

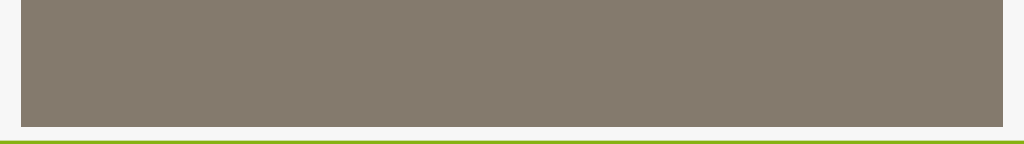


Commitment to Justice Conference

August 11, 2017

Conditions for Social Justice Education

- Adams, M., Bell, L.A., Goodman, D.J., Joshi, K.Y. (Eds.). (2016). *Teaching for Diversity and Social Justice*. New York, NY: Routledge.
- Goodman, D.J. (2011). *Promoting Diversity & Social Justice: Educating People from Privileged Groups*. New York, NY: Routledge.



“I think my Montserrat class played a big part in boosting my confidence and just really making me feel that my opinions are valued some way...you tend to know the people better and the professor...so I was more comfortable in speaking up...my professor for my Montserrat class really guided me and made me realize how important the different opinions are and not being...afraid to be honest.”

“The mutual apprehensions and feelings shared through group discussions [in class] on Fridays. From a higher vantage point, it can be seen that my classmates and I progressed along at nearly the same line. The feelings of awkwardness and feeling out of place marked the first few weeks, followed by a learned capability (and confidence that comes with that) though time spent at the [CBL] site, to now, a sense of gratitude as we end our CBL experiences. I appreciated more than anything the feelings of togetherness CBL caused.”

Statement	Mean	% Agreement
1. Including community-based learning (CBL) in this course enabled me to learn more deeply than I otherwise would have.	3.48	93.4
2. Through CBL, I gained a deeper understanding of problems facing society.	3.56	94.4
3. Through CBL, I gained greater appreciation for cultural diversity.	3.47	91.9
4. This course increased my interest in community service/engagement.	3.40	88.4
5. CBL impacted my future career or academic plans.	2.58	50.4
6. CBL was valuable for my intellectual growth.	3.26	86.5
7. CBL was valuable for my personal growth.	3.44	92.7
8. CBL enabled me to better understand the mission of Jesuit Higher Education.	3.22	85.3
9. CBL impacted my faith/spiritual development.	2.67	57.0
10. It was valuable to include CBL in this course.	3.41	91.3

As an incoming freshman this past fall, I could not have imagined the degree to which CBL would influence my education... Working with [children] at [my CBL site] firsthand was an invaluable experience that allowed me to fully understand my Montserrat course material... Additionally, through CBL, I have fortunately had the opportunity to become more familiar with this city and its interesting and diverse population. I've thoroughly enjoyed getting to know the dedicated and hardworking teachers, students and administrators at both [of my CBL sites]. Over the next three years at Holy Cross, I hope to continue building and developing relationships with the youth at [my CBL sites]. CBL has both enriched my learning experiences in my courses and allowed me to branch out into the community, which is highly important, as Worcester has become my new home."

Service Learning Outcomes & First Year Students

“Having Montserrat with a CBL was kind of like the best way for me to get into Holy Cross because I felt like it was a way that I was connected to Holy Cross...I felt different a lot my first semester, but through CBL I felt like I had somewhere that I can be comfortable in and a community that accepted me. So, personally, CBL was very important to me and finding my place at Holy Cross...it's the perfect way to have students kind of connect in a way that's meaningful and deeper...to me CBL was a very important component in adjusting to the Holy Cross world.”

Asset-Based Approaches

- Bauer, T., Kniffin, L., Priest, K. (2015). The future of service-learning and community engagement: Asset-based approaches and students learning in first-year courses. *Michigan Journal of Community Service Learning*, 89-92.