

**COLLABORATION IN THE
CLASSROOM:
OPPORTUNITIES FOR
COMMUNITY BUILDING
THROUGH A SERVICE-
LEARNING LENS**

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WRD

GOAL

Consider how increased student agency—as well as investment and sense of classroom community—from the service-learning classroom might be brought to non service-learning classrooms.

COURSE DESCRIPTION

This course [Writing and Social Engagement] is for any student who is interested in both mentoring young writers and understanding how writing in community functions as an identity-building process. In this class, you will have the opportunity not only to provide extensive online feedback for young writers engaged in imaginative work, but also to pay occasional visits to them at their school.

WHAT I OBSERVED

Student
Agency

Student
Investment

Classroom
Community

QUESTION

Looking more closely at what went into creating a service-learning class, what specifically might account for this?

SERVICE-LEARNING PEDAGOGY

Principles of Good Practice for Service-Learning Pedagogy

Excerpted from Howard, Jeffrey, ed., Michigan Journal of
Community Service Learning: Service-Learning Course Design
Workbook, University of Michigan: OCSL Press, Summer 2001
pp. 16–19.

PRINCIPLES OF GOOD PRACTICE FOR SERVICE-LEARNING PEDAGOGY

Principle 1: Academic credit is for learning, not for service.

Principle 2: Do not compromise academic rigor.

Principle 3: Establish learning objectives.

Principle 4: Establish criteria for the selection of service placement.

Principle 5: Provide educationally sound learning strategies to harvest community learning and realize course learning objectives.

PRINCIPLES OF GOOD PRACTICE FOR SERVICE LEARNING PEDAGOGY

Principle 6: Prepare students for learning from the community.

Principle 7: Minimize the distinction between the students' community learning role and classroom learning role.

Principle 8: Rethink the faculty instructional role.

Principle 9: Be prepared for variation in, and some loss of control with, student learning outcomes.

Principle 10: Maximize the community responsibility of the course.

WHAT “PRINCIPLES OF GOOD PRACTICE” MIGHT ACCOUNT FOR THIS?

Principle 7: Minimize the distinction between the students' community learning role and classroom learning role.

Principle 8: Rethink the faculty instructional role.

Principle 10: Maximize the Community Responsibility Orientation of the Course.

- **Connection to civic learning**
- **Connection to community-based goals**

CIVIC LEARNING

Along with academic learning and community service in a service-learning course, **civic learning** should “directly and intentionally prepare students for active civic participation in a diverse democratic society.”

from Howard, Jeffrey, ed., Michigan Journal of Community Service Learning: *Service-Learning Course Design Workbook*, OCSL Press, Summer 2001, p 14.

WRD 104

WRD 104 focuses on the kind of academic writing that uses information drawn from research to shape convincing, defensible arguments. ...WRD 104 reinforces and extends students' ability to deal with the variable relationships between writer, reader, and subject in the specific context of academic research and argumentation.

MY CURRENT CLASS

- WRD 104, laptop-required section
- Collaborative technology-use policy
- Increased awareness of civic learning?

DISCUSSION

How might one or more practices of service-learning pedagogy be carried to non service-learning courses in other disciplines? What might this look like? What might the end result be?

TAKEAWAY QUESTIONS

Is this something you could use?

How would you tailor this to your discipline?

Would some of these practices lead to other results?

How might the idea of civic learning be brought into other classes?

WORK CITED

- Howard, Jeffrey, ed., *Michigan Journal of Community Service Learning: Service-Learning Course Design Workbook*, OCSL Press, Summer 2001,
http://staging.www.wcsu.edu/community-engagement/docs/Service-Learning-Course-Design-Workbook_Univ%20of%20MI.pdf.