advice and counsel of the professor during this process as needed. There is much to be savored in this relationship.

From the course students’ perspective, the benefits accrued are more fundamental and specific. The task at hand is to successfully complete the doctoral program in a timely manner, embellish one’s repertoire of skills in the

process, and become more marketable in the academic workplace than the competition. The service-learning model extends the notion of learning beyond that of the simplicity of “gaining knowledge” to one of “living the experience” while gaining the knowledge. The multi-faceted levels of cognitive behaviors needed to contemplate, plan, analyze, execute, synthesize, and report a strategy for problem solving and decision making demands a level of performance that is unparalleled elsewhere in the educational process. Only when students are compelled, through the learning environment, to challenge the limits of their perceived abilities will they become cognizant of the quality and magnitude of their performance parameters.

The third group in this service-learning triad are those who have a vested interest in the results of the service-learning project. In this particular situation, these individuals were comprised of educational policy makers and educational leaders operating at the system- and institutional-levels. Within the relatively restricted context of a final course presentation, these partners participated as an evaluative panel of experts who, through constructive and questioning dialogue, validated the quality and veracity of the degree to which the prescribed service-learning skills and competencies were attained by the course students. In addition, these same individuals appraised the quality of the research findings associated with the investigation of the problem with an eye on the impact that such knowledge may have on the respective constituencies they serve.

With respect to the EDAD 7499 course in Marketing Higher Education, those serving as evaluators (partners) of the semester’s service-learning research

project included individuals from the following strategic course related areas:

- Two seated legislators from the Tennessee General Assembly, one each from the House and Senate;
- Two senior staff members, one each from the House and Senate Education Committees, with one staff member representing the office of the General Assembly member who wrote the FOCUS Act legislation;
- The Executive Director of the Tennessee Higher Education Commission;
- The Assistant Dean from TSU’s College of Health Sciences; and,
- Two senior professors from TSU’s Department of Educational Leadership.

The class presentation was delivered at one of the General Assembly’s Conference Rooms at the Legislative Plaza in Nashville, TN.

## FOCUS

The EDAD 7449, Marketing in Higher Education, is a core course in the Ed.D. program of studies for those seeking the doctorate in Educational Leadership – Higher Education concentration.

The following learning objectives and dispositions are indicative of and will provide a general orientation to the desired skills and competencies the marketing course has been designed to develop. The student will:

- Evaluate the post-secondary marketplace relative to a determination of post-secondary education marketplace needs;
- Conduct market, stakeholder, and consumer research including data collection processes, analysis, and GIS interpretation and application;
- Segment the marketplace into its component units relevant to target benchmarking;



- Conduct educational SWOT analyses at the institutional, college, department, and programmatic levels;
- Create direct marketing and public relations campaigns to promote programmatic offerings; and,
- Develop a model to evaluate marketing program activities.

Included with these course learning objectives are the following student growth dispositions. The student will:

- Broaden multi-dimensional critical thinking; i.e., to learn to see from another's point of view, thus, accepting changes and initiate actions;
- Develop an advanced set of problem-solving skills drawn from case studies of what works and what does not work successfully in macro- and micro-higher education marketing;
- Develop a multi-dimensional level of quality decision-making that reflects effective and efficient resource administration and problem solving capabilities;
- Develop an appreciation that ethical marketing to outcomes is the foundation of long-term higher education enterprise continuity;
- Recognize that clear, definable research lies at the center of a successful long-term marketing strategy;
- Recognize that prejudice in the design of marketing programs results from narrow-mindedness and ignorance;
- Recognize that market research attempts to distinguish opinions from facts in the data collection and research processes; and,
- Recognize that constituent needs-based marketing strategies must drive marketing program design, implementation, and evaluation.

In order to define a research project that would incorporate these marketing learning outcomes, the course professor required that the students contemplate

what the marketing implications might be for TSU should the Tennessee Assembly pass the FOCUS Act legislation – a statute that redefined the governing authority of the State's university system from a Board of Regents to a separate local governing board for each University. To accommodate this project, the students were provided the basic research model that one would be required to complete in the preparation of a dissertation proposal. It is important to note that the outcome of this legislation would not be known until after the completion of the semester in which the course was taken. So, as in dissertation research, there is speculation (research hypotheses) as to the outcome(s) anticipated with the investigation of the research problem. At this point in the process, the students are "on their own" so to speak. Ideally, as in this case, the problem being investigated is completely unfamiliar to them which, of necessity, requires a different point of reference for perception, learning, and information processing.

The students prepared a research model document to describe in detail the contents of their service-learning project, which included the following dimensions: Project Title, Problem Statement, Purpose Statement, Significance, Assumptions, Limitations, Research Questions, Theoretical Framework, Methodology, and Analysis. A brief explanation of some of the elements of the research model are provided below:

Title: Nashville Belongs at TSU.  
A Marketing Plan for Tennessee State University After Passage of the FOCUS Act

Problem Statement: With the impending passage of the FOCUS Act, Tennessee State University (TSU) will be operating under a new organizational paradigm. This creates opportunities for the

University to increase its visibility in the Middle Tennessee educational marketplace. It is incumbent upon TSU to increase market viability and create brand awareness in Nashville and the surrounding areas while continuing to add value to the TSU legacy, culture, and community. The problem is that Tennessee State University needs to reposition itself in a newly structured marketplace.

Purpose Statement: The purpose of this project is to develop a marketing strategy and, consequentially, a marketing plan to help Tennessee State University reposition itself to increase recruitment of high quality students, develop programs to meet the needs of the Nashville community, and increase the graduation rate of its students.

Methodology: This will be a qualitative study centered on literature review, examination of TSU, the TBR, THEC, and other elements of the current and proposed system of higher education in Tennessee; principles of marketing; and current legislative momentum and shifts in policy.

## **EDUCATIONAL PURPOSE**

The EDAD 7499 course, along with other courses in the higher education concentration, all have a service-learning component which is reflected in the requirement of completing a "formal" research project. This particular component of the course is designed to provide an intellectually challenging student centered and managed learning environment where each student "discovers" the quality of his/her own personal level of performance through on-going discussions each week (on-going reflection) when individual progress reports are reported and collectively assessed by the group. All aspects related to the service-learning project, from the initial class meeting to

the final presentation, are the role and responsibility of the course students alone. The professor serves only to provide responses to students' questions that are instructive regarding the context of the question without additional embellishment. The course students must incorporate for and by themselves the qualitative and quantitative measures that will yield a comprehensive, well defined and executed project. The ultimate measure of the sufficiency to which the group has internalized and prepared for all contingencies associated with the research project will ultimately be determined by the panel of experts at the final presentation.

The educational value of this service-learning instructional method is almost unlimited. Without being unduly harsh, it might be said that graduate students are generally masters at "manipulating the system" for their personal benefit. Undergraduate students do this as well but without finesse. However, should the course students attempt to marginalize the project with a less than stellar performance, they run the risk of not only embarrassing themselves individually but embarrassing the group collectively.

*The research process cannot survive if any part is circumvented or compromised.* So, all must perform at the optimum level to assure success, which in this instance is, obviously, passing the course.

The coveted final grade, by the way, is either a Pass or Fail and is determined by the independent panel of experts who, typically, hold prominent positions in the field within which they work. For a doctoral student to perform at a standard other than "Exceptional" would be perceived as (a) a personal affront to the quality and effort expended by the other students, (b) an embarrassment to the course professor, (c) an expression of disrespect to the evaluators, and (d) an acknowledgment

to oneself that mediocracy and/or failure are acceptable performance standards.

### **CURRICULAR INTEGRATION**

Doctoral education is distinguished by one's proficiency in understanding how to conduct rigorous, disciplined, and well defined research in accordance with rigid ethical standards and research protocols. Research, in concert with academic discipline expertise, are two skill sets that determine one's "status" in Academia. As such, all curricular programs at the graduate level must reflect the research process in their course development. Service-learning should be employed whenever possible as the instructional method of choice that connects the dissertation research process with every course in the curriculum to produce doctoral graduates with exceptional research skills and academic discipline-specific expertise. Integrating service-learning instruction in the curriculum by simulating the dissertation research process creates the following (partial listing) (Loyola University New Orleans):

- Learners who can function independently;
- Learners who can articulate and achieve personal goals within specific time limits;
- Learners who are self-motivated;
- Learners who can effectively and accurately assess personal strengths and weaknesses;
- Learners who value, apply, and acquiesce to persistence and tenacity to achieve a goal;
- Learners who are able to identify a problem succinctly;
- Learners who are able to solve problems;
- Learners who practice analytical skills;
- Learners who can make decisions;
- Learners who manage time effectively;
- Learners who can transfer and apply knowledge from one context to another;
- Learners who can communicate clearly

and unambiguously orally and in writing;

- Learners who have a sense of confidence, accomplishment, and empowerment;
- Learners who are capable of evaluating their and other's performance;
- Learners who can plan and execute activities to achieve personal goals.

### **NATURE OF SERVICE ACTIVITY**

The service-learning research project in the EDAD 7499 course was based on developing learner skills and dispositions that centered upon general marketing principles that had implications for the educational leader in post-secondary institutions. To address these curricular objectives, the service-learning research project was defined, developed, executed, and reported by the course students within these same curricular parameters. Among the experiences documented and commented on by both students and panel experts centered on the discussions that transpired during the data collection phase of the research project.

Students had the opportunity to questions State legislators, the Executive leadership of the Tennessee Higher Education Commission, and legislative staff members who participated in the crafting of the FOCUS Act legislation regarding the problem being researched in their Service-Learning project. Additionally, the course students recorded and documented information obtained from interviews with TSU administrators in the College of Health Sciences and the College of Education, the chairman of the faculty senate, the director of media relations, as well as faculty and administrators from sister institutions. The experiences gained by all partners through this service-learning forum were characterized by a high level of collegiality and mutual trust in the process.

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## **AN INDIRECT SERVICE LEARNING ACTIVITY IN AN ADVANCED LEGAL PROBLEMS CLASS**

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John Mark Hunter, Ph. D.  
Linda R. Guthrie, Ph. D.

The concept of service-learning is a natural fit for the higher education setting. As an instructional strategy, it can be adopted in a class in one of four ways: a) Service-learning can incorporate Direct Service, where the candidate(s) has a direct contact with the recipient of the

service; b) Indirect service where the candidate(s) do not have direct contact with the recipient of the service; c) Advocacy service where the candidates promote a concept, policy, rule or law; and, d) Research service where the candidate(s) conduct research as a part of a study for a community or educational partner (University of Central Arkansas UCA 2017, University of Minnesota, UMN 2017, Colorado State University, CSU (n.d.)). Hopefully, the research will lead to a positive outcome for the partner. For a class to be Service-Learning, it must, at the very least, a) provide a service that is directly related to the course standards, b) be meaningful for the candidates who are providing the service, c) be of an appropriate intensity for the level of the class, and, d) be measurable as to the learning taking place (Cote, Zorn & Liptrot, 2009).

This article focuses on indirect service-learning activities, where the candidate(s) do not have direct contact with the recipient of the service. In this case, the participants do plan to utilize

the materials they have researched at a later date to serve a PK-12 educational client.

At Tennessee State University (TSU), EDAD 7150 is the Advanced Legal Problems class for doctoral candidates in the Educational Leadership Department within the College of Education. This course has two sections, one focusing on PK-12 candidates, and the other on Higher Education candidates in leadership development. This article focuses on PK-12 level candidates. All of doctoral candidates are either in the Department of Educational Leadership or the Department of Curriculum and Instruction. Several of the candidates are international candidates who are all either PK-12 or higher education teachers/administrators in their home country. This article will address activities for the PK-12 candidates. EDAD 7150 is designed to be the third and final law class taken upon which further and current administrators in the PK-12 system can build their knowledge base of legal and policy issues that will challenge them in the educational setting. The first course is at the Master's degree level, addressing legal issues, policies, and providing a beginning knowledge base for potential school level assistant principals, supervisors, principals and other school level administrators; the second course is taken at the Educational Specialist's level, covering legal issues and topics related to the administration of personnel at the school level; and the final law class is at the doctoral level, covering topics related to legal issues and policies for superintendents and central office personnel.

### **THE ASSIGNMENT**

Each of the doctoral candidates were asked to pick a legal topic as part of their Indirect Service to the schools that was related to an important legal

issue for school administrators in the PK-12 setting in the public schools. The topic was to be researched and a half-day professional development presentation for the level of professional administrators they may have to address. Grade level appropriate topic examples included Search and Seizure for middle school level teachers, Section 504 Compliance Issues for elementary level teachers, Understanding Discipline for Disabled Students under IDEIA, School Policy and State Law alignment, bullying etc. Candidates were allowed to choose a topic that would be useful in enhancing their legal knowledge for use in the educational setting appropriate to them. Candidates were to address their topic from the appropriate administrative leadership and professional development perspective.

Each presenter was required to include in their professional development product the following:

- a pre/post-test;
- group work sessions;
- individual exercises to be completed during the session;
- handouts for participants to take with them;
- a copy of the power point used in the presentation; and,
- a session evaluation instrument.

In addition each presentation had to be developed based upon at least 10 published legal authoritative sources, including court cases appropriate to the topic in study. In addition each presentation had to be developed based upon at least 10 published legal authoritative sources, including court cases appropriate to the topic in study. In addition each presentation had to be developed based upon at least 10 published legal authoritative sources, including court cases appropriate to the topic in study. To enhance and augment their own “professional development tool

box” all candidates received a full set of materials from each of the presentations. Establishing a collection of high quality materials in the toolbox is an important step in the process of new leadership development. Candidates are given the entire semester to research and prepare the final presentation package.

## EVALUATION

The evaluation process this assignment is three-fold. First, each candidate evaluates his/her own project. Second, each project is evaluated by their peers. Finally, an evaluation panel was identified to review and provide feedback to the candidates. This particular semester, the evaluation panel was composed of an Assistant Dean from an area involved in educator and administrator preparation from outside the College of Education; an administrator responsible for a Center for Career and Technology Education teachers and administrators; a senior professor from the Department of Educational Leadership; and, a senior professor from the Department of Curriculum and Instruction. The professor for the class did not evaluate the candidates as individuals on this assignment, but averaged the scores of the evaluation panel. As part of the Reflection process, the candidates’ self-evaluation was used as a point of comparison in learning about evaluation and self-evaluation for the candidates during their individual time with the instructor.

Provided here is an excerpt of one of the ten class presentations. It addresses the issue of Cyberbullying.

## INTRODUCTION

One needs only to pick up a daily newspaper or listen to the evening news to learn about another student in the PK-12 environment who was cyber-bullied and committed suicide, was

shot, or underwent another trauma from a school related cyberbullying incident. These incidents are increasing in nature and frequency daily, causing significant trauma for the students being bullied and the bullies, school personnel, and the parents of the students involved.

The professional development package developed for this presentation included:

- a Pre/Post Test;
- a PowerPoint presentation;
- a video entitled “Cyberbullying: Create No Hate”;
- the text of the Tennessee Education Code 49 on Bullying, Harassment, Cyberbullying Laws;
- the text of the State of Tennessee Public Chapter No. 992;
- the text of House Bill No. 2641, an amendment relative to harassment and bullying;
- a chart outlining seven publicized legal cases on cyberbullying;
- numerous news articles regarding cyberbullying cases in Tennessee;
- four scenario based exercises to be completed by the participants during the professional development in-service; and,
- a model policy on *Key Components in State Anti-Bullying Laws* developed to provide technical assistance with this information in a model policy format to states developing such policies.

Examples of several of these items are provided with the permission of Cheryl Hook, doctoral candidate at Tennessee State University.

Example Scenario for Cyberbullying to be completed by  
Professional Development participants

Two fifth grade boys, who are cousins, send each other memes during class on their smart phones. The text are humorous, and the boys use the activity as a distraction for what they consider a boring class. Then, one of the cousins shares a photo shopped picture of the other ones sister in a meme. Now, it is no longer funny. The cousin becomes angry and it becomes a distraction in class.

As a teacher, how should you handle this situation? As the school administrator what actions would you take? What are the legal issues, concepts, rulings that guide your action?

Pre/Post Test Example Questions:

1. What is cyberbullying?
  - a. Being mean to someone for a long time.
  - b. Allowing others to pick on hour friends.
  - c. Using electronic devices to bully another person.
  - d. Calling a friend and hanging up when they answer.
2. Can a teacher be sued for not reporting suspected cases of cyberbullying?
  - a. Yes
  - b. No
3. Are harassment and stalking considered cyberbullying?
  - a. Yes
  - b. No
4. What are some of the warning signs to look for in students who are being cyberbullied?
  - a. Withdrawal or anxiety
  - b. Withdrawal and anxiety
  - c. Abrupt changes in friends or relationships
  - d. There are no warning signs
5. Under what circumstances could a school district take action against a cyberbullying accusation?
  - a. If the administration is made aware of the situation.
  - b. If one of the students involved is a student at the school.
  - c. If the cyberbullying takes place on the school's camera
  - d. If the cyberbullying is reported by someone known to the school.

Sample Illustrative Case Summaries			
Case	Year	Background	Conclusion
<i>Zeno v. Pine Plains Central School District</i>	2007	Zeno, a biracial (white and Latino) 16 year-old, was enrolled in Pine Plains Central School District as a freshman in 2005. Within weeks of enrollment, various students began to harass Zeno with racial slurs, made violent threats and were name calling him. The frequency of these activities increased throughout the year. Each of the incidents was reported to the school and the school district each time. A few of the students were warned about their behavior, several were short-term suspended, but no other actions were taken on the part of the school district. The school district's response to the mother was that it was a small town and she did not want to burn any bridges there. The mother continued to report the incidents, which escalated to not only verbal attacks, but physical abuse. This continued for the next three years of Zeno's enrollment, and included graffiti stating that Zeno will die and threats of raping his sister. The mother wrote a letter to the district superintendent and the school board regarding the incidents and the escalation of threats. The superintendent chose not to meet with the mother, nor did he inform the principal of the letter.	Zeno initiated a Civil Rights lawsuit following his graduation from high school. He was awarded \$1.25 million in damages for violation of his Civil Rights under Title VI of the Civil Rights Act. The school district submitted a motion of a new trial limiting the focus to a jury award of \$1million. The school district appealed to the federal circuit court of appeals, which found the lower court did not err, thus the award was appropriate.  Title VI of the Civil Rights Act of 1964 bars recipients of federal funds (e.g. a school district) from intentionally discriminating on the basis of race, color, or national origin. The Act provides a private right of action against government agencies (e.g. school districts) that are in violation of this Act.
<i>U.S. v Lori Drew</i>	2009	In 2006, defendant Lori Drew, a Missouri mother, and two others used social networking site MySpace.com to create an online person in by the name of Josh Evans, who they claimed was a 16-year old boy who lived in a Missouri town close to them. At the time of the incident, Ms. Drew's daughter was in a dispute with a 13 year-old female named Megan Meier, who lived on the same street as the Drew family. Ms. Drew used the name Josh Evans to form an online exchange with Meier and retrieve information to form her about the rumors Drew believed Meier was spreading about her daughter. After several weeks of online conversations, fictitious Josh terminated the relationship, telling Meier that 'the world would be a better place without you.' Meier committed suicide soon after that time.	Using the ability to locate servers, the MySpace servers in Beverly Hills, CA. were located as the site of the messages. Using this information the U.S. Attorney brought charges against Ms. Drew in a Los Angeles court citing her alleged violation of §1030(a)(2)(C) of the Computer Fraud and Abuse Act (CFAA), which prohibits unauthorized access of a protected computer to obtain information. The government determined that her access to MySpace servers via the use of a false name was unauthorized because she had provided false registration information, used the space for harassment, and otherwise breached the terms and conditions of MySpace.

## CONCLUSION

Service-learning in higher education can take one of four forms: Direct Service, Indirect Service, Advocacy Service and Research Service. This article focused on an Indirect Service project. The intent of this class project was for students to develop not only legal concept understanding, but also to add-to their leadership toolbox a series of professional development modules which they can draw upon for delivery at their respective school districts. Candidates who are prepared to present professional development workshops on current legal topics to their constituents in the educational setting will be more prepared to take leadership roles as they enter their new professional environments. These Service-learning activities provide an avenue in which the candidates can learn research skills, understand and apply current legal concepts in the real world setting, and provide necessary professional development in the educational work setting. Each of these skills enhances the candidates' professional skills and knowledge, thus preparing them for the professional setting into which they will enter upon graduation.

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# A Call for Papers for Serve InDEED

Submissions accepted for publication in the following categories:

Reflective Essays  
Research Based Articles  
Best Practices

We seek to share ideas within all communities of service learning. Submissions are due no later than November 1, 2017.

## **Goals of Serve InDEED, the Tennessee Journal for Service-Learning and Civic Engagement:**

1. Share ideas and/or resources in order to bring together all communities under the umbrella of service.
2. Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.
3. Include students (K-16) as important contributors to the body of research in service-learning.
4. Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.
5. Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

## **Manuscript Submission Process:**

The journal follows a blind review process outline below:

1. Submission of article in APA formatting, Times New Roman, 12 pt. font, double-space, 5-12 pages should be sent to the editors at [Journal.Serveindeed@gmail.com](mailto:Journal.Serveindeed@gmail.com). Include in the subject box of the email the Word Submission and the category for which category you want to be considered. The categories are listed below.
2. Include one page abstract due with the article.
3. Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number).
4. Do not include names in the manuscript. Articles that are under review by another publication should not be submitted.
5. Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.
6. At the end of the manuscript, please include References in APA style.
7. The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission.
8. The review process will normally take 6-8 weeks. Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of the journal.
9. Blind review process will be used only for articles from Higher Education

## **SUBMISSION GUIDELINES**

This journal seeks submissions from any of the following:

In the subject line of the email, indicate which type of article you are submitting from the following list:

- K-12 Service-Learning
- Higher Education Service-Learning
- Community Partnerships in service
- Community-based organizations in service
  - Non-profit organizations in service
  - Faith-based organization in service
    - The arts and service
- Government agencies involved in service endeavors
- Reflective essay
- Research-based issue
  - Best Practice
- Social and Emotional Learning
- Community Building Project
  - Volunteerism
- Service-Learning Pedagogy

## **STUDENT SUBMISSIONS:**

The Journal welcomes submissions from K-16 students involved in service-learning and volunteerism.

You may email your submissions to: [Journal.Serveindeed@gmail.com](mailto:Journal.Serveindeed@gmail.com)