THE “A” GAME IN SERVICE-LEARNING: ASSESSMENT-DRIVEN DESIGN AND PROFESSIONAL ADVANCEMENT

Timothy Davis, Physical Education
John Suarez, and Laura Dunbar, Center for Civic Engagement
SUNY Cortland
Background: Service-Learning is...

Course Content

Reflection

Volunteer experience
Assessment-driven design provides a map for student success.

Know where you’re going:

❖ What are your students’ learning outcomes?
❖ How will you be sure that they meet those learning outcomes?
❖ Construct your course so that students achieve those outcomes.
Assessment-driven design

Three “R’s”

- Relevance
- Reciprocity
- Rapid response to Reflection
Principle 1: Relevance

Students understand their SL project’s relevance & value.

Strategies to develop this understanding over time:

- Small-group brainstorming sessions
- “Know thyself” surveys, reflections
- Role-play sessions
Principle 2: Reciprocity

Students develop a sense of *ownership* by co-conStructing the assessment activity.

Strategies:

- Small-group ideas for initial, front-end assignments
- Group de-briefing sessions for reflection
Principle 2: Reciprocity (part ii)

*Mutual respect with community partners fosters deeper learning & more productive projects.*

Strategies:

- Involve community partner in the planning, running, and assessment of the course.
- Arrange for students to attend partner agencies’ meetings, such as Board of Director meetings.
Principle 3: Rapid Response to Reflection

24-hour (max) response-times to students’ reflections lets students know if they are achieving learning outcomes

Strategies:

- Use open-ended questions and paraphrase to prompt additional student reflection and assessment.

- Remember that, in reflection, there is not necessarily a “right answer.”
Putting those Principles to Work: Integrating assessment into service-learning

W$^5$H

(Who, What, Why, Where, When, and How)
Integrating assessment into service-learning:

- Why are you assessing?
- Whose learning are you assessing?
- What are your goals?
- What are you assessing?
- How will you assess?
Why are you assessing?

- Course improvement
- An alternate RTP measure
- Scholarship
Whose learning are you assessing?

- Students
- Community Partners
Why are the goals of your...

- Collaboration with your community partner?

- Course?

- Assessment?
What are you assessing?

- Course Content
- “Value-added” knowledge & skills
- Dispositions
How will you assess?

- Students’ reflections
- Questionnaires
- Interviews and Focus Groups
Project LEAPE – Leadership and Education in Adapted PE

Each student created an individual contract that addresses:
  • Research
  • Service
  • Participation

Must address a documented NEED in the community/campus
Service project must address NEED
Research must document NEED
PROJECT LEAPE Examples
## Setting Expectations w Rubrics

<table>
<thead>
<tr>
<th>What students will do...</th>
<th>What I will do...</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Review rubric</td>
<td>➢ Discuss rubric to ensure understanding</td>
</tr>
<tr>
<td>✓ Self assess (pre)</td>
<td>➢ Review self assessments</td>
</tr>
<tr>
<td>✓ Self reflect (identify gaps or need)</td>
<td>➢ Discuss how to address gaps/need</td>
</tr>
<tr>
<td>✓ Decide what is realistic to accomplish</td>
<td>➢ Provide parameters for scope of work</td>
</tr>
<tr>
<td>✓ Draft contract</td>
<td>➢ Review draft contract</td>
</tr>
</tbody>
</table>
## Addressing Community Needs

<table>
<thead>
<tr>
<th>Perceived - Students will</th>
<th>Documented - I will</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Create list of perceived needs</td>
<td>✓ Review list of needs for accuracy</td>
</tr>
<tr>
<td>✓ List ways/strategies need can be addressed</td>
<td>✓ Discuss identified strategies</td>
</tr>
<tr>
<td>✓ Discuss needs with others</td>
<td>✓ Facilitate group discussion about needs</td>
</tr>
<tr>
<td>✓ Research what has been done for need</td>
<td>✓ Review findings and add to review</td>
</tr>
<tr>
<td>✓ Share findings with group</td>
<td>✓ Share findings with group</td>
</tr>
</tbody>
</table>
# Defining Work

**Student will...**

- ✓ Create activity to address community need
- ✓ Design scope of project
- ✓ Name project
- ✓ Detail dates, time, place, etc.
- ✓ Create advertisement
- ✓ Disseminate materials
- ✓ Collect equipment etc.
- ✓ Implement project

**I will...**

- ➢ Ensure community contact
- ➢ Ensure scope is appropriate
- ➢ Review all materials to be disseminated - check for accuracy, person first language etc.
- ➢ Assist to ensure equipment available
- ➢ Attend project event
## Group vs Individual

<table>
<thead>
<tr>
<th>Group will…</th>
<th>Student will…</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Support each others activities</td>
<td>➢ Partner with other students</td>
</tr>
<tr>
<td>✓ Attend activities</td>
<td>➢ Attend and provide feedback to other events</td>
</tr>
<tr>
<td>✓ Discuss any concerns</td>
<td>➢ Listen to participants reviews of project</td>
</tr>
<tr>
<td></td>
<td>➢ Share thoughts and concerns</td>
</tr>
<tr>
<td></td>
<td>➢ Reflect on how to improve event</td>
</tr>
</tbody>
</table>
Sample Rubrics

- Pre / Post Service Learning Rubric – See handout
- Project Rubric – See handout
- Post Leadership – See Handout
Tour of SIMS/MSE Lab!