



# Service-Learning at Delaware: Relevance in the 21<sup>st</sup> Century

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# 21<sup>st</sup> Century Higher Education

## Focus:

Ranking = F [Accountability and Reputation]

- “Relevance”: Efficiency in utilization of resources from distributed knowledge production systems.
- “Contribution”: Economic development? Quality of life? Tech Transfers?
- “Connectivity”: Partnerships with surrounding communities around issues.

[www.worldbank.org](http://www.worldbank.org)



# 21<sup>st</sup> Century Higher Education Relevance

- Complex Relationships and Shared Resources
- Civic Culture that de-emphasizes the individual and rewards the group
- Core of Technology and Knowledge Transfer
- Dynamics of Cooperation and Collaboration in a globally competitive marketplace
- Structures that support virtual, dispersed teams who are rewarded for creative problem-solving



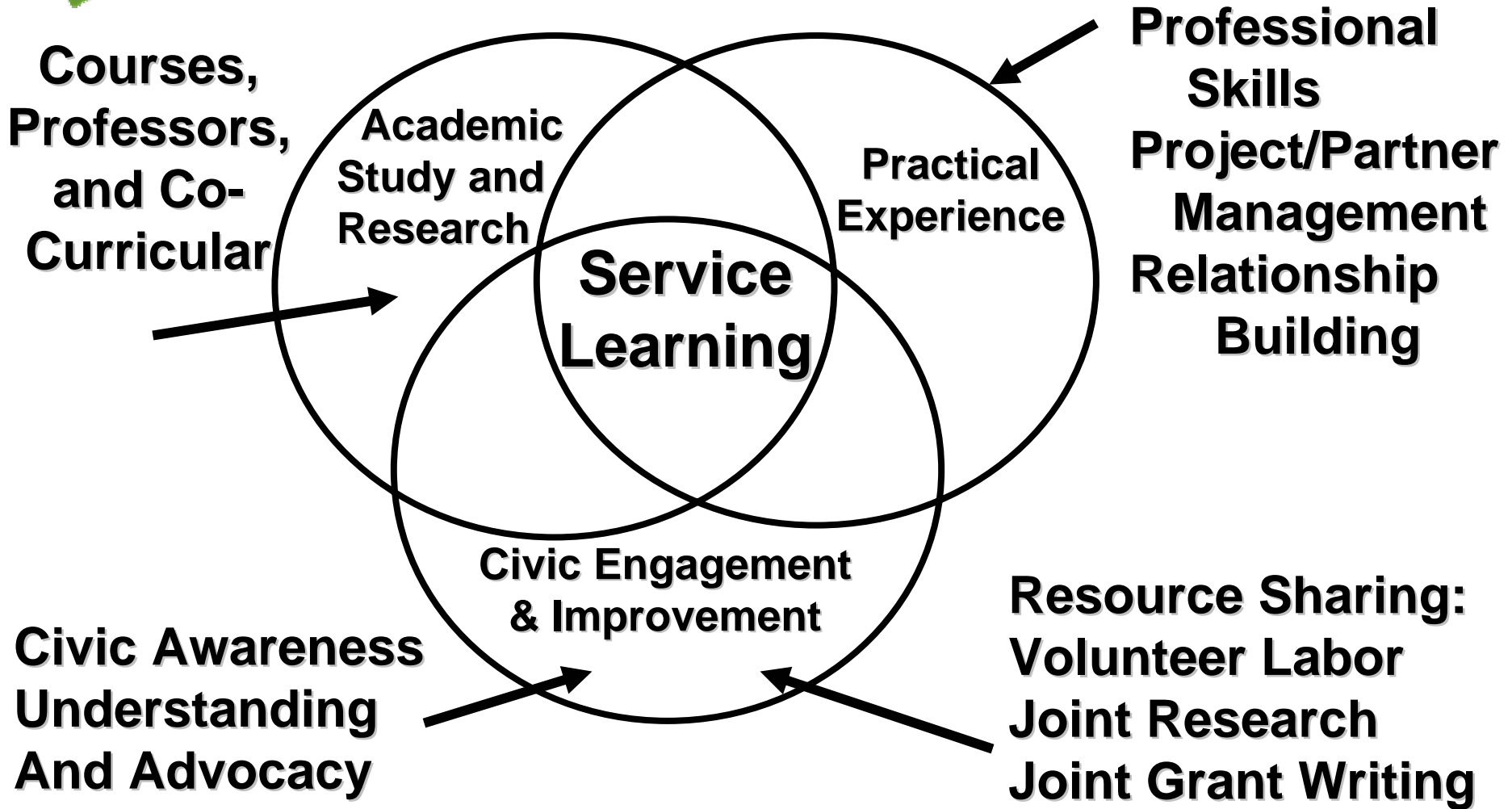
# 21<sup>st</sup> Century Higher Education Relevance Factors

- Decreasing “Massification” of higher education
- Increasing Creative Local Community Solutions
- University Quality defined by external network evaluation on trust, relevance, mobility, compatibility, and attractiveness.
- Top Student Learning Outcomes: Languages, Communication, Ability to Mobilize Knowledge, Creative and Complex Problem Solving, Teamwork, and Social Processes

European Union Higher Education, [www.cepes.ro](http://www.cepes.ro)



# A Service Learning Model





# Principles of Service-Learning

adapted from Kerrissa Heffernan

Experiential learning through service in the community:

1. #1 Priority: Learning the academic course content/skills
2. Community Engagement regarding a REAL need
3. Reciprocity: ONLY DO win-win-win contracts
4. Guided Reflection is the key to the learning: linking the why's to class content, to career, to society, to self
5. Public Dissemination: Focus on your stakeholders!  
Who wants to know? Why? How and when do we tell?

The rest is flexible and creative!!

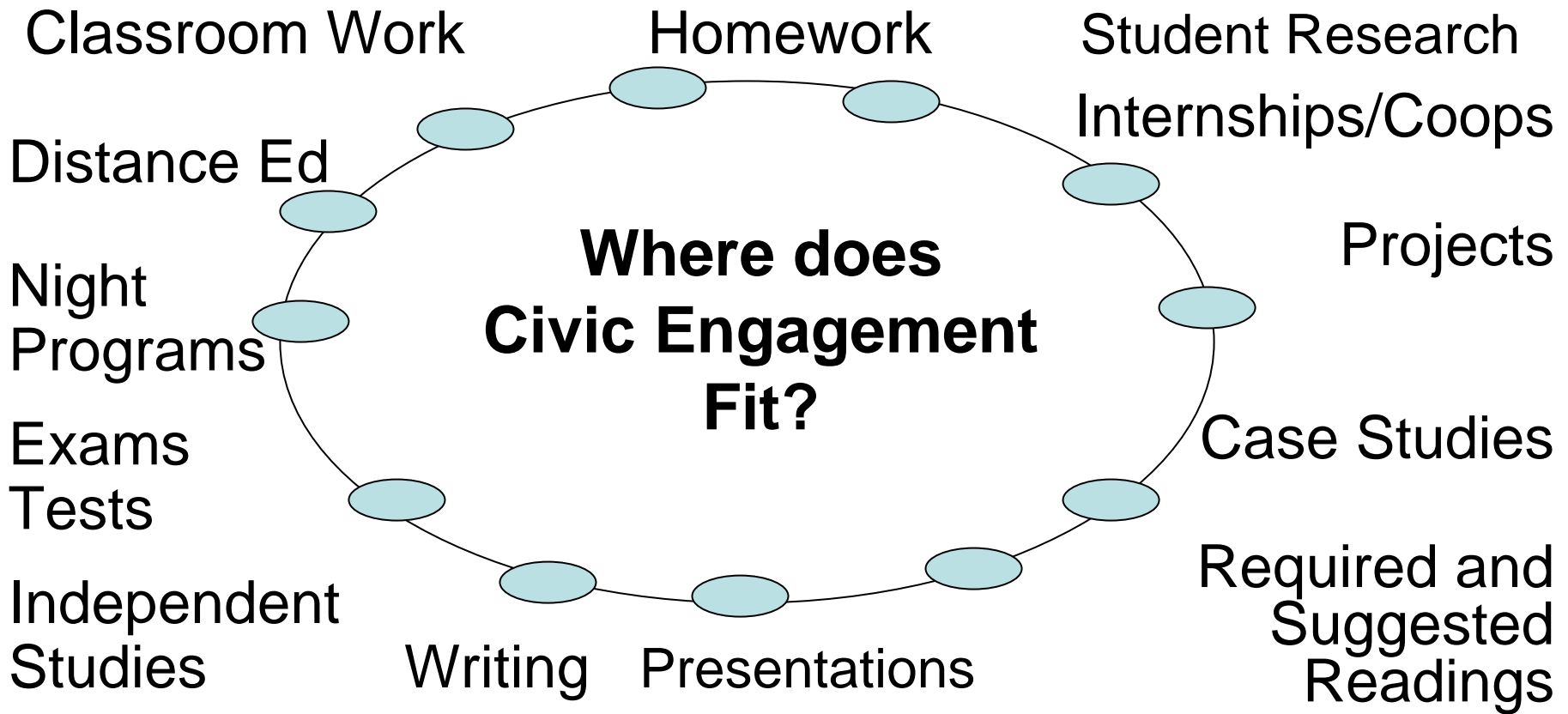


# Faculty Motivations Higher Education Responsibilities

- Teaching/Learning  
Graduating Students  
with Relevant Skills
- Research  
Basic  
Applied
- Service  
Professional
- Outreach  
Community



# Higher Ed Teaching Methodologies





# Higher Ed Learning Outcomes

*Discipline Content  
knowledge*

Civic  
Responsibility

Professional skills

Teamwork

Ethics

**Where does  
Civic Engagement  
Fit?**

Research  
Skills

Leadership

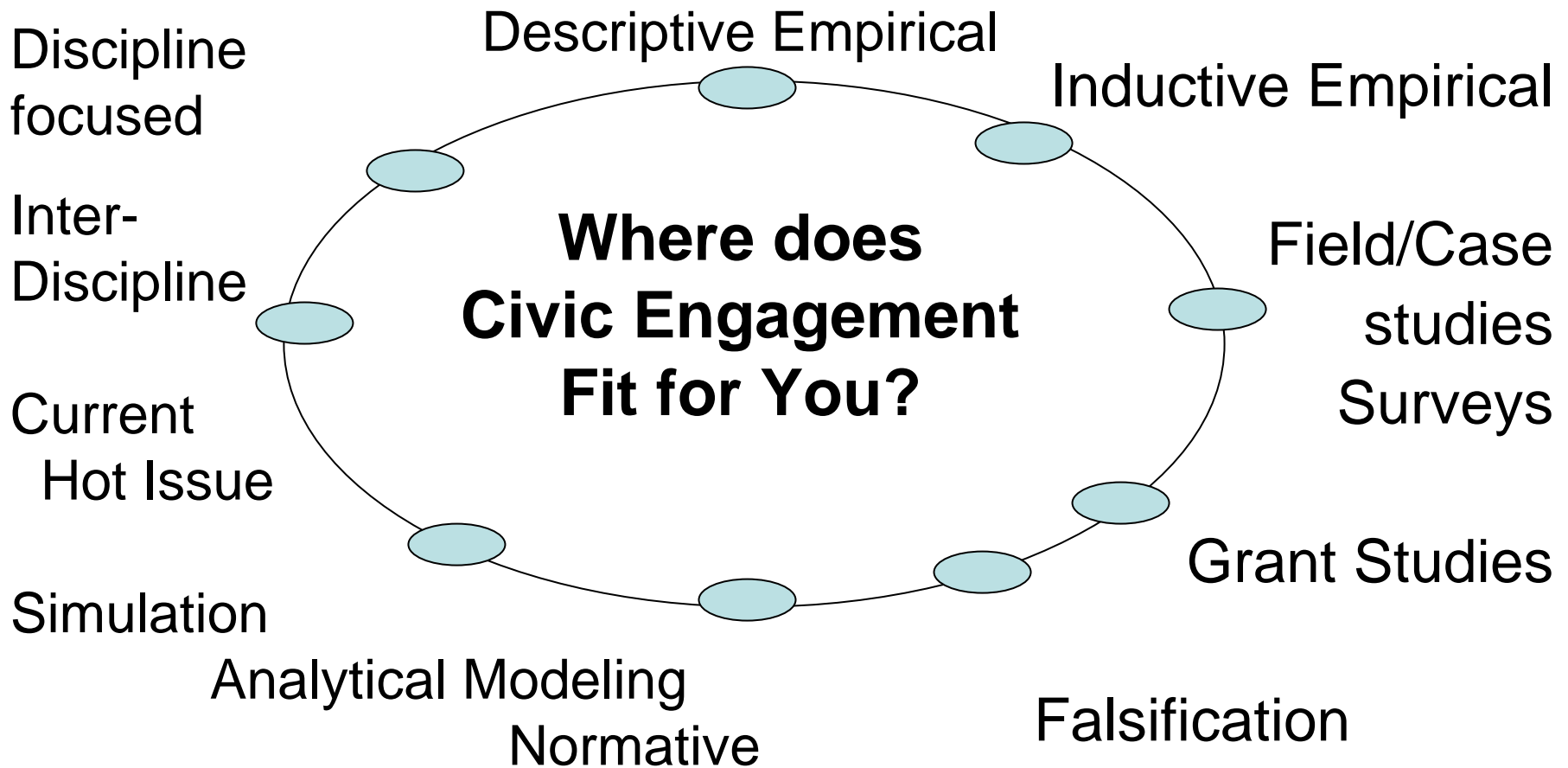
Critical thinking  
Democratic values

Communication

Unstructured problem solving

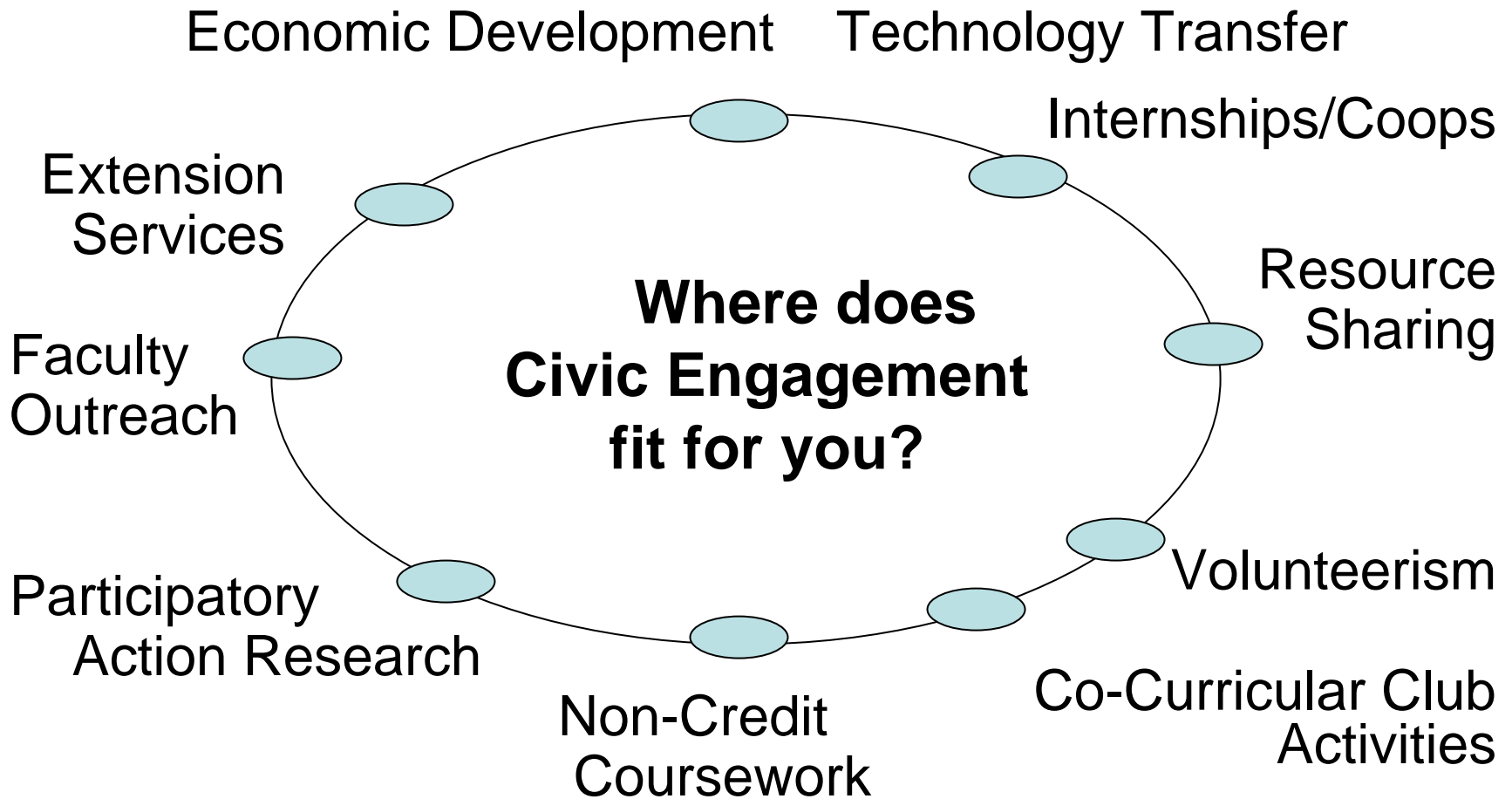


# Higher Ed Research Methodologies





# Higher Ed Outreach Initiatives





# Faculty Motivations

- Improve Learning: General Education Reform and Discipline Skills and Professionalism
- Improve Retention and Satisfaction of Students
- Increase Life-Long Civic Engagement:  
Democratic, Faith-based, Social, Research, Ethics, Outreach, or Alumni Relations
- Develop Inclusivity in Campus and Community
- Develop as an Institution: better use of taxes and magnet for more resources



# Academic Benefits to the Students

- Theory Reinforcement, Application, and Extension
- Connection of Theory to Practice
- Connection of Theory to Community Realities
- Connection of Community Realities to Personal and Professional Roles/Ethics
- Strengthening of Analytical and Critical Thinking Skills: Development of Cognitive Complexity
- Strengthening of Interpersonal Skills (professional, leadership, communication, teamwork, project management, etc.)
- Promotion of Values of Inclusiveness
- Promotion of Civic Engagement habits and choices



# Student Motivations

- Improve Learning: Get a better education
- Have More Fun While Learning
- Live a life of Greater Value: Democratic, Faith-based, Political or Social Ethics
- Hone Professional Skills & Attitudes
- Develop a Portfolio of Projects
- Develop a Network of Supportive People
- Develop as a whole person

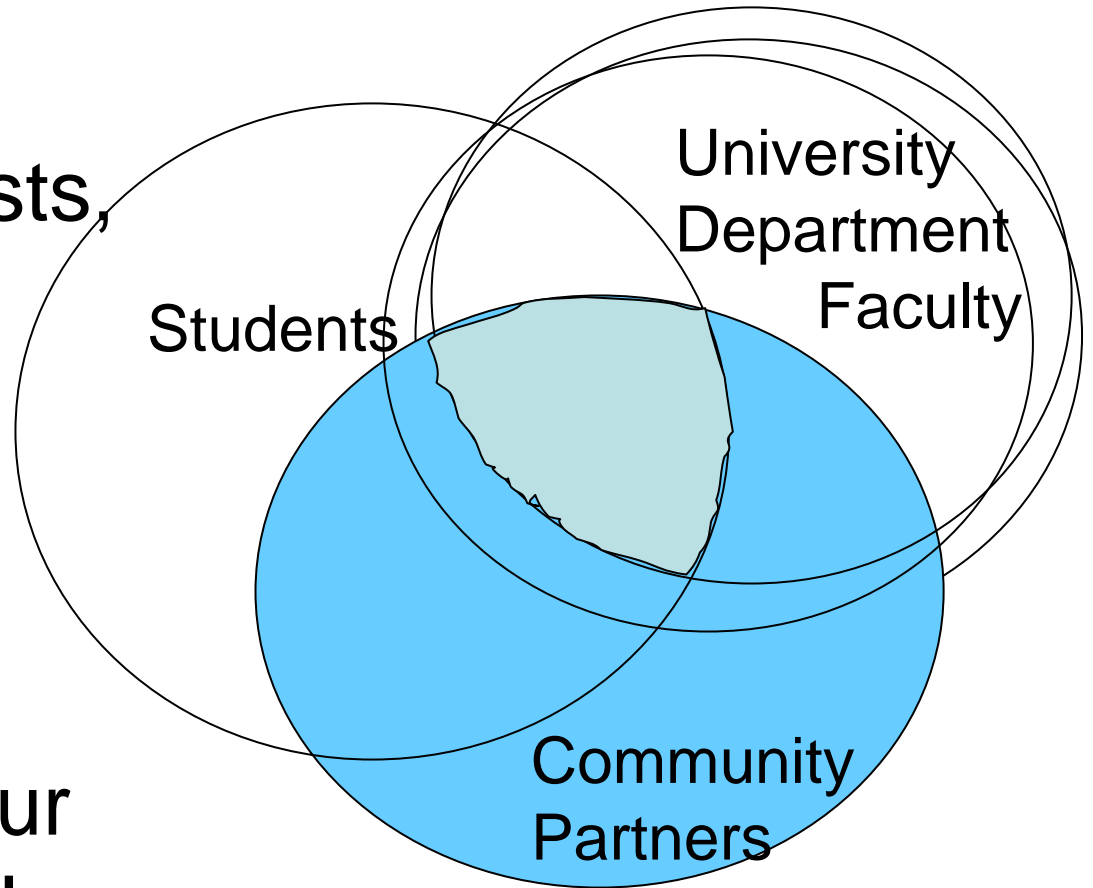


# Community Partner Motivations

- Increase efficiency of resources
- Increase effectiveness of mission
- Increase awareness of community situation
- Increase awareness of their role in society
- Increase their participation in community systems
- Help with preparing and presenting data for their board of directors or funding partners



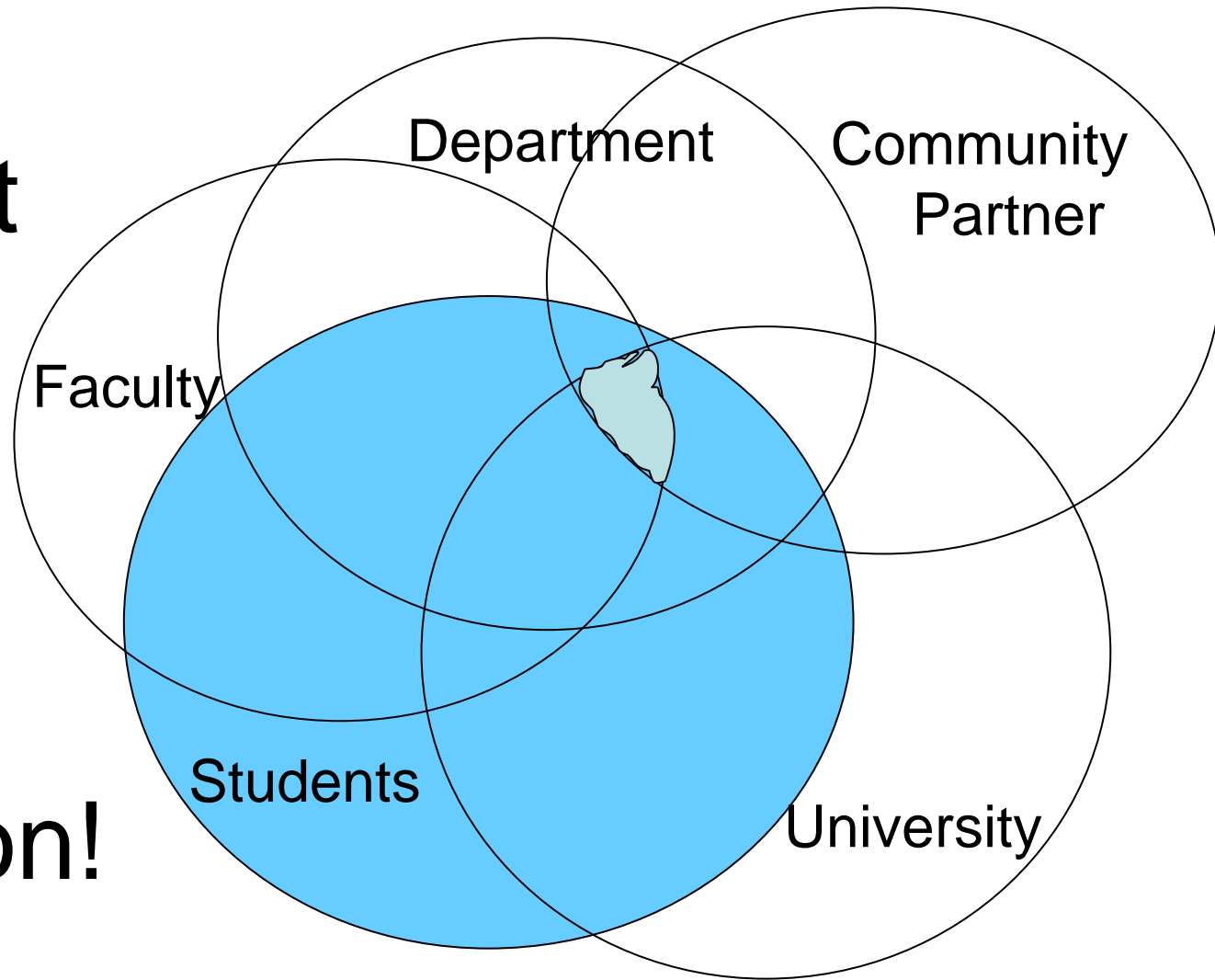
Know  
your self-interests,  
your assets,  
your risks,  
and your  
sources of  
power!  
Then know your  
stakeholders!



Where would you “map” the recruiters? The alumni?

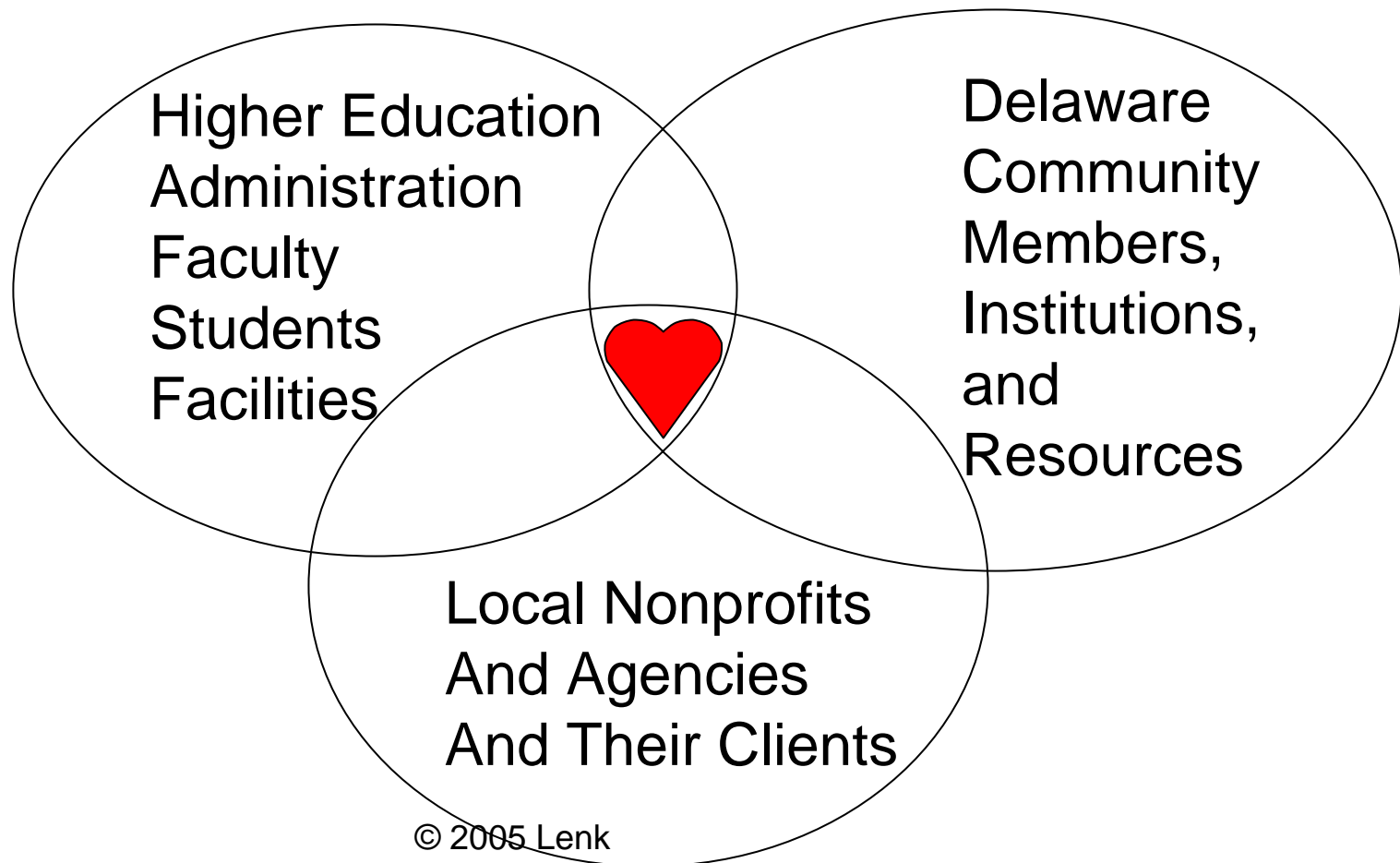


**Contract  
only  
where  
there  
is an  
intersection!**





# Community Assets/Needs Model: Identify the Players, their Assets and their Needs





# So many possible intersections!

Economic  
Development

Community  
Ownership

Health

Safe Public  
Places

Affordable  
Housing

Sustainable Hope:  
Self-sufficiency;  
Less Poverty;  
Immigrant needs

Public  
Transportation

Education



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