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School of Public Administration
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University of Central Florida

Joined Up Service Learning: When High School and Graduate Students Collaborate

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Role of the Higher Education Institution

- Public Work (Boyte & Kari, 2000)
 - Promotion of democracy *and* solving of real world problems
- Professional Citizenship (Salamon, 2005)
 - Individuals work in paid or voluntary capacity on public problems, requiring:
 - Tool Knowledge
 - Design Knowledge
 - Operating Knowledge

Rationales of Service Learning

(Dicke, Dowden, & Torres, 2004)

- Community Service
 - Provide technical or voluntary assistance to community organizations (government, nonprofit, or private)
- Moral
 - Students become self-aware on philosophical and ethical perspectives
- Political
 - Promotes vision of strong community *and* pursuit of social equity & justice
- Instrumental
 - Students develop new skills and competencies

Reflection

- Journaling
- Contemplation
- Dialogue

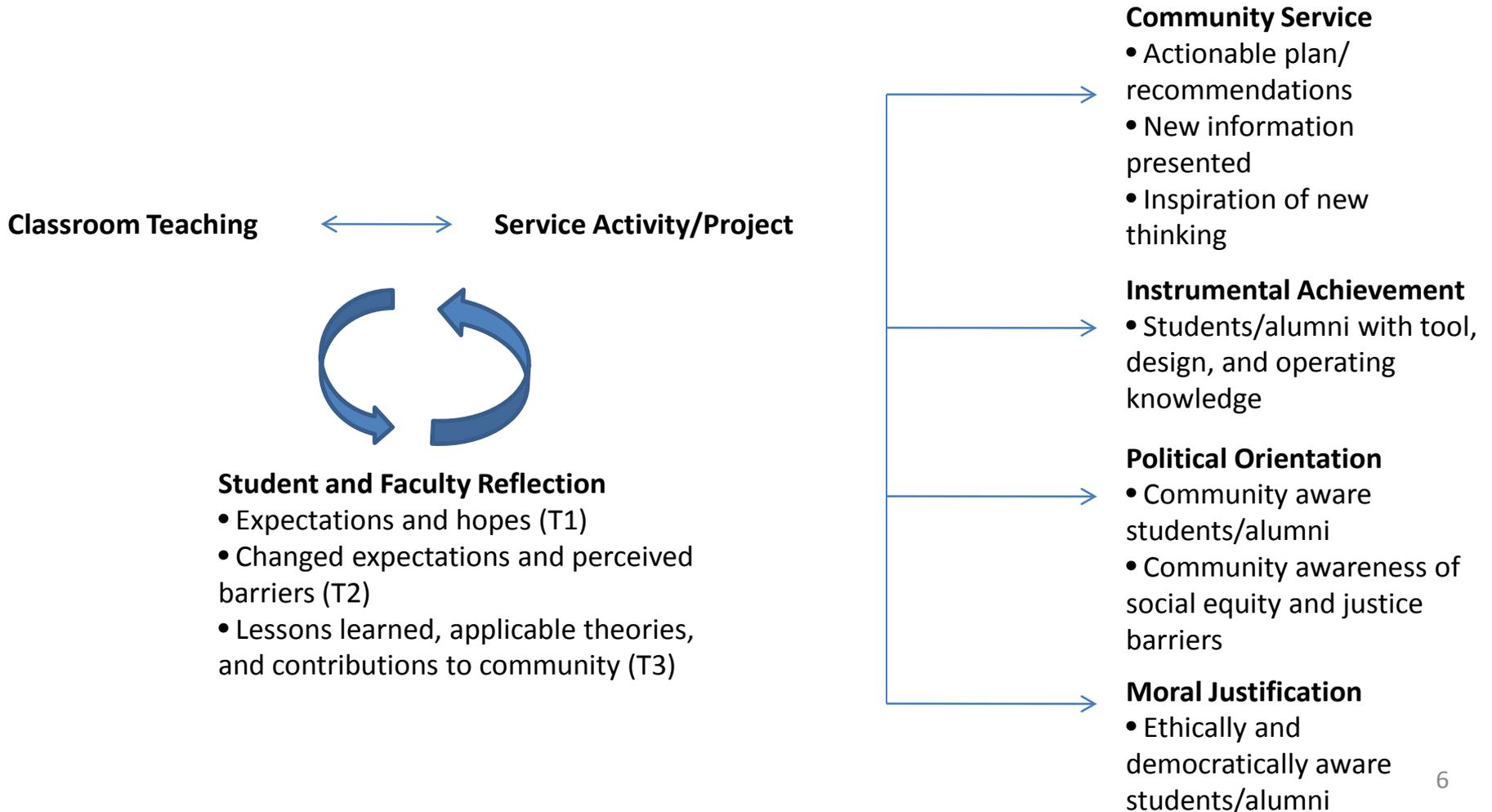


Student and Faculty Reflections

(Bryer, 2011)

- Expectations and Hopes (T1)
- Changed expectations *and* Perceived barriers (T2)
- Lessons learned, Applicable theories, *and* Contributions to community (T3)

All Together



“Joined Up” Service Learning

- Bridging Participatory Action Research that involves youth,
- With Service Learning,
- And adding a healthy dosage of partnership across educational institutions and across university and community

Structure of the Partnership: Round 1

**International Baccalaureate
High School Students**

- *Record focus groups*
- *Assist in interpreting data*
- *Caption photographic documentation*

Graduate Students

- *Moderate focus groups*
- *Conduct data analysis*
- *Perform literature review*
- *Collect photographic documentation*

***Joint Research Activity
(e.g. Community Needs
Assessment)***

***Devise
Recommendations and
Report to the
Community***

Objectives of Partnership

1. High school students provide local knowledge of the school and community to the graduate students
2. High school students help the graduate students develop short-term trust relationships with the focus group participants
3. Provide a learning opportunity for conducting research for both the high school and graduate students

Logistics Management of Partnership

- Scheduling focus groups
- Ensuring background check clearance
- Addressing liability concerns if high school students are off-campus for research
- Managing expectations for community members and partners

Pedagogical Management of Partnership

- Providing structured learning opportunities for both graduate and high school students
- Facilitating reflection by both high school and graduate students

Role of Graduate Faculty

- Logistics management (with assistance from students and/or teaching assistant)
- Development of research protocol
- Facilitation of reflection
- Facilitation of joint writing process, including development of recommendations based on data analysis

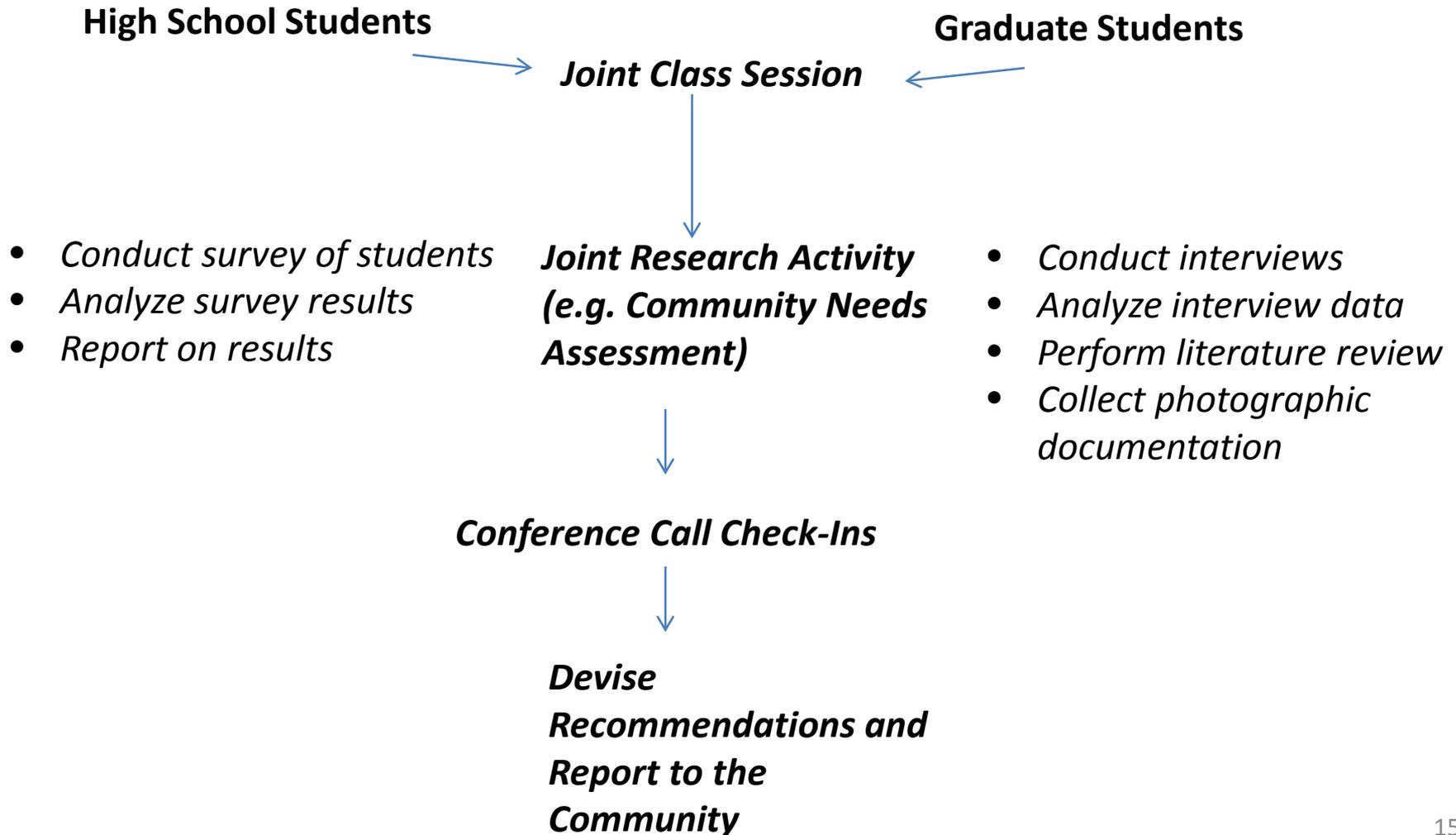
Reflections: High School Students

- Part 1
 - What are your expectations for this semester's service learning project?
 - What do you personally hope to contribute to the project?
- Part 2
 - How have your expectations regarding this project changed as you have worked as a recorder during focus groups?
 - How would you describe your experience working as a recorder during the focus groups? Have you encountered any particular challenges?
 - What have you learned by working with graduate students at UCF?
- Part 3
 - Based on your experience working on the community needs assessment project, do you feel you have the power to shape the future of Evans Community School? If so, explain why you feel you have the power. If not, explain why you feel you do not have that power?
 - What have you learned about the process of conducting research? Do you have an interest in working on future research projects that will allow you to conduct research?
 - You had a limited opportunity to interact with UCF graduate students. Describe how you might like to interact with UCF graduate students as part of your school work in the future.

Reflections: Graduate Students

- Part 1
 - What are your expectations for this semester's service learning project?
 - What do you personally hope to contribute to the project?
 - How do you anticipate being able to apply lessons and theories learned in class to the service learning project?
- Part 2
 - How have your expectations regarding this project changed as you have read more about networks, partnerships, and collaboration?
 - Based on your readings and class lecture notes regarding network structure and management, what barriers do you foresee in creating a sustainable community school that successfully engages the cross-section of stakeholders?
 - You may have had some opportunity to work with students at Evans High School during the focus group process. What have you learned from them, or what observations do you have about their contributions to this project?
- Part 3
 - What do you feel you have learned in bridging course content with field research?
 - What theories and/or tools do you envision as being applicable to the recommendations we are making to Evans High School?
 - What do you feel you or the class will be contributing through your work to Evans High School and the Pine Hills community?

Structure of the Partnership: Round 2



Some Pictures from Current Iteration



Planning Your Service Learning Project

- What do you want to achieve?
 - Community Service, Moral, Political, Instrumental
- Whole-class vs. Small group vs. Individual
 - Different logistical demands for each
- What kind of reflection?
 - Journal, Contemplation, Dialogue
- What are Plan Bs?
 - Anticipate something won't go according to plan
- What data are you capturing?

Note of Gratitude from High School Student

Thank you for the opportunity to be part of the community school focus group process. I speak on the behalf of Evans High students when I say we appreciate your efforts to try to make our school not feel like a school, but a home, and for that we are grateful. We know that you do not have to do these things for us, most people don't know us and don't know how great we can be and the things we can do or our talents and hopes and dreams that we withhold. They don't know what we go through and the pain and struggles we deal with. Evans is my home. I walk these halls and I see my brothers and sisters fall, they fall into the temptations and cruelty of this world. I see how great and stunning they are, things other people will never see. So on behalf of my family I say thank you UCF . . . Thank you.