

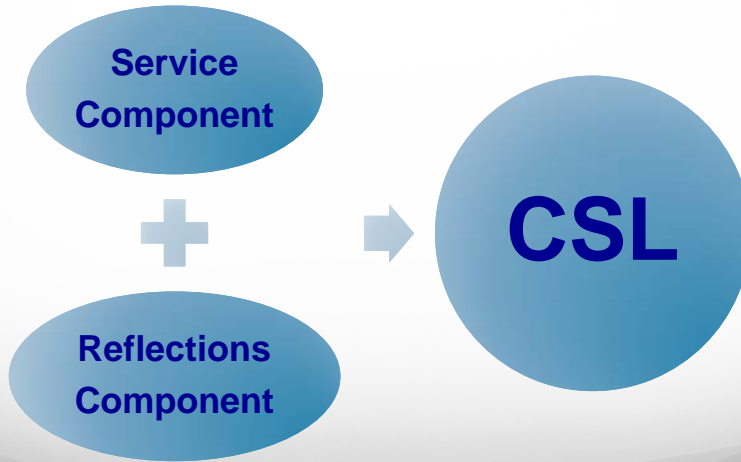


## **COMMUNITY SERVICE LEARNING**

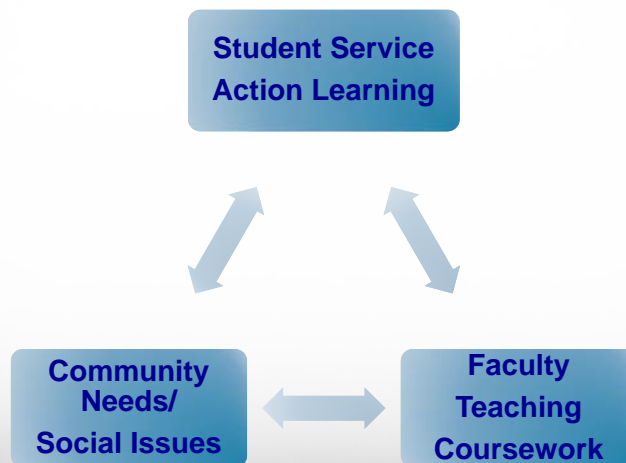
### **WHAT IS COMMUNITY SERVICE LEARNING (CSL)?**

- learning derived from service to others within a reciprocal relationship
- both a philosophy and a pedagogy
- a form of experiential education-learn by doing through structured activities
- an effective teaching strategy widely utilized in higher education nationwide

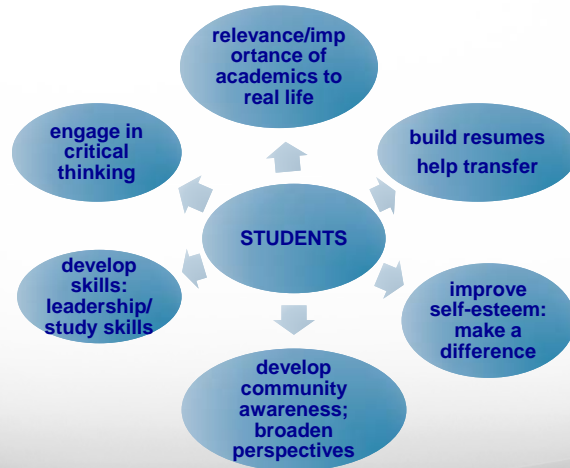
## REFLECTIONS: Learning and service are inseparable



## CSL RECIPROCALITY



# BENEFITS FOR STUDENTS



# BENEFITS FOR FACULTY



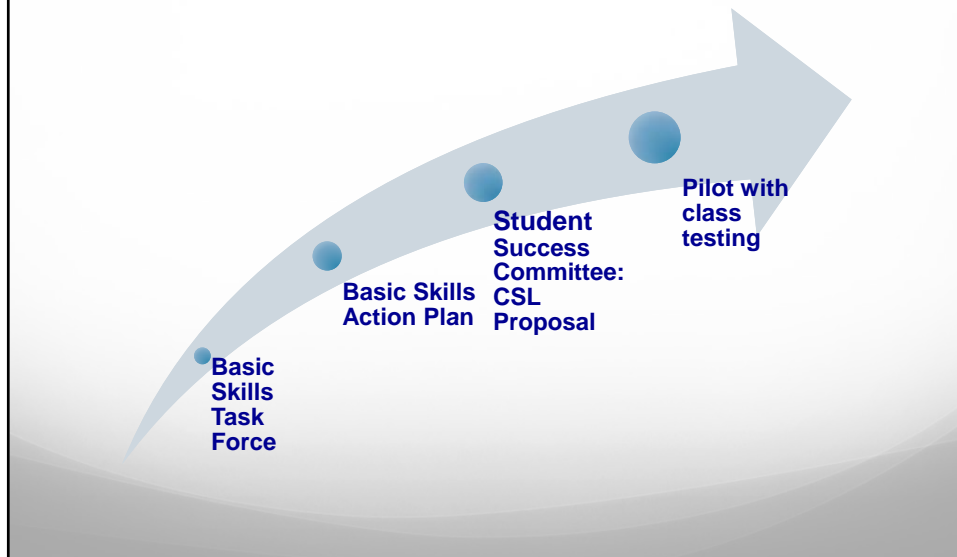
# BENEFITS FOR GROSSMONT COLLEGE



# CSL AT GROSSMONT



# CSL AND BASIC SKILLS



## HOW CSL CAN BE IMPLEMENTED

- Incorporated into course as an alternative assignment or extra credit
- 15-20 hours service
- Reflection linking service experience with academic course content

## CSL TUTORIAL OPTION

- Participants
  - Tutors: students in advanced level classes who have successfully completed the lower level classes
  - Tutees: students in introductory survey classes who are either identified or self-identify as needing extra support
- On campus tutoring sessions
- Reflections and timesheets

## CSL TEACHER'S ASSISTANT OPTION

- Participants:
  - Teacher's assistants: Students in the more advanced level classes
- Provide in-class assistance for small groups of students or individual students from the introductory classes
- Training and Reflection

## **CSL LANGUAGE AND CULTURAL EXCHANGE OPTION**

- Participants:
  - Native English speakers in foreign language classes
  - Students in English as a Second Language (ESL) classes
- On campus conversation/cultural exchange sessions
  - ESL students help foreign language students with language, idioms, and cultural information
  - Native English speakers help ESL students improve their English skills
- Reflections and timesheets

## **Piloting One Option**

- Choosing classes to participate – ideally with the same instructor for the higher and lower level classes for ease of management
- Revising syllabi to incorporate CSL methods
- Choosing or recruiting students to participate and matching them up
- Providing three hours of training for the tutors.

## Sequence of Courses in Psychology

### Introductory Level

- Psy 120 Introductory Psychology

### Transfer Level (Psy 120 prerequisite)

- Psy 150 Developmental Psychology
- Psy 170 Physiological Psychology
- Psy 215 Statistics for the Behavioral Sciences
- Psy 220 Learning

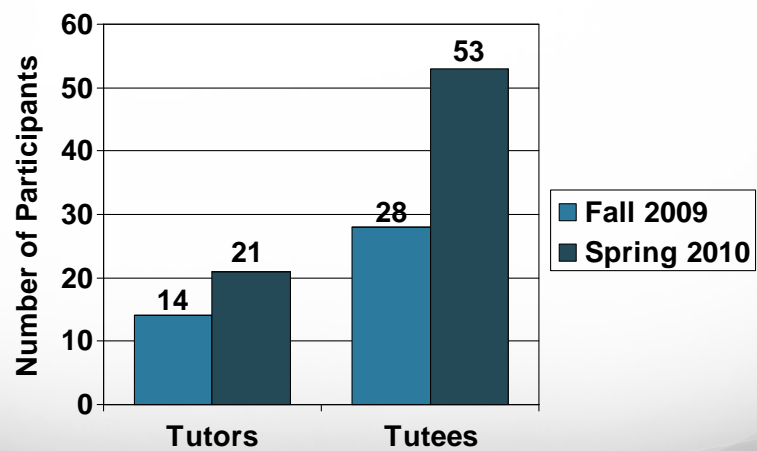




## Student responsibilities:

- Tutors (Psy 150 students)
  - Three hours of training
  - Meet weekly with tutees (12 hours total)
  - Reflection journals
  - Timesheets
- Tutees (Psy 120 students)
  - Meet weekly with tutors (12 hours total)
  - Reflection journals
  - Timesheets

## A growing program:





## Sample Reflection Assignment for Tutees

- What study technique did you learn? Do you think this technique will be useful to you? If so, explain how you plan to use it, if not, discuss why not, or describe a technique that you think will work better.
- What Psychology concept(s) did you work on? Describe at least one of the concepts that you worked on in detail. (give a definition or example, outline key terms, etc.).
- When you reviewed this material again, after your tutoring session, what question(s) did you have? Were you able to figure out the answer on your own?

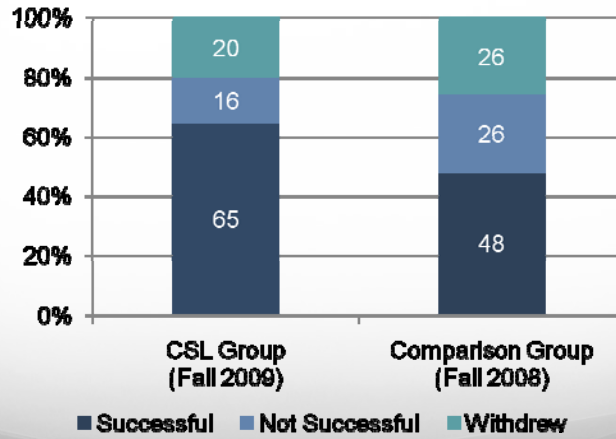


## Sample Reflection Assignment for Tutors

- What study techniques did you introduce to your student? (Include a brief description).
- What Psychology concept did you work on? (Include a brief description).
- Review your notes on Vygotsky's sociocultural theory. Explain and give examples illustrating the relevance to your tutoring session of the following terms: zone of proximal development, scaffolding, guided participation. Discuss how your tutoring practices fit (or don't fit) with Vygotsky's model of cognitive development (internalizing an external routine in the context of social interaction).

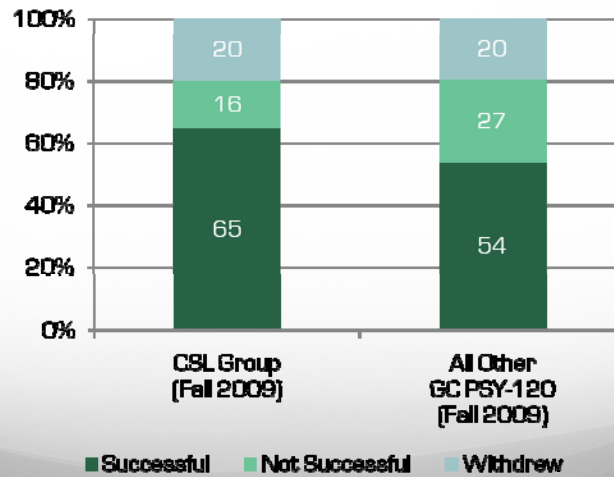
## Who Passed?

*"What were students' success rates in PSY-120?"*

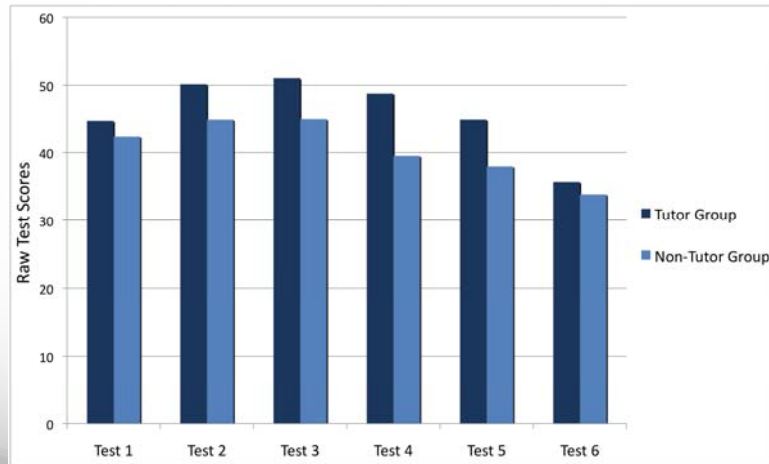


## Who Passed?

*"What were students' success rates in all PSY-120 sections?"*



## Did tutoring help?



## Conclusions

### CSL

- ...engages the student in learning outside the classroom.
- ...increases the relevance of academic work.
- ...encourages critical thinking.
- ...creates a community within a classroom and connects the college to the community.
- ...revitalizes the teacher and the student.
- ...instills a sense of serving others.