

# When and How has S-L Spread in the US? A very brief, over simplified 50-year history

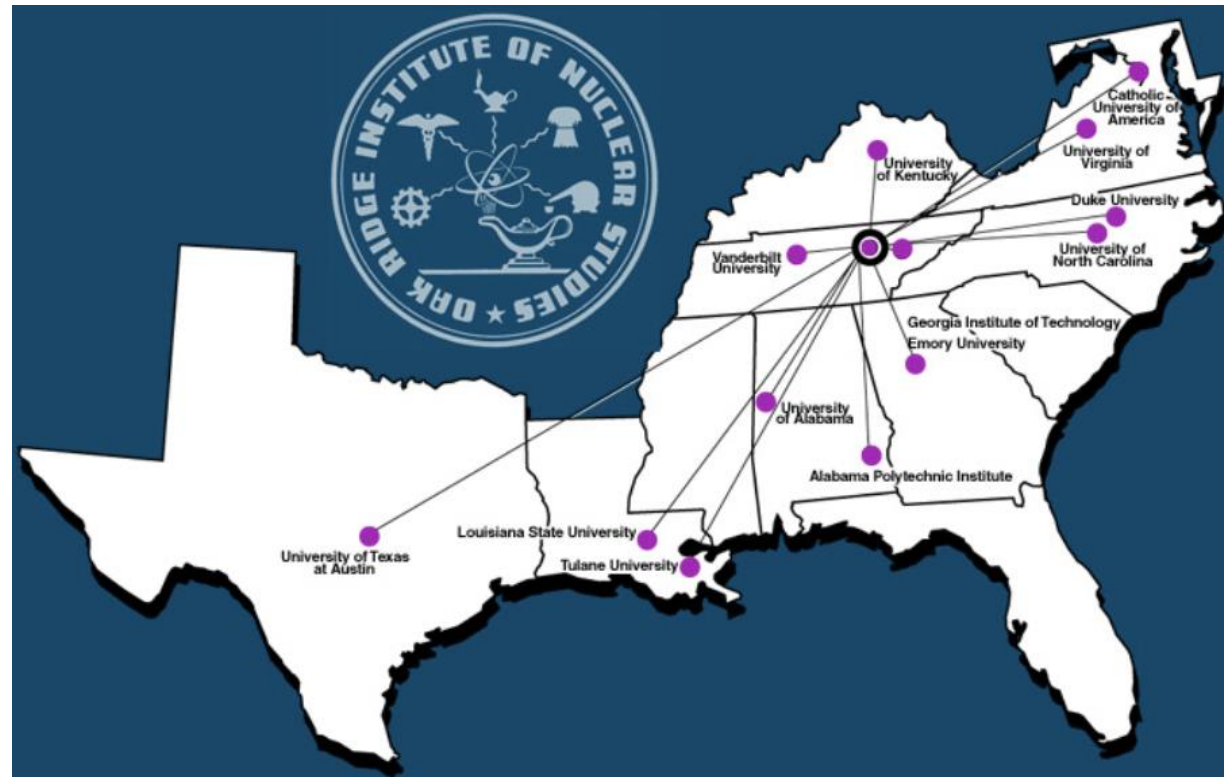


# When and Where Did US Service-Learning Begin?

Take a Guess!

# The Answer is ...

1967-68



# Manpower Development Program

(Bill Ramsay)

- We were trying to find a phrase that would describe the program, and we tried all kinds of things -- experiential learning, experience learning, work learning, action learning, all these different things. We decided to call it service-learning, because service implied a value consideration that none of the other words that we came up with did.... It was more of an attitude, more of an approach to be of service.... You could have experience with the Mafia and it would be tremendous learning perhaps, but it's not the kind of thing we were talking about. We were looking for something with a value connotation.... It had to be real service, not academics, not made up, not superficial, not tangential, but real. (Stanton et al, p. 67)

# 50 Years of Debate – 30 second analysis ...

1. SERVICE-learning



2. service learning

3. SERVICE ↔ LEARNING



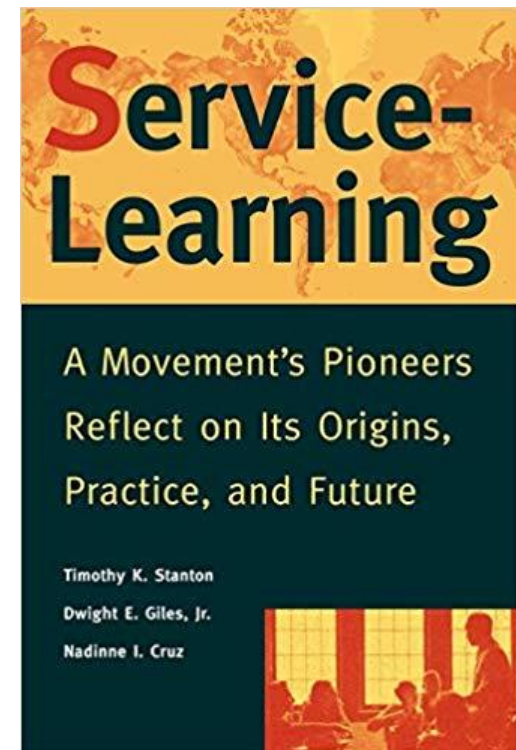
4. service-LEARNING

From community action to “parallel play,” to balance and reciprocity, to student learning and development

(Adapted from Robert Sigmon, 1995)

# Wingspread Conference (1995)

- Racine, Wisconsin: December 2-4, 1995
- Supported by the Johnson Foundation
- Participants: 26 early adopters of service-learning (“pioneers”) + 13 partners
- Purpose:
  - To connect isolated service-learning practitioners and scholars
  - To reflect on the motivations and experiences of those doing the work
  - To develop the “collective story” of service-learning (i.e., the history of the field, theoretical and philosophical foundations, best practices, etc.)
- Findings from conference + interviews with a total of 33 pioneers documented in *Service-Learning* (Stanton, Giles & Cruz, 1999)



# Intergenerational Gathering (2017)

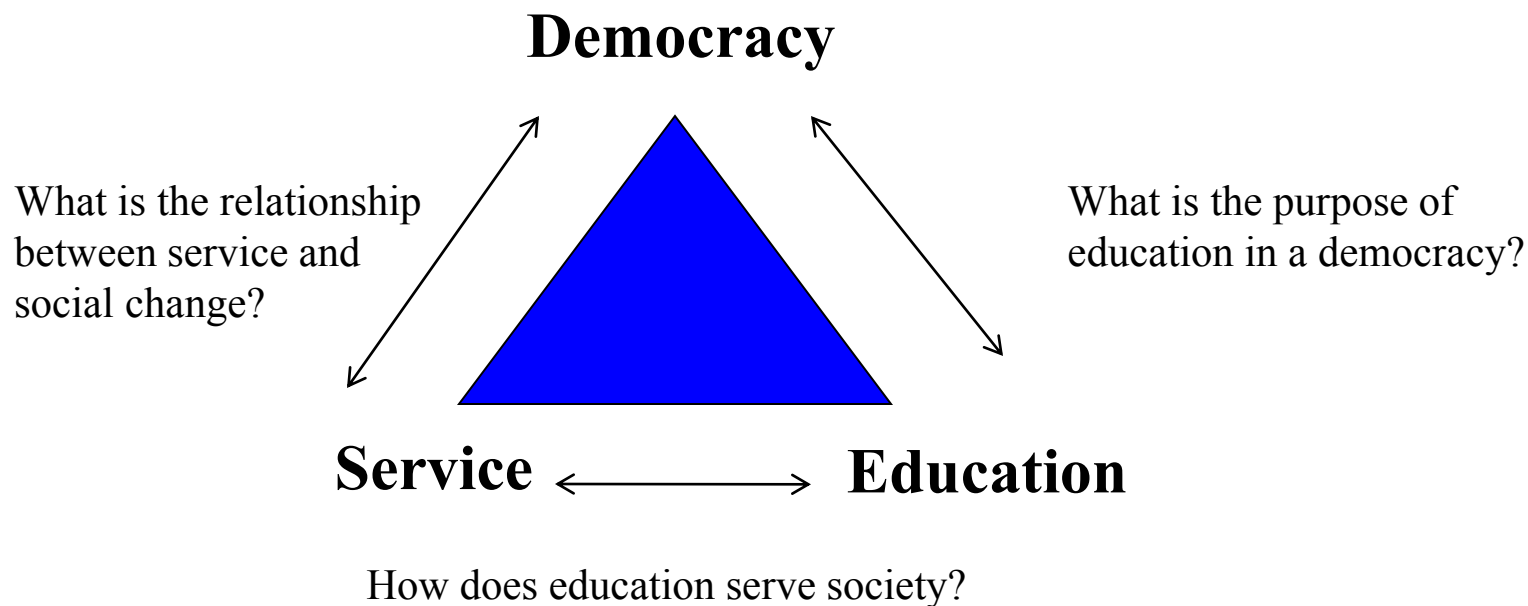


# Service-Learning History Project

- Data archived by Stanford University:  
<https://exhibits.stanford.edu/servicelearning>
- Curated by Tim Stanton, Seth Pollack and Josh Schneider
- Open access (no login required)
- Contains audio and video recordings of interviews and discussions with service-learning “pioneers” and “next generation” leaders attending the Wingspread and Intergenerational Gathering
- Contains other artifacts that document the field’s emergence and ongoing institutionalization over the past fifty years



# Motivations of the Pioneers?



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# Four Waves of Service-Learning Development: First Wave (1960-1985)

- ‘Bottom-up’ thrust by service-learning ‘pioneers’ to “connect study with service so that disciplines illuminate and inform experience and experience lends meaning and energy to disciplines” (Eskow, 1980)
- Exemplary innovations and networks, developing literature, but marginal impact on curricula, pedagogy, and research

# **Four Waves of Service-Learning Development: Second Wave (1985-1989)**

**With support from two national, student  
development-focused initiatives in:**

- **Curriculum Reform**
- **Public Service in Higher Education**

# Initiative for Curriculum Reform in Higher Education

- National, research-based reports *questioned both the content and passive, didactic process of postsecondary teaching and learning*, and suggested a fundamental reevaluation of the structure and pedagogy of undergraduate education.
- These reports criticized the passive, impersonal nature of instructional methodologies and *called for a pedagogy that was more active and involving*, that enabled learners to take more responsibility for their education, and that brought them into direct contact with the subjects of their study.

## A Movement for Civic Responsibility

- *Structurally* we had not provided a means of linking classroom study with students' direct experience of social problems and issues. *In content areas* we had failed to effectively educate students with both an understanding of these social problems and an awareness of the traditional responsibilities of democratic citizenship. (F. Newman, 1985)
- “Liberty *and duty*: that’s the deal” (J. Gardner, 1983)
- Birth of Campus Compact (Healy, Kennedy, Swearer, 1985)

## **Four Waves of Service-Learning Development: Third Wave (1989-1999)**

- Link service to curriculum, re-birth for service-learning (ISAS project at Campus Compact)
- Academically-based community service to ensure service experience was effective and educational
- Exponential growth of service-learning and community-based research (undergraduates)
- Institutional (public service centers) and curricular change (service-learning requirements, minors, problem-focused interdisciplinary programs)

## Fourth Wave (2000 -): *Research as Service-Learning*

- Scholarship in partnership with community organizations, which:
  - Responds to their information needs;
  - Seeks to solve problems, change practice and/or affect organization or public policies;
  - Advances knowledge and meets rigorous methodological standards.
  - Provides access to knowledge and knowledge development resources of the university to community groups and organizations, which would not otherwise have such access.
  - Recognizes and learns from knowledge in communities, to which universities might not otherwise have access.

# Fourth Wave: (2000-): A World-Wide Movement

- Civic engagement initiatives and university-sponsored programs developing worldwide; in Argentina, Australia, Canada, Hungary, Ireland, Japan, Korea, Lithuania, Mexico, Singapore, South Africa, etc.
- Talloires Network – an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education.
- Regional Networks – SLAN, Asia Engage, CLAYSS  
[<http://talloiresnetwork.tufts.edu/what-we-do/regional-partnerships/>]
- International and Global S-L

# Fifth Wave (2000 -): Institutionalization and Sustainability

- “Engaged Department” – CC
- “Engaged Institution” – CC
- Carnegie Foundation Classification
- Civic Action Plans - CC

# How Did Our US S-L NetworkS Emerge?

# Society for Field Experience Education (SFEE)

- 1969-70 – organized by practitioners drawn together at first service-learning conference in Atlanta;
- Practitioner-based and controlled, equal participation of campus staff, community partners, students;
- Annual conference – convenings of the committed, all volunteer in early years.

# National Society for (Internships and) Experiential Education (NSEE)

- 1978 - SFEE joined NCPSI to form amalgamated organization with executive staff, national office, etc.;
- Annual conference, publications, active executive leadership to build professional development opportunities and inter-organizational alliances for ed reform;
- SFEE's collaborative, participatory culture evolved to more formal, conventional one.

# Campus Compact

- 1985 - Presidents' Coalition for Public and Community Service;
- Founded to promote civic and volunteer service within higher education;
- S-L practitioners lobby Compact to expand mission to include S-L, which results in multi-year Integrating Service and Study (ISAS) faculty development institutes and conferences'
- State Compacts established;
- Compact, still a presidents' association, evolves into key professional development support base for S-L/CE field, eclipsing NSEE.

# Corporation for National Service

- Mid-1990s established by President Bush I with federal funding – Americorps, Learn and Serve;
- Became prime public funder of service-learning development and institutionalization in higher ed, especially in public universities and smaller colleges;
- Vastly reduced since Trump became president.

# International Association for Research on Service-Learning and Community Engagement (IARSLCE)

- 2001 established via first conference held at University of California, Berkeley organized by Andy Furco and Shelley Billig;
- Responding to widely perceived need by practitioners, scholars, funders, etc. for stronger attention to and support of research and evaluation, field building through literature development, graduate student support, etc.

# Multiple Strands

- Networks emerged over time in response to educational social context;
- Some were practitioner-based and controlled;
- Some were program-specific
- Presidential leadership – institutions (Compact) and government (Corporation)
- All struggle for sustainability

# Service-Learning Definitions in the US

# What is Service-Learning?

- 165+ definitions



# Definitions Evolve as Field Develops

- Service-learning programs emphasize the **accomplishment of tasks which meet human needs** in combination with conscious educational growth (Southern Regional Education Board, 1969)
- Service-learning **helps participants see their work in the larger context of issues of social justice and social policy** in addition to the context of philanthropy and charity. What aspects of our social reality present the needs we respond to as volunteers? (adapted from J. Kendall, NSIEE, circa 1980)
- Service-learning emphasizes **reciprocity**--between campus and community; between those who serve and those who are served. **Service-learning is an approach to experiential learning, an expression of values -- service to others, community development and empowerment, reciprocal learning -- which determines the purpose, nature and process of social and educational exchange.** (T. Stanton, NSIEE, 1987)

# 1990s - Academic Service-Learning (ASL)

- is a **module / course-based, credit-bearing educational experience** (part of an academic learning programme) where students actively participate in –
  - (a) **well-structured, organized service activities** that meet identified community needs and ...
  - (b) **structured and critical reflection** on the service activity which should lead them to - **more effective service**
- **enhanced learning and understanding** of the service experience and of module /course content;
  - a **deeper appreciation of the discipline** and also
  - of direct, intentional, and effective **community participation** in a diverse democratic society (social responsibility)

(Adapted from Bringle & Hatcher, 1995:112 by Gerda Bender and Tim Stanton)

# Continuing Central Claim

*“Service, combined with learning adds value to each and transforms both”*

- Honnet and Poulsen, 1989

“Principles of Good Practice for  
Combining Service and Learning”

# Service-Learning as Civic Learning

\* Adapted from Pollack, S., *Service-Learning in Service Learning: Making Social, Civic and Moral Learning a Legitimate Focus of your Course*, 2002

“...learning that contributes to student preparation for community or public involvement in a diverse, democratic society” (*Michigan Journal of Community Service Learning*, 2001)

- Democratic citizenship learning
- Political learning
- Public leadership learning
- Inter- and Intra-personal learning
- Diversity learning/cultural versatility
- Social justice learning

# Research as Service-Learning

Scholarship in partnership with community organizations, which:

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# Research as Service-Learning

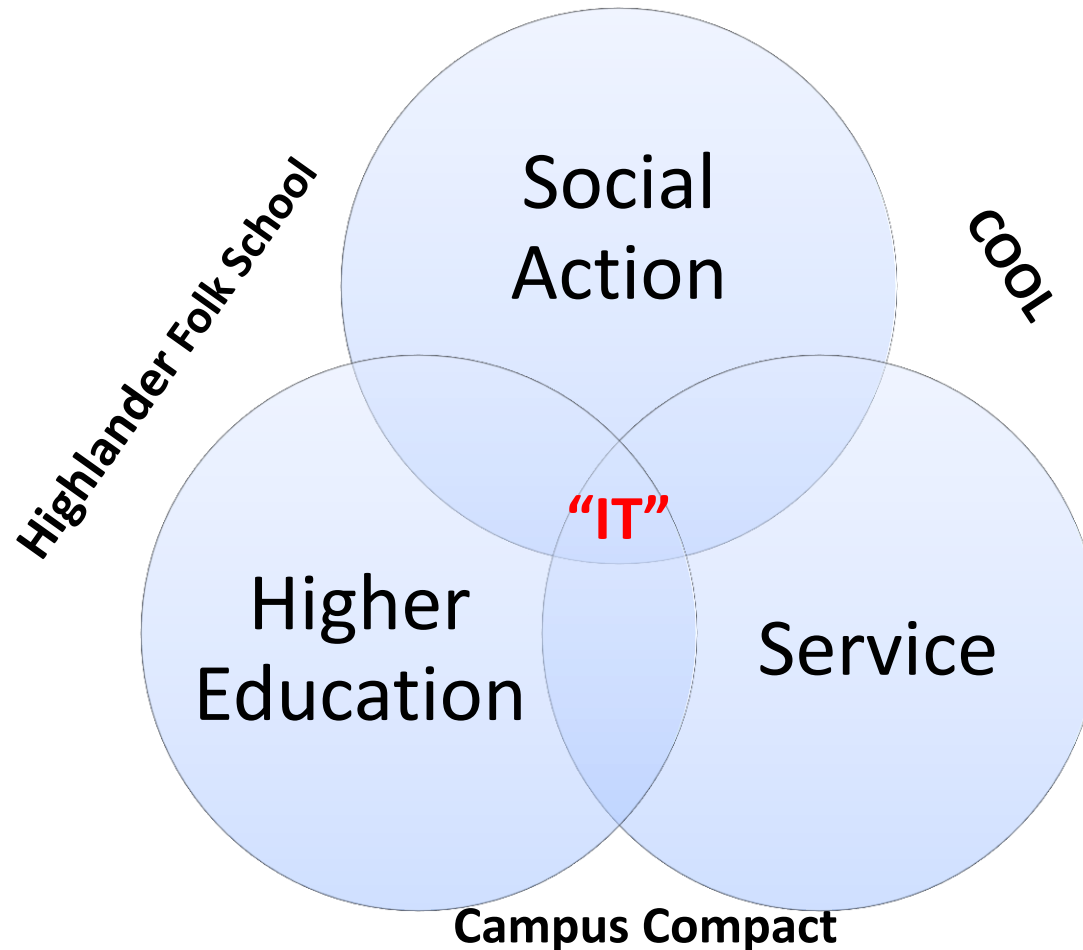
- Provides access to knowledge and knowledge development resources of the university to community groups and organizations, which would not otherwise have such access.
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# International Service-Learning (ISL)

- ISL is a ***structured academic experience*** in another country in which ***students***:
  - (a) participate in an organized service activity that addresses identified community needs;
  - (b) learn from direct interaction and cross-cultural dialogue with others;
  - (c) reflect on the experiences in such a way as to gain further understanding of course content, a deep understanding of global and intercultural issues, a broader appreciation of the host country and the discipline, and an enhanced sense of their own responsibilities as citizens locally and globally. (Bringle & Hatcher, 2011, p. 19)

# Global Service-Learning (GSL)

- GSL is committed to student intercultural competence development;
- GSL has a focus on structural analysis tied to consideration of power, privilege, and hegemonic assumptions.
- GSL takes place within a global marketization of volunteerism;
- GSL is typically immersive; and
- GSL engages the critical global civic and moral imagination. (Hartman & Kiely, 2014, p.56)



“There are tensions among us, but one tent keeps us all together”

R. Couto, Wingspread, 1995

# Representative Experiences of S-L in the US

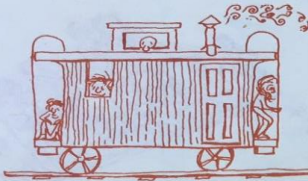
# Pathways into the field: My own



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# Promoting Voluntary Action: Service and Social Change



We invite students to step out of the role of passive observer and into the role of active participant through involvement in a wide variety of community experiences. Real choice and real consequence come from real involvement in social problems. Experience and action become the basis for learning. Involvement leads to awareness, reflection, and continued, constructive, cooperative action. The Switching Yard staff are credentialed community college and secondary school instructors, with several years' experience working, teaching and learning in schools and the community. For more information please contact Timothy Stanton or Catherine Ritvo at:

**The Switching Yard**  
1022 SIR FRANCIS DRAKE BOULEVARD  
SAN ANSELMO, CALIFORNIA 94960  
415-453-2293

## The SWITCHING YARD



**STUDENT COMMUNITY INVOLVEMENT CENTER**  
Youth Division of the  
Volunteer Bureau of Marin

# Early, Continuing Question

- Is it charity or is it justice work? (Sigmon principle 2 – empowerment?)



# Drive to Institutionalization

(e.g., Service-Learning Across the Curriculum)

- African-American Studies
  - American Studies
  - Anthropology
  - Asian-American Studies
- Civil and Environmental Engineering
  - Communication
  - Comparative Literature
- Comparative Studies in Race and Ethnicity
  - Dance
  - Earth Systems
  - Economics
  - Education
  - Engineering
- Engineering-Economic Systems
  - English
  - Feminist Studies
- Geological and Environmental Sciences
  - History
  - Human Biology
- Iberian and Latin American Cultures (Spanish Language)
  - Industrial Engineering
    - Law
  - Linguistics
- Management Science and Engineering
  - Medicine
  - Philosophy
  - Political Science
- Program in Writing and Rhetoric
  - Public Policy
  - Psychology
  - Religious Studies
  - Sociology
  - Urban Studies

# Service-Learning as Research

What would research look like as a form of community service?



## Geospatial Patterns of Burn Injury in Cape Town

GIS Analysis of Burn-Related Ambulance Dispatches

McKenzie Wilson  
Human Biology Honors Thesis  
May 2014



GEOSPATIAL PATTERNS OF BURNS - MCKENZIE WILSON

# SL/CE Research Institutionalized


john w. gardner center for youth and their communities

Stanford GRADUATE SCHOOL OF EDUCATION

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The John W. Gardner Center partners with communities to develop leadership, conduct research, and effect change to improve the lives of youth.

Read Our Brochure:



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What makes for meaningful data use in community initiatives? Our Hadar Baharav explores: [communitycollabs.com/category/h#GardnerPerspectives](https://communitycollabs.com/category/h#GardnerPerspectives)  
Expand

gardner center **John Gardner Center** 4h  
Tweet to @gardnercenter

NEWS

**Congratulations Milbrey!**



The American Academy of Arts and Sciences has tapped the Gardner Center's founding director, Milbrey McLaughlin, for membership in the honorary learned society. Milbrey, an expert in education policy, school-community collaborations, and youth outcomes, joins some of the world's most accomplished leaders in academia, arts, public affairs, science, and humanities. This honor comes just a week after Milbrey received a Lifetime Achievement award from the American Educational Research Association.


Gardner Perspectives

BUILDING DATA ATTITUDE AND DATA CAPACITY

Hadar Baharav

Today more than ever, funders and stakeholders expect community-based organizations to collect and analyze data to report on their outcomes. The "outcome investing approach" and "outcomes-based approach" set forth by the Gates Foundation and the Lumina Foundation are just two expressions of such expectation. A project I am currently working on has given my colleagues and me the opportunity to observe and think deeply about how community organizations use data.

Publications



**Harnessing Data for America's Communities**  
A new book from the Federal Reserve Bank of San Francisco and the Urban Institute includes a chapter on the Youth Sector by the Gardner Center's Milbrey McLaughlin and

EVENTS


**Shashank Joshi: Strategies for Building Resilience & Promoting Adolescent Mental Health Lessons**

DATE: Monday, May 4, 2015  
LOCATION: Stanford

#communitycollabs

Across the country, community collaboratives are partnering with researchers to use data to improve the lives of youth. #communitycollabs is a newsfeed featuring timely information on this topic.

PLAYLIST Uploads from StanfordEd



PLAY ALL

> **Researchers Monika Sanchez & Laurel Sipes** on our collaboration with the Mission Promise Neighborhood Initiative.

• “Social Impact Labs”

# S-L: Where have we been?

- Service-Learning across the curriculum – discipline context
- Service-learning as civic learning – civic action, citizenship
- Service-learning as global citizenship education

## Why?

- Enable all students to participate?
- Deepen learning across the curriculum
- Nurture development of an engaged citizenry – locally, globally
- Institutionalize this pedagogy within higher education (e.g., engaged departments, etc.)
- “Serve” diverse communities and partners

## Result?

University interests (e.g., credits, hours, student satisfaction, good PR, staff career advancement) prevail over those of community partners (e.g, reduce inequality and community disinvestment, public policy change, citizen empowerment).

# What's largely been missing?

- Institutional and/or programme commitment to place-and partnership-based community improvement and social change;
  - *Critical question: Can we commit to designing our programs, in accountable ways, with community development outcomes strictly (firstly?) in mind?*
    - *Or are we largely content to assess our community impact by counting service hours and partnerships, surveying partners' satisfaction, measuring student outcomes?*
  - *Central argument: We must commit ourselves and our programs to equity-focused, long-term civic action and community development.*
    - *Such a commitment effectively teaches civic action and community development, and will result in both deeper community impact and transformative student learning.*

# Where to go from here?

- To a community development, “learning service” - focused approach to S-L as a **vehicle for strengthening community partnership and impact, and deepening student learning.**
- To re-frame 50 years of debate from one of **how to *balance learning and service*** to a more unified one-way concept of **learning *through long-term, partnership-based efforts*** explicitly focused on community improvement, equity and social justice.



or

