



Undergraduate Educator Network Webinar Series

Sponsored by
Undergraduate Education Subcommittee
SOT Education Committee

May 13, 2015
12:00 Noon ET



Welcome



Joshua Gray, PhD
Chair, Undergraduate Subcommittee
Chair, Webinar Series
US Coast Guard Academy



Academic Service Learning (AS-L) in an Undergraduate Pharmacology Course



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"Teaching better is a goal worth having...."



Learning Objectives

An educator who participates in the webinar will be able to:

- Define academic service learning (AS-L).
- Understand how AS-L differs from community outreach or community service.
- Explain how AS-L can be incorporated into an undergraduate toxicology course.
- Describe the challenges and rewards associated with incorporating AS-L into a course.
- Outline the types of administrative support that can enhance the AS-L experience.



Outline

- I. Introduction to AS-L as a mode of active learning**
- II. Description of the AS-L project carried out in my Intro Pharmacology Course**
- III. Successes and potential pitfalls of the project**
- IV. Student reflections**
- V. Ways of improving the project in the future**
- VI. Summary**



Hypothesis

Learning is more effective when it is an active rather than a passive process..



From Kurt Lewin, *“A Dynamic Theory of Personality,”* 1935



The Learning Circle of Experience

*Kurt Lewin's model
of experiential learning* ***genuine, personal
experience***

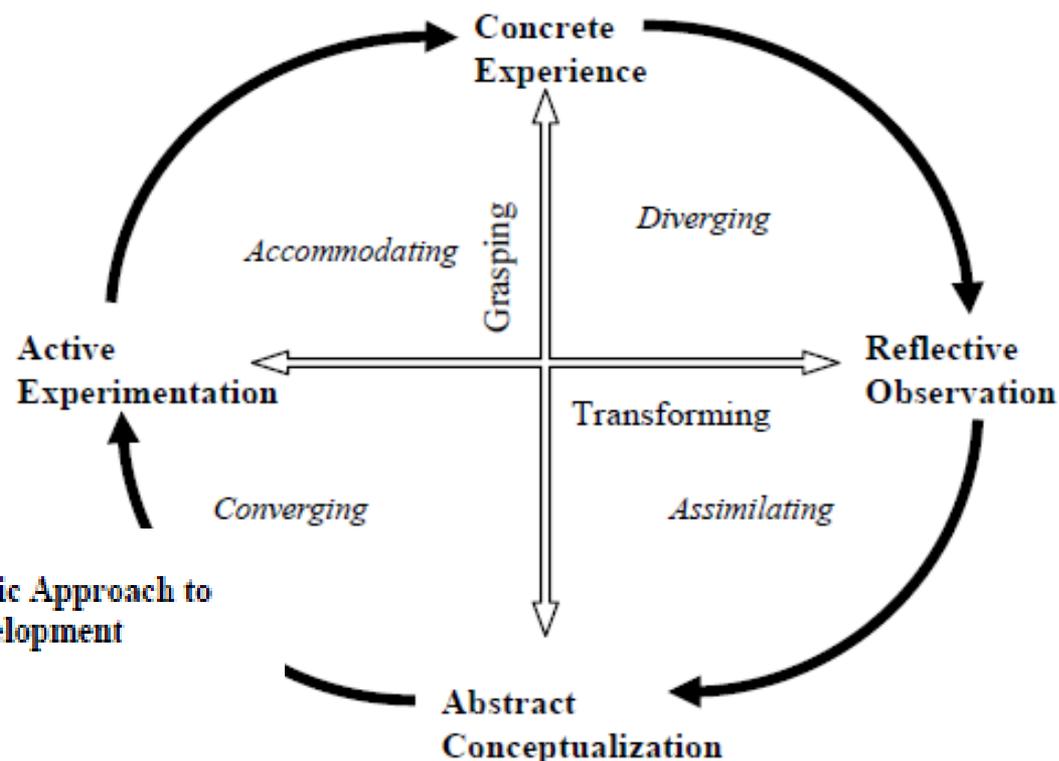
***testing implications
in new situations***

***observation and
reflection time***

***forming ideas
& generalizations***



The Learning Circle of Experience



**Experiential Learning Theory: A Dynamic, Holistic Approach to
Management Learning, Education and Development**

Alice Y. Kolb and David A. Kolb

Weatherhead School of Management
Case Western Reserve University

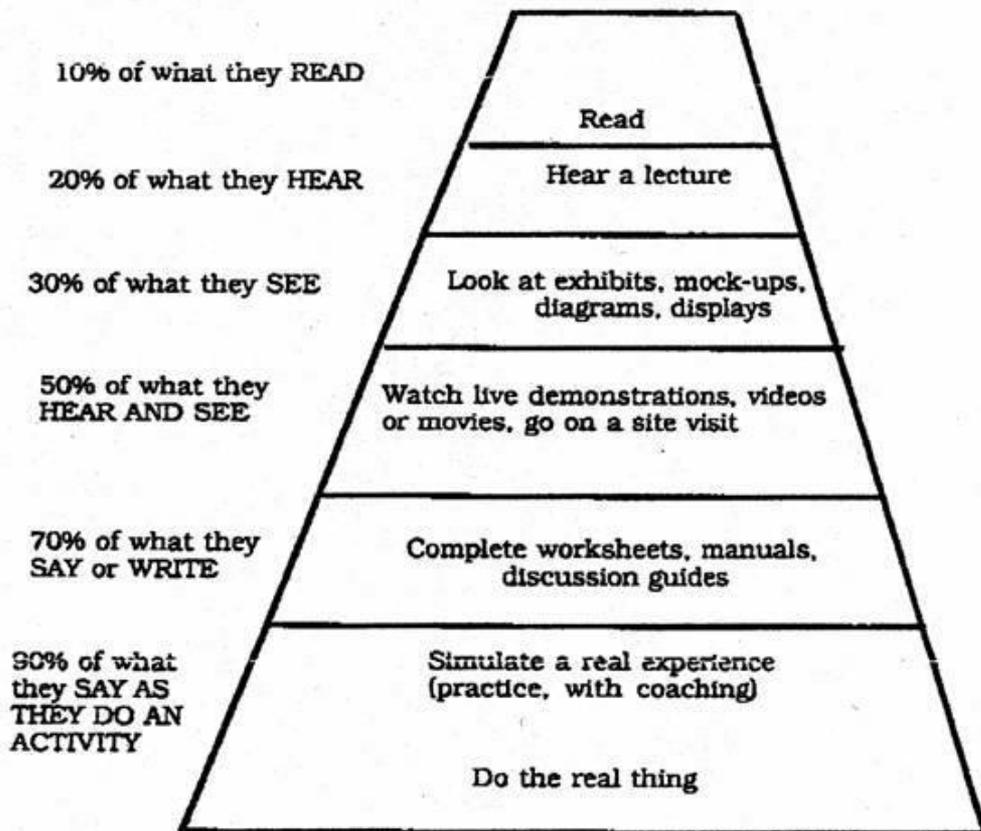
Fig.1 Experiential Learning Cycle

Armstrong, S. J. & Fukami, C. (Eds.) *Handbook of Management Learning, Education and Development*. London: Sage Publications 2008



The Learning Pyramid

An important learning principle, supported by extensive research, is that people learn best when they are actively involved in the learning process. The "lower down the cone" you go, the more you learn and retain.



Adapted from *Audio-Visual Methods in Teaching*, Edgar Dale Dutton Press, N.Y., 1954, p. 43

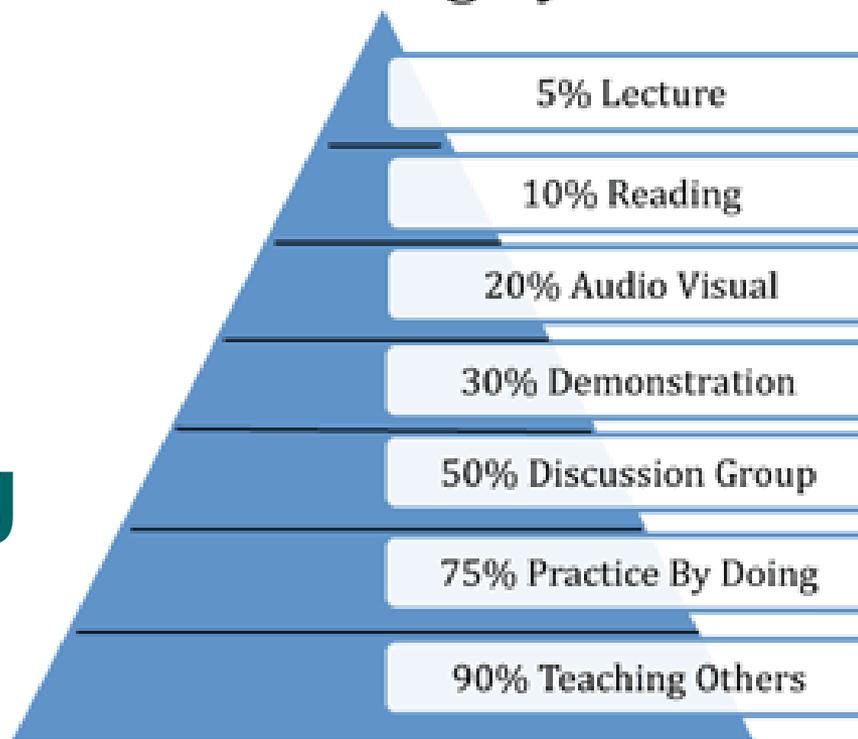


Some background...



The Learning Pyramid

The Learning Pyramid



<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/03/06/why-the-learning-pyramid-is-wrong/>



Learning Objective: What is Academic Service- Learning?

“A course-based, credit bearing educational experience in which students:

- participate in an organized service activity that meets identified community needs and
- reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.”



Learning Objective: What is Academic Service- Learning?

- “Service learning integrates community service and educational objectives.”
 - Reflection is the bridge between the service activity and the educational content.
- John Dewey, an important American philosopher and psychologist, contended that experience is as important as theory because,
 - "personal experiences, such as those gained through community service, allow theory to take on meaning when reflection supports an analysis and critical examination of the experience."

Dwight E. Giles and Janet Eyler, "The Theoretical Roots of Service-learning in John Dewey: Towards a Theory of Service-learning," Michigan Journal of Community Service Learning. 4 (1997):22-29



Questions



**Use the raise hand icon
below the participants
list to be un-muted**



Academic Service-Learning at St. John's University



What is AS-L?

Academic Service-Learning (AS-L) at St. John's University is a classroom/experiential site based program that involves students in some form of required community service activity and uses that activity as a means of understanding course concepts.

Areas of Service:

- Hunger/Homelessness
- Healthcare
- Education/Youth Services
- Civic Engagement





Why is AS-L Important at SJU?

Mission

- “Community service programs combine with reflective learning to enlarge the classroom experience.”

Vision

- “Through innovative teaching, research and service we will foster rational spirited inquiry and intelligent reflection.”

Core Values

- Truth, Respect, Opportunity, Love, Excellence, Service

Institutional Strategic Plan (2008-2013)

- “Expand the program to create, sustain and perpetuate the experiential aspect of a St. John’s University education, allowing all students to be involved with and reflect upon the disadvantaged in our local communities, nation and world through service and community-based research.”

Vincentian Institute for Social Action (VISA)

- “VISA will provide an organizational focus for a variety of new and ongoing programs through which faculty and students can work together to explore the causes of and develop solutions for poverty and social injustice throughout the world.”



Scope of AS-L Program

- 5,674 students
- 268 faculty
- 108 community service sites
- Freshmen through graduate courses
- Across all disciplines and colleges
- Range of service hours from 3 to 100 or more
- Serving down the street and around the world





The Five Components of AS-L

1. It is part of an academic course and requires a designated number of service hours each semester
2. It meets a real and existing community need
3. It does not involve a financial reward for service
4. It is reciprocal: all participants benefit from using AS-L
5. It includes a reflective component





Benefits of AS-L

Students

- Engagement in the learning process
- Spiritual growth and moral development

Faculty

- Increased student engagement
- Identification of areas for research and publication

Community

- Access to students
- Opportunities to contribute to the educational process

University

- Integrated fulfillment of our Mission; Academic and Vincentian
- Better prepared graduates





Reflection

- Links service in the community with learning in the classroom
- Provides a forum for the experience
- Enables students to think critically about issues pertaining to social justice and civic responsibility
- Identifies impact on the student and the community served
- Students are graded on the reflection, not the service

Modes of reflection include

- Papers
- Presentations
- Group discussions
- Blogs and message boards





Learning Objective: How AS-L differs from community outreach or community service

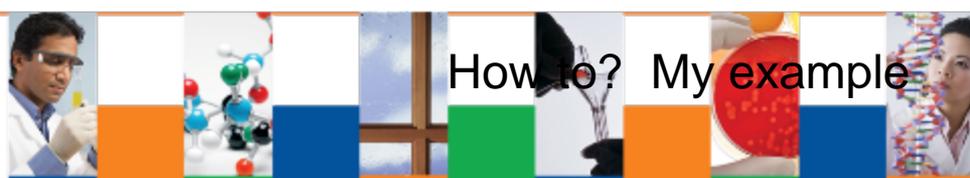
- A distinct difference between traditional community service and AS-L is that the latter must be related to an academic course;
- In addition, a student reflection component, which explains how the AS-L experience reinforced one or more course learning objectives, is required.





Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

- Just try it...
- You need a site or two (for the service component)
- You need to be willing to adapt on the spot
- You need some motivated students..



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

- The Course: Intro to Pharmacology
- Typical Size: 40-60 students
- Typical Student: 3rd year (of 4 yr BS in Tox)

THE AS-L ACTIVITY

One of the major course objectives is for students to be able to demonstrate their acquired knowledge of how drugs interact with the human body to benefit patients and resolve diseases.



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

The AS-L Project. The service-learning project had two objectives:

- AS-L service objective: That the student will interact with the local community and teach members of the community about the nature of drugs and how drugs interact with the body. In doing so, the student will reinforce concepts learned in the classroom and demonstrate an ability to think and speak clearly to people not in the field.
- AS-L learning objective: That the people who attend the AS-L presentations will learn about the benefits of certain medications, as well as learn about how the body can eliminate certain medications.



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

The ASL project. A student, or a group students, were charged with organizing a presentation and traveling to a school or community center in NYC to carry out a single 2 hr workshop on one or more of these topics (which are in line with the course objectives):

- What is a drug versus a natural substance?
- What are the benefits of drugs?
- Why are some drugs illegal?
- How do drugs enter our bodies and why?
- How do drugs leave our bodies?
- In what ways are drugs toxic?
- Why are some drugs available over-the-counter while other drugs require a prescription?

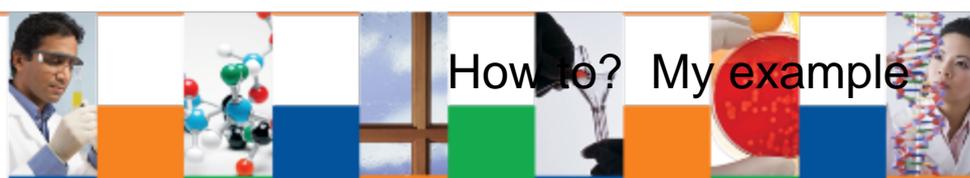


Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Service Sites:

Project H.Y.P.E. (Helping Young People Evolve)
Held at the Ronald McNair School PS/MS 147
218-01 116th Ave.
Cambria Heights, NY 11411

About Project Hype: The mission of Project H.Y.P.E. is to combat the educational, social, and personal factors which often prevent students from attaining success.



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Service Sites: Forestdale, Inc.

Foresdale, Statement of Mission. <http://forestdaleinc.org/about/mission/> (accessed: Aug 2013).

67-35 112th Street
Forest Hills, NY 11375

About Forestdale: Forestdale, Inc. is a not-for-profit, voluntary agency that offers comprehensive services to children and families. Forestdale currently provides foster boarding home services for children from birth through age twenty-one, to children who are victims of abuse and neglect, and for whom placement outside the family is deemed necessary by the Family Court or voluntary placement has been requested by the birth parents.

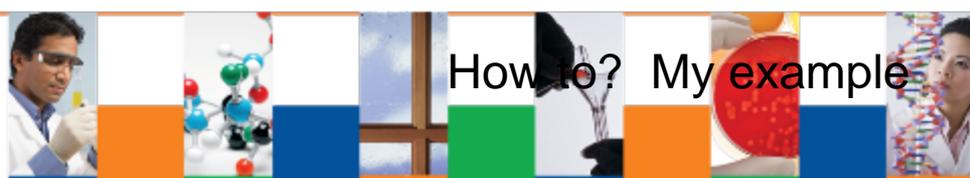


Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Service Sites: Kehilat Sephardim of Ahavat Achim

Kehilat Sephardim of Ahavat Achim, Information and Events Webpage, <http://www.kehilatsephardim.org/> (accessed: Dec 2013).

Kehilat Sephardim of Ahavat Achim was established as a central organization helping those from the former Soviet Union who were living under oppression and persecution. Since then, it has expanded meeting the needs of the Queens community with its Food Pantry Program to help people in need, regardless of denomination. It is the number one Kosher food pantry in Queens and disperses food to over 1200 members of the community that are in need, weekly.



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Transportation

- AS-L presentations had to be completed one week prior to the Final Exam. Students were responsible for their own transportation to the presentation site and were expected to be courteous and professional to the students they meet at the site. The course instructor reserved the option of being present at the AS-L event.



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Reflection Paper

- Reflection is an important component of AS-L since it provides the opportunity to link what students learn in the service project to what they learn in the classroom.
- A well-written reflection paper was expected to be comprised of the following portions:
 - Summary of Event: In one or two paragraphs, describe the “who, what, when, where and why” of this project. Who did you serve? When? Where? Why? What was the purpose of this? What was your specific role in the presentation?



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Reflection Paper (continued)

- Names of the other students who co-presented with me (if applicable).
- Comment on the pluses of working together in a team.
- Comment on the pitfalls of working together in a team.
- Comment on the concrete experience: What did you do when you served?
- Comment on the affective experience: How did serving make you feel?



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

Reflection Paper (continued)

- Comment on the relationship between service and course content and concepts: How has serving reinforced what you learned in the classroom?
- Was there a most memorable moment of the experience?
- Would you consider doing something like this again, in a future course?
- How did the service experience relate to the learning objectives of your course and what you have learned in the classroom?



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

How the AS-L Project was Scored

- Recall that this project was worth 20 points (20%) of the final grade and that a reflection paper is required from every student, regardless of whether or not they worked in a team to achieve the goal. The following describes how a student AS-L reflection paper was scored:
 - *Scores of 15-20:* Excellent; The student has presented a well-thought-out and well-written individual reflection paper (≥ 2 pages), and the student or group has presented a well organized flier used to promote the event (1 page).



Learning Objective: How can AS-L be incorporated into an undergraduate pharmacology course?

How the AS-L Project was Scored

- *Scores of 10-14:* Acceptable; The student has presented an individual reflection paper which is satisfactory (1-2 pages), but may have been better organized or less deficient in certain aspects, and the student or group has created a satisfactory flier used to promote the event (1 page).
- *Scores of 5-9:* Poor; The student has presented an individual reflection paper which is poorly written and/or organized (1-2 pages), and the student or group has created a poorly prepared flier used to promote the event (1 page).
- *Scores <5:* Unacceptable; serious remediation required in both content and style.



Learning Objective: Challenges and rewards associated with AS-L.

Rewards

- In the process, each student became an active learner and the otherwise “passive learning” environment of the classroom became an active one.
- The presentation given by each student team, in which each member of the team was required to interact and speak about the topic to the members of the community, creates an environment of "education for understanding."

Barr RB, Tagg J. From teaching to learning: a new paradigm for undergraduate education. *Change*. 1995;27(6):13–25.

Gardner H. Education for understanding. <http://www.youtube.com/watch?v=J6onc1rHv18> (accessed Dec 2013)



Learning Objective: Challenges and rewards associated with AS-L.

Rewards

- As evidenced from student reflection papers, the student presenters reported that they learned the material better than they otherwise would have in a traditional “lecture only” setting.
- Moreover, the student presenters were grateful for a chance to bring their knowledge to the community and responded well to the challenge of having to present complex pharmacology and toxicology principles to people with little or no background on these topics.



Learning Objective: Challenges and rewards associated with AS-L.

Challenges

- The requirement of a reflection paper, as described here, resulted in a qualitative overview of the experience, and one that was not amenable to statistical analysis as, for example, a survey would be.
- Thus, depending on the way in which an instructor plans to determine whether or not a particular course objective was achieved via the AS-L project, a more rigorous reflection tool may be required.
- In the present example, presentation feedback was also provided by the various site directors. As the instructor, though not required to do so, I was able to attend a couple of the AS-L presentations and also offer feedback



Learning Objective: Challenges and rewards associated with AS-L.

Challenges

- Another weakness of the present approach was that, while it focused on the ability of a student to learn about how drugs can affect the body and then present that information to a cohort in the community, there was no assessment as to what the learners in the community actually learned. In other words, there was no way to know how effective the presentation was. Of interest, one student group distributed a word search game and then carried out a question-and-answer session following their talk. These activities demonstrated that the learners in the community did retain portions of the material. In the future, a pre and post service survey of the learners may be of interest.



Kehilat Sephardim of Ahavat Achim





Kehilat Sephardim of Ahavat Achim





FORESTDALE





Project HYPE





Reflection (Project HYPE)

“With this in mind, I definitely enjoyed my experience in this project. Although there were several memorable moments, I can say that the most memorable one was the look on the faces of the boys when it came to the interactive portion of our presentation. Knowing that it would be difficult to take in so much new information, we wanted to provide the boys with some visual and practical items to support our presentation and the science that we encounter in St. John’s. Our professor brought his rat model and microscope with slides for our audience to view. We also showed them some pictures of some of the experiments that we did in labs at our university. Everything that we showed them produced looks of both amazement and content; and that was one of the most gratifying feelings that I have felt.”



Learning Objective:
Administrative support than may enhance the AS-L experience.

Tasks related to AS-L

- **Matching learning objectives to service opportunities**
- **Identifying Sites in the Community**
- **Maintaining said sites as your course goes forward**
- **Assessment of AS-L components**



Vincentian Institute for Social Action (VISA)

In January 2008, the Vincentian Institute for Social Action (VISA) was created to provide a framework for a unique mission based, educational experience.

Goal: Provide an academic platform for students and faculty to address issues of poverty and social injustice.

Institute Themes:

- Action with Impact
- Measurement of Outcomes
- Service and Research Formed and Sustained
- Connect Partners' Needs with University Resources



How the Office of AS-L Assists

- AS-L planning meetings (including global AS-L)
- Connection to service site
- Site visits
- Administration of paperwork
- Classroom orientations
- Faculty development workshops and certificate programs
- Assessment/research opportunities





Frequently Asked Questions about AS-L

Q: How many hours of AS-L should I assign?

A: Service hours range from 3 hours to 100 hours based on the course. The average number of hours assigned by faculty is 6-8.

Q: My students have an AS-L project in more than one course. Can they use the same service for all classes?

A: As long as the service is comparable for all classes or can be tied to the learning objectives of all classes, students can use one service experience to fulfill the requirements of multiple courses.



Frequently Asked Questions about AS-L

Q: My students want to serve in a non-SJU service site. What can I do?

A: Students should provide a letter from the organization stating that they will be serving for approval before beginning their service.

Q: When does AS-L need to be completed by?

A: Service must be completed and time logs must be turned in no later than Study Day; but we encourage faculty to set an earlier timeline and turn in their time logs.



AS-L Website

- Our website features the most up to date information on the following:
 - AS-L programming
 - Course design information
 - Orientation information
 - Information on community service sites
 - Resources for faculty, students, and our community site agencies
- <http://www.stjohns.edu/faith-service/service-opportunities/academic-service-learning>



For additional information or questions Contact:

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Director of Academic Service-Learning

St. John's University

718 990 7902

stravinl@stjohns.edu

Lynn has offered to be of service to any of our webinar participants.

ALSO. THANKS TO HER FOR HER WONDERFUL SLIDES



Learning Objectives

An educator who participates in the webinar will be able to:

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Questions and Concluding Comments





Undergraduate Educator Network Webinar Series

Thank you for participating today!