

Who Benefits?

Faculty

- Discover a new relevance of course material to faculty, students, and the community
- Enable students to get more involved in coursework
- Build connections to the community
- Receive personal recognition, course recognition, and student recognition within the campus and in the community

Students

- Enhances and expands a student's understanding of course material and learning, "brings books to life and life to books."
- Students become their own knowledge managers, while at the same time provide a service back to their communities
- Through service, students become active in meeting challenges in their communities and take responsibility, therefore become civically engaged
- Increases students' awareness and sense of connection to their communities and its needs

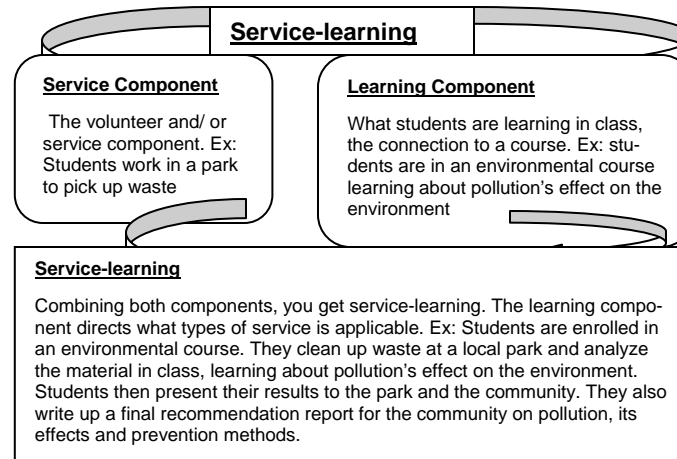
Community

- Utilizes the resources of the campus and makes it available to the community, strengthening the reciprocal campus/community relationship
- Allows for the community to benefit from college students and their knowledge
- More active, engaged community members, through college students and organizations participating in service-learning
- Community input into creating projects undertaken by the campus based around genuine needs

Information from: [University of Wisconsin-Platteville, Benefits: Service-Learning](#), 20 June 2006; National Commission on Service-Learning, [Service-Learning Definition](#), 22 June 2006; [Wisconsin Campus Compact](#); AmeriCorps VISTA Training In-service/Binder, 28-31 August 2005; Oak Creek-Franklin Joint School District; Service-learning Tool Kite, Fall 2005

What is service-learning?

The national commission on service-learning defines service-learning as, "a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities."



The 4 P's of Service-learning

Please recognize that these forms are not clear cut dichotomies and service-learning can inhabit one and/ or more forms at the same time!

Presentation Model: Students take what they are learning in the course and then present it to the community.

Project Model: Students learn by doing a project with or for a community agency or group.

Product Model: Students incorporate what they are learning in the course into a product that benefits the agency or group.

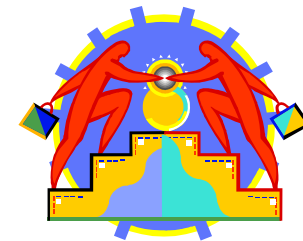
Placement Model: Students work with clients regularly, usually 2-3 hours a week for the duration of the semester.

UNIVERSITY OF WISCONSIN-
FOND DU LAC

Service-Learning



Connecting Campus with Community!



Post-Projects Participants Reactions/Reflections



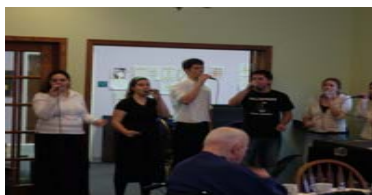
"Lastly, I would say that these activities and presentations relate back to the course in several significant ways. First of all they allowed us to get better acquainted with the differences between the aphelion and perihelion....."

Geography 123 Service-Learner, Fall 2006



"Service learning helps students to take the extra step in putting their course knowledge to the test. Knowledge acquired in the classroom really comes alive when it is applied to real community needs, with real consequences at stake. Service learning goes to the heart of what a liberal arts education can and should be -- using knowledge for the betterment of our world."

UW-FDL Sociology Professor Michael Nofz, AmeriCorps* VISTA Site Supervisor



Fall 2006 Service-Learning Courses

Psychology 250: Life Span Psychology
Taught by UW-FDL Professor Ruth Holstein

Communication 101: Intro. to Interpersonal Communication
Taught by UW-FDL Professor Dianne Henderson

Geography 123 Physical Geography: Weather and Climate
Taught by UW-FDL Professor Michael Jurmu

Sociology 125: American Society in the Contemporary World
Taught by UW-FDL Professor Michael Nofz

Biology 103: Human Environmental Biology
Taught by UW-FDL Professor Karla Lockman

Music 075: Small Vocal Jazz Ensemble
Taught by UW-FDL Professor Pat Eby

Spring 2007 Service-Learning Courses

Chemistry 203: Survey of Biochemistry
Taught by UW-FDL Professor Ronald Theys

Anthropology 314: Indians of North America
Taught by UW-FDL Professor Anna Willow

Chemistry 361: Organic Chemistry Laboratory Part II
Taught by UW-FDL Professor Ronald Theys

Communication 101: Intro. to Interpersonal Communication
Taught by UW-FDL Professor Dianne Henderson

Psychology 360: Psychology of Childhood and Adolescence
Taught by UW-FDL Professor Ruth Holstein

Spanish 205: Fourth Semester Spanish
Taught by UW-FDL Professor Rachel Knighten

Physiology 235: Human Physiology
Taught by UW-FDL Professor Elizabeth Hayes

History 102: History of the United States: From the Era of the Civil War to the Present
Taught by UW-FDL Professor Paisley Harris

Post-Projects Participants Reactions/Reflections



"As always the Boys and Girls Club appreciates all of the service-learning projects that the U.W. students do for us. The U.W. students not only engaged the students in their presentation but they added a fun twist to the lessons. The Geography lessons are simplified and are full of hands on experiments and fun projects. The lessons taught our students new geography facts that inspired our students. Many of them have set goals to further their education when they grow up.

Our experiences with the service-learning students have been very rewarding. The students were always professional and very enthusiastic. They educated our students and provided mentoring to them. Being a non-profit organization we do not always have the funds to bring in new projects like this.

We would definitely like to participate in this project in the future."

Kari Baker, Site Manager Fahey Community Center, Boys and Girls Club of Fond du Lac



Check out service-learning at UW-FDL online at:

<http://www.fdl.uwc.edu/academics/servicelearning/>