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A Decade of Self-Discovery through Service Learning

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A Decade of Self-Discovery through Service Learning

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2014 Heartland Campus Compact Conference, Oct 2-3,
Lincoln, NE

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Agenda



- ▶ Introduction
- ▶ Best Practices
 - *Link to Curriculum*
 - *Duration and Intensity*
 - *Partnerships*
 - *Meaningful Service*
 - *College Student Voices/ Reflections*
 - *Diversity*
 - *Monitoring/Debriefing*
- ▶ Video
- ▶ Review of Artifacts
- ▶ Q&A

UNO Students Learn about Communication,
Client Needs & Community
While County Jail Inmates Learn
Computer Literacy

Educational Objectives: Employ the Best Service Learning Practices

- ▶ Link to Curriculum
- ▶ Duration and Intensity
- ▶ Partnerships
- ▶ Meaningful Service
- ▶ College Student Voices/ Reflections
- ▶ Diversity
- ▶ Monitoring/Debriefing





In the class room at the Jail



Community Partners

Introduction: Becoming Orange-blind and IT Literate

Course Duration and Intensity

- ▶ This course was offered for ten years (twice a year: each semester)
- ▶ The course covered 16 weeks with a day of training at the jail
- ▶ One month of preparatory research and discussion on the UNO campus was mandatory for each student for each new class

Introduction: Becoming Orange-blind and IT Literate

Course Duration and Intensity

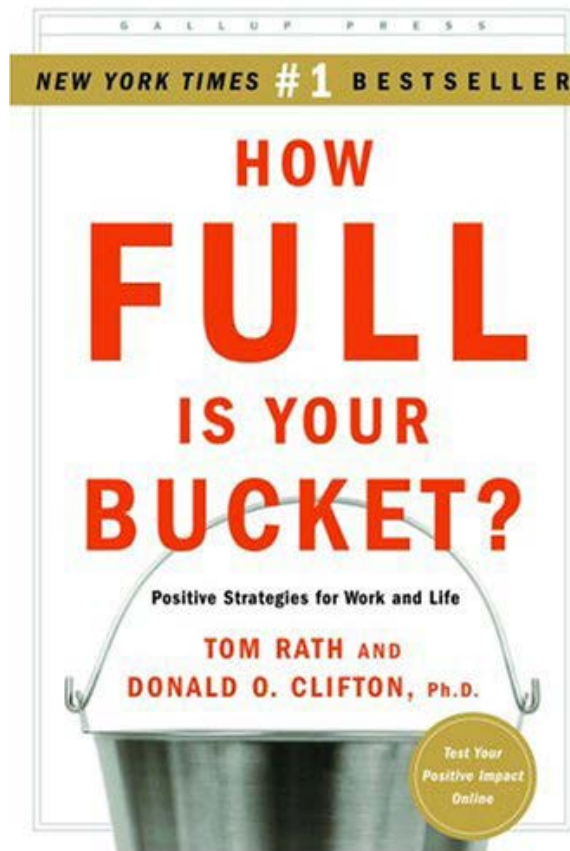
- ▶ Sections: ISQA 4140 Undergraduate, ISQA 4140 Honors Special Topics
- ▶ Service–Learning: Volunteerism – Community Service
- ▶ Monday and Wednesday: 10:00 AM - 11:30 AM
- ▶ Semester
- ▶ Elective
- ▶ Syllabus
- ▶ Strict rules
- ▶ Training both at UNO before entering the jail and at the jail

Course Objective: Link to the Curriculum

- ▶ **UNIVERSITY OUTREACH AND COMMUNITY ENGAGEMENT**
- ▶ University students will:
 - ▶ Develop experience working within an organization external to the university in a cross-cultural environment.
 - ▶ Develop experience in performing service for the community.
 - ▶ Develop sensitivity to the economic and social factors contributing to incarceration.
 - ▶ Develop communication, teaching and presentation skills.
 - ▶ Develop the ability to *reflect* by keeping a journal.
 - ▶ Develop a customer service orientation.

Course Objective: Link to the Curriculum

The book, *How Full is your Bucket* by Tom Rath and Donald Clifton was the basis for our class perspective of positive thinking and self-respect.



Drops show positive recognition and are given to reward inmates and UNO tutors for a job well done, act of kindness or a considerate comment.

COURSE OBJECTIVES: COMMUNITY PARTNERSHIPS AND MEANINGFUL RELATIONSHIPS

- ▶ COMMUNITY PARTNER: DOUGLAS COUNTY DEPARTMENT OF CORRECTION
- ▶ THE COMMUNITY PARTNER: DOUGLAS COUNTY DEPARTMENT OF CORRECTIONS
- ▶ COMMUNITY PARTNER LIAISON
 - ▶ MUST HAVE CREATIVITY
 - ▶ LEADERSHIP SKILLS
 - ▶ VISION
- ▶ INMATES LEARNED:
 - ▶ to express their educational needs regarding PCs and design an educational program in collaboration with a college student to learn computer skills
 - ▶ to work with the same tutor twice each week to achieve his/her goals or objectives
 - ▶ how to work in a community environment
 - ▶ methods for improving self-esteem
 - ▶ how to maintain and build social networks



Student Voices: Reflections, Debriefing and Final Group Project

- ▶ After every class students:
 - ▶ Wrote reflections in their journals
 - ▶ What could have helped communications?
 - ▶ What risks have we identified and what needs to be done?
 - ▶ What can we do to enhance communication and trust?
 - ▶ What can we do to improve customer satisfaction?
 - ▶ Debriefing was conducted as students and the professor walked back from the classroom to the waiting room
 - ▶ Group Project

Reflections

- ▶ Students' reflections included discussions, journaling, and demonstrated their understanding and changes in knowledge, skills, and attitudes through the variety of different and creative projects students created throughout the years.
- ▶ Students' reflections occurred before working with the inmates through discussions and preparations before each class, they took notes, during class to assess inmates needs for the next lesson planning, and after during debriefing with the professor.
- ▶ Students were prompted to think deeply about complex problems that the county correctional facility and the inmates face, such as the need for more educational programs for inmates and recidivism and to explore alternative solutions such as volunteering.

Reflections

- ▶ Students' reflections encouraged students to examine their preconceptions and assumptions in order to better understand the inmates they served and to look beyond the orange and become, "orange blind." Both UNO students and the inmate students discovered more similarities among each other than differences.
- ▶ Students reflections encouraged students to examine a variety of social and civic issues such as race, class, and gender and how that relates to the criminal justice system, public policy and civic life.

Diversity

- ▶ Students for all colleges were invited to enroll
- ▶ Student tutors represented many ethnic groups and religions as shown on the following slide



Diversity Among Student Tutors

We are now going to show
you a student project

OTHER PROJECTS ARE AVAILABLE ON THE TABLE AT THE FRONT OF THE
ROOM

Questions?