

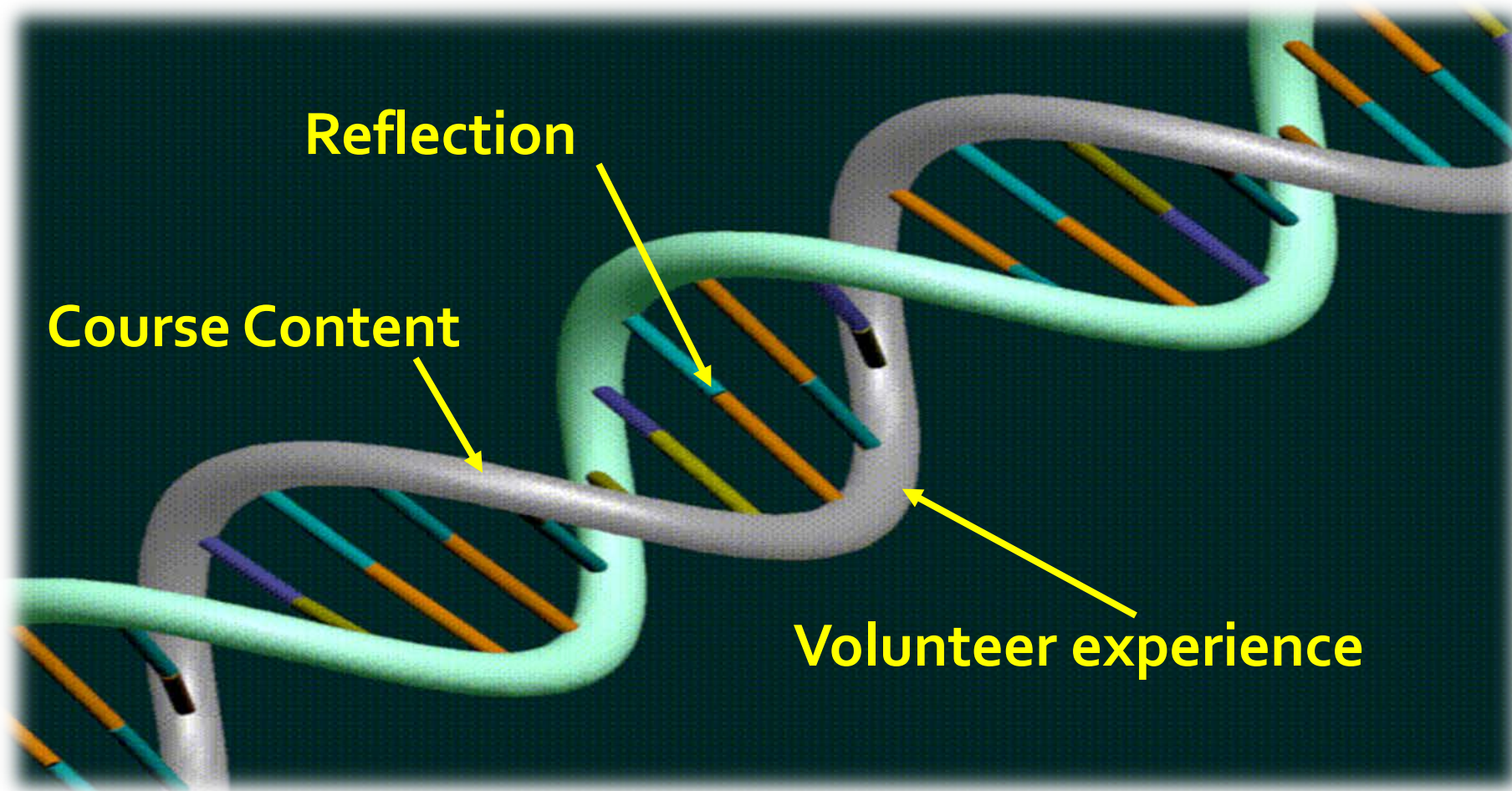
THE “A” GAME IN SERVICE-LEARNING: ASSESSMENT-DRIVEN DESIGN AND PROFESSIONAL ADVANCEMENT

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Background: Service-Learning is...



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

W⁵ 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



| What students will do... | What I will do... |
|--|--|
| <ul style="list-style-type: none">✓ Review rubric✓ Self assess (pre)✓ Self reflect (identify gaps or need)✓ Decide what is realistic to accomplish✓ Draft contract | <ul style="list-style-type: none">➤ Discuss rubric to ensure understanding➤ Review self assessments➤ Discuss how to address gaps/need➤ Provide parameters for scope of work➤ Review draft contract |

Addressing Community Needs



| ... Perceived - Students will | ... Documented – I will |
|--|---|
| <ul style="list-style-type: none">✓ Create list of perceived needs✓ List ways/strategies need can be addressed✓ Discuss needs with others✓ Research what has been done for need✓ Share findings with group | <ul style="list-style-type: none">➤ Review list of needs for accuracy➤ Discuss identified strategies➤ Facilitate group discussion about needs➤ Review findings and add to review➤ Share findings with group |

Defining Work

| Student will... | I will... |
|--|---|
| <ul style="list-style-type: none">✓ 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 | <ul style="list-style-type: none">➤ 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



| Group will... | Student will... |
|---|---|
| <ul style="list-style-type: none">✓ Support each others activities✓ Attend activities✓ Discuss any concerns | <ul style="list-style-type: none">➤ Partner with other students➤ Attend and provide feedback to other events➤ Listen to participants reviews of project➤ Share thoughts and concerns➤ Reflect on how to improve event |

Sample Rubrics

- Pre / Post Service Learning Rubric – See handout
- Project Rubric – See handout
- Post Leadership – See Handout

Tour of SIMS/MSE Lab!

