

Community Service-Learning at UBC

- Community Service-Learning (CSL) is a form of experiential education that integrates service in the community with academic courses and/or extra-curricular programs.
- CSL requires educational institutions and community organizations to collaborate in achieving clear objectives for participants' learning and serving.
- Community organizations become co-educators by providing their expertise in all phases of the learning process.
- CSL encourages thinking that directly connects the students' experiences in the community with their academic learning and/or personal development. Through their CSL experiences, participants develop new understandings of their roles as citizens and build their capacity to actively engage in their communities.

Canadian Association for Community Service-Learning

CSL has three key elements:

- 1. Service in a community setting**
- 2. Academic component from a course or extra-curricular program**
- 3. Structured reflection to link the service and the academic content**

*Since 1999, UBC students have been doing **curricular CSL** (where CSL is integrated into a course) and **co-curricular CSL** (where CSL complements academic study but is not integrated into a course) in a variety of community and inner city settings, including: schools, community centres, drop-in centres for people with mental health diagnoses, homeless shelters, hospices, and other settings.*

Benefits of implementing CSL

For students:

- Develop critical thinking skills
- Develop leadership & interpersonal skills
- Increase relevance of courses
- Gain real-world experience
- Explore different career options
- Learn to become an engaged citizen
- Work with people from diverse backgrounds

For faculty:

- Work with students who are more engaged and inquisitive
- Enhance relevance & interest in students' engagement
- Motivate students to 'make a difference'
- Explore meaningful ways for students to demonstrate their learning
- Build stronger links between research, teaching, learning and community

For community:

- Increase human resources
- Enhance existing programs
- Develop new programs
- Serve their clients or members better
- Influence future leaders
- Access research expertise

TREK 2010 commits to developing programs that engage 10% of UBC's students in CSL.

Resources with issues of most relevance for:

Students

Fryer, M. & Newnham, J.-L. (2005). *Ways of responding to community issues: An overview and invitation*. Learning Exchange, University of British Columbia, Vancouver, BC
<http://www.learningexchange.ubc.ca/shared/assets/waysofresponding2019.pdf>

Marullo, S. & Edwards, B. (2000). *From charity to justice: The potential of university-community collaboration for social change*. *American Behavioural Scientist*, 43(5): 895-912

Faculty

Abes, E.S., Jackson, G. & Jones, S.R. (2002). *Factors that motivate and deter faculty use of service-learning*. *Michigan Journal of Community Service Learning*, 9(1): 5-17

Gelmon, S.B., Holland, B.A., Driscoll, A., Spring, A. & Kerrigan, S. (2001). *Assessing service-learning and civic engagement: Principles and techniques*. Revised, third edition. RI: Campus Compact.

Community

Bringle, R.G, Hatcher, J.A. (2002). *Campus-community partnerships: The terms of engagement*. *Journal of Social Issues*, 58(3): 503-516

Clarke, M. (2003). Finding the community in service-learning research: The 3-"I" model. Pp.125146, In: *Deconstructing service learning: Research exploring context, participation, and impacts*. Ed. Billig, S.H. & Eyler, J. Greenwich, CN: Information Age Publishers, Inc.

UBC CSL Community of Practice through the Centre for Teaching & Academic Growth

Are you interested in adapting your course to give students real-life experiences in community settings? How might you bring Community Service-Learning (CSL) into your assignments and course activities? Related topics of discussion include how to evaluate this type of student learning, how to encourage students to reflect critically on the links between their community experience and their course work, and how to work effectively with community organizations. Through the CSL Community of Practice, and in collaboration with the UBC Learning Exchange, TAG leads customized seminars on the above topics campus-wide, within departments and faculties, as well as one-on-one consultations. Open to all members of the UBC teaching community, interested students & community members.

Join now: http://www.tag.ubc.ca/programs/series-detail.php?series_id=147

For more information contact:

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Community Service-Learning

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Irving K. Barber Learning Centre

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Additional information can be found at <http://www.csl.ubc.ca>

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#1 in a continuing series of CSL one-pagers