COMMUNITY-BASED LEARNING AT HOLY CROSS



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Donelan Office of Community-Based Learning

DEFINING CBL AT HOLY CROSS

Community-based learning (CBL) is a teaching approach that connects classroom learning objectives with civic engagement. Civic engagement occurs through service that meets community-identified needs or through research and experience that holds promise of social or scientific value to the community. In this mutually beneficial process, students are able to gain a deeper understanding of course content by integrating theory with practice, while communities gain access to volunteers, resources, and the wide-ranging research and scholarly expertise housed in the College's many disciplinary departments.

Consistent with the Holy Cross tradition of preparing students for a lifetime of learning and moral citizenship, CBL students at Holy Cross are invited to reflect upon moral and ethical questions of social responsibility while considering how to live purposefully in a manner that enables one's unique gifts to positively contribute to society.

Themes incorporated into the definition:

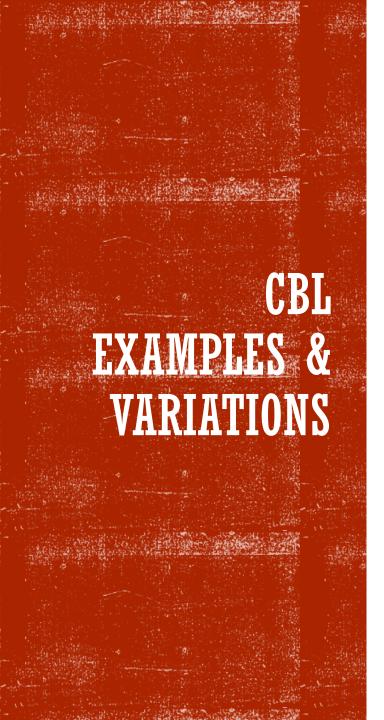
Pedagogical strategy

Integration of theory with practice

Reciprocal partnerships

Reflection

Variation in how CBL is implemented



- Project-Based: Full class works on a project that is designed collaboratively between professor, community partner(s), and the Donelan Office.
- Placement-Based: Each student is engaged weekly in direct service with a community partner throughout the semester.
- Optional or non-optional
- Links to sample syllabi and syllabi databases on our website
- SL in the Disciplines Series at Dinand Library

RESEARCH ON STUDENT OUTCOMES (EYLER, GILES, STENSON, & GRAY, 2001)

- Increased academic learning as reported by students and faculty
- Increased complexity of understanding, problem analysis, critical thinking, and cognitive development.
- Reduction in stereotyping and increased cultural and racial understanding
- Increased sense of social responsibility and citizenship
- Increased likelihood of graduating
- Stronger faculty relationships and college satisfaction
- Personal development in numerous arenas.

HOLY CROSS '18-'19 STUDENT ASSESSMENT

Including CBL in this course enabled me to learn more deeply than I otherwise would have.
92% agree

CBL enabled me to more clearly see how the content of this course connects to the real world. 93% agree

CBL was valuable for my personal growth. 91% agree

I learn better when I apply classroom material to real experience. 94% agree

Through CBL, I gained a deeper understanding of problems facing society. 91% agree



HOLY CROSS '18-'19 FACULTY ASSESSMENT

Including communitybased learning (CBL) in this course enabled my students to learn more deeply than they otherwise would have. 100% agree

CBL increased student engagement in the course. 100% agree

CBL increased student interest in the subject matter. 100% agree

The benefits of including CBL in this course were worth the extra efforts it took to include CBL. 100% agree

Approximately how much extra time did it take you to include a CBL component in your class?

57% responded less than 10 hours 14% responded 10-19 hours 29% responded more than 20 hours



HOLY CROSS '18-'19 COMMUNITY PARTNER ASSESSMENT

By hosting CBL students, my agency was better able to meet community needs.

100% agree

Students possessed the knowledge and sensitivity they needed to serve my agency's population. 100% agree

Students seemed engaged and enthusiastic. 100% agree

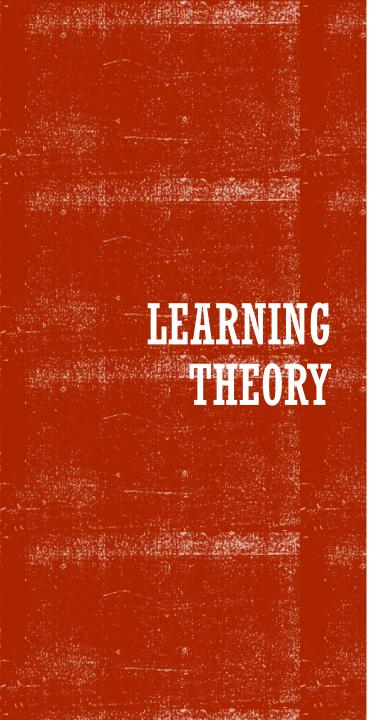
Students provided advanced notice when they could not attend.

79%

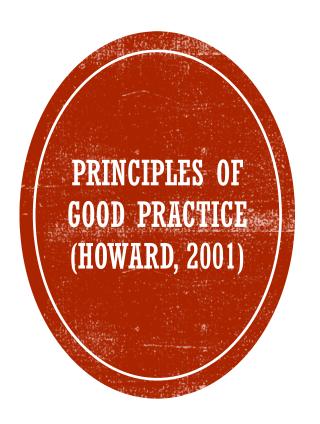
Hosting students was worth the time and energy required from my agency's staff.

100% agree

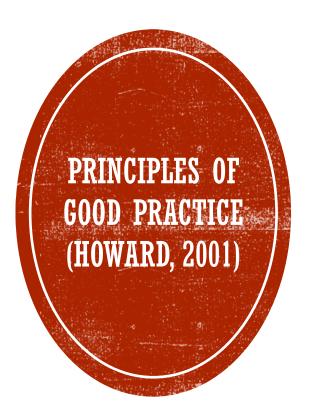




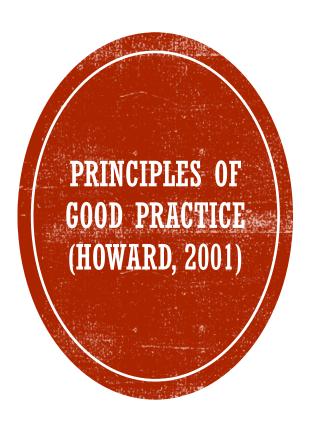
- Kolb (1981): Cycle of Learning
- Dewey (1938): Role of experience in education
- Ibarra (2001): depending upon cultural background and gender, Ibarra argues that students have varying needs of context and collaboration for effective learning to occur.
- Belenky, Clinchy, Goldberger, & Tarule (1986): Connected knowing



- 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 community service placements.



- Principle 5: Provide educationallysound learning strategies to harvest community learning and realize course learning objectives.
 - "To make certain that service does not underachieve in its role as an instrument of learning, careful thought must be given to learning activities that encourage the integration of experiential and academic learning. These activities include classroom discussions, presentations, and journal and paper assignments that support analysis of service experiences in the context of the course academic and civic learning objectives. Of course, clarity about course learning objectives is a prerequisite for identifying educationally-sound learning strategies" (Howard, 2001, p. 17).
- Principle 6: Prepare students for learning from the community.
 - For example, instruction on participantobservation skills or distribution of prior student written work as models of observation.



- Principle 7: Minimize the distinction between the student's community learning role and the classroom learning role.
- Principle 8: Rethink the faculty instructional role.
 - Faculty member as facilitator and coach rather than disseminator of information
- Principle 9: Be prepared for variation in, and some loss of control with, student learning outcomes.
- Principle 10: Maximize the community responsibility orientation of the course.
 - Encourage a communal rather than individual learning orientation to build commitment to community and civic duty.
 "Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning" (Howard, 2001, p. 19).



Visit our website at: http://www.holycross.edu/cbl

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 <u>ss.edu</u>

Call 508-793-3006 or 508-793-3007

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