SERVICE LEARNING

Ivy Tech Community College-Bloomington

CENTER FOR CIVIC ENGAGEMENT
Ivy Tech Community College Bloomington
Established in 2004, the Center for Civic Engagement allows Ivy Tech Bloomington to model a service-oriented learning environment that promotes service-learning, volunteerism, and community involvement for our students, faculty, and staff. This model benefits the south central Indiana community, in which more than 90 percent of our graduates choose to live, work, and raise families.
As a program of the Center for Civic Engagement, service-learning classes offer Ivy Tech students a chance to serve their communities while fulfilling course requirements.

During the 2011/2012 academic year, 71 service-learning courses were offered in 130 sections. Every academic program offered at least two different service-learning courses. More than 2,000 students were involved in service-learning during the 2011/2012 academic year.

The projects are as diverse as the programs that offer them. Students get to wade through creeks and take water samples, work in elementary school classrooms, teach nutrition at food banks, build websites for community non-profits, and judge science fairs.

Research shows us that students who participate in a service-learning class are more likely to persist in school and become involved in their communities after the class ends. In a small sample of service-learning classes, 94% of students agreed that the service project filled a real-life community need, and 93% said they would recommend a service-learning class to a friend.

This booklet is a very small showcase of some of the projects we offer.

Sincerely,

John Whikehart
Chancellor

Chelsea Rood-Emmick
Director of Civic Engagement

Ivy Tech Community College - Bloomington
WHAT IS SERVICE-LEARNING?

Service-learning* is an experiential learning opportunity formally incorporated into the curriculum of each academic program. It combines community service with preparation and reflection, and it emphasizes an understanding of civic responsibility.

FIVE TRAITS OF SERVICE-LEARNING COURSES

1. Conducted in and meet the needs of a community.
2. Coordinated with an institution of higher education and with a community partner.
3. Help foster civic responsibility.
4. Integrated into and enhance the academic coursework of the students enrolled.
5. Include structured time for students to reflect on the service experience.

MEANINGFUL SERVICE

Service-learning actively engages participants in meaningful and personally relevant service activities. Service-learning experiences:

- Are appropriate to participant ages and developmental abilities.
- Address issues that are personally relevant to participants.
- Provide participants with interesting and engaging service activities.
- Encourage participants to understand their service in the context of the underlying societal issues being addressed.
- Lead to attainable and visible outcomes that are valued by those being served.

LINK TO CURRICULUM

Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards of the specific course(s). Service-learning:

- Defines clearly articulated learning goals that correspond to course objectives.
- Aligns explicitly with the academic and/or programmatic curriculum.
- Helps participants learn how to transfer knowledge and skills from the classroom to real-life scenarios.

REFLECTION

Service-learning incorporates challenging, ongoing reflection activities that prompt deep thinking and analysis about oneself and one’s relationship to society. Reflection activities:

- Include a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills, and/or attitudes.
- Prompt participants to think deeply about complex community problems and alternative solutions.
- Encourage participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.

PARTNERSHIPS

Service-learning partnerships are collaborative, mutually beneficial, and address community needs.

- Partnerships involve a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.
- Educational institutions communicate frequently and regularly with community partners to keep them well-informed about student activities and progress.
- Service-learning activities meet specified common goals and address community needs through collaboratively developed and implemented action plans.
- Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.
Ivy Tech Accounting 201 students presented financial literacy information to the residents and staff of Stepping Stones, Inc., a non-profit that offers transitional housing and supportive services to youth between the ages of 16-20 experiencing homelessness. Topics included credit cards, credit scores, building credit, and debt.

Amanda Dawney, Ivy Tech Accounting student, found the course information to be practical and informative.

“Everyone will encounter a situation in their future where this type of financial know-how will be helpful,” she said.

“I wish I had known these things when I was younger. Looking back, it would have saved me a lot of trouble!”

The accounting service-learning class is taught by Steve Englert, Assistant Professor of Accounting. Englert also serves on the Board of Directors of Stepping Stones.
“The teens at Stepping Stones are overcoming many challenges in their lives. This financial information can be critical to their future success,” Englert says.

Residents and staff at Stepping Stones were not the only ones to benefit from the financial information that was presented.

“I wish I had known these things when I was younger,” student Ben Kistner noted. “Looking back, it would have saved me a lot of trouble!”
Service-learning projects take on many forms within Ivy Tech’s School of Nursing. When students are accepted into the Nursing program, they join a cohort of students who move through the program together. Every year, these students work with Area 10 Agency on Aging to host their “Senior Games” event to observe active and healthy aging. Nursing students have also taught basic first aid to elementary school classes, taught nutrition to Girl Scout troops, organized cultural fairs at Ivy Tech, and have even built a therapy table for students with disabilities at Englewood School in Bedford. All of these projects are incorporated into nursing curriculum to fulfill course objectives, in addition to clinical and classroom-based coursework requirements.
Ivy Tech’s Introduction to Marketing class, taught by Andrew Lambert, develops a new marketing plan for a different small business or non-profit every semester. During the spring 2012 semester, the class worked with Dr. Craig Hane, founder and chairman of Triad Math, Inc. Triad Math is a self-paced math education program for middle and high school students that operates as an alternative to the standard curriculum. Students in the marketing class divided into groups and developed different aspects of the marketing plan, including brochures, radio ads, and website development. At the end of the semester, students presented their ideas to their client during a formal presentation.

“I first heard about Professor Lambert from another student. I was told by this student that [he] makes his students work hard with a “real world” project, but that the experience was worth the effort,” said marketing student Janet Griffin.
Every year, the students in Ivy Tech’s Radiation Therapy program set up a booth at the “Adventures in Medicine: A Real Life Science Festival” event held at WonderLab Museum of Science, Health, and Technology in Bloomington. The primary goal of the festival is to interest 5th-12th grade students in healthcare professions. Secondary goals include reaching out to disadvantaged students who may not have role models and delivering a healthy lifestyle message.

At their booth, Ivy Tech Radiation Therapy students demonstrate thermoplastic material which is used to hold patients still during treatment. Students also discuss why they chose their field of study and what the program is like.

“This is a great event to participate in. It allows us to introduce the field of radiation therapy along with all the other health careers represented at the event,” says Dr. Larry Swafford, Dean of Health Sciences.
With the help of their instructor Lois Scheidt, Ivy Tech Computer Information Systems (CIS) students developed a website for Mê Tis, the Ivy Tech student creative writing journal that is published once a year.

Three student teams were challenged to develop a website that allowed readers to view electronic versions of the journal’s contents, and allowed writers to electronically submit works. Student teams proposed three websites (one pictured above), and the Mê Tis editorial team chose the winning design.

The students wrote the pages using HTML 5 and Javascript, and created mobile versions of the site for smart phones, iPads, and Android tablets.
Options, a local agency that runs a summer program for children with disabilities, was looking for educational projects for their students. Because the students at the camp varied widely by age and ability, a challenge was presented to create projects that were interesting, safe, and challenging, without being too difficult.

Ivy Tech’s Chemistry II class brainstormed and wrote experiments for the summer program, and then passed them to the Chemistry I class to test. Dr. Steve Arnold, Associate Professor and Program Chair for Life/Physical Sciences, taught both chemistry classes.
Students in Ivy Tech’s Sociology 245 class, taught by Robert Soto, participated in the Life Story Project, recording video interviews of Bell Trace Senior Living Community residents. Students wrote their own interview questions, and then interviewed multiple residents at Bell Trace. The videos were given to residents to be handed down to their families.

“Just think of the great grandchildren who will get to watch these videos who didn’t know their grandparents,” said student Vedina Dean. One Bell Trace resident, a WWII veteran, had the same idea. He told students he planned to give the video to his grandson as a graduation present.
Ivy Tech Sculpture students (ARTS 211/212) received a brain to decorate from Dr. Jill Bolte Taylor BRAIN, Inc., a non-profit that supports brain awareness, appreciation, exploration, education, injury prevention, neurological recovery, and the value of movement on mental and physical health.

In total, 22 brains measuring 5 feet long, 5 feet high, and 4 feet wide were distributed across Bloomington to artists based on their proposals. This community-wide project promoted awareness of brain health.

Ivy Tech sculpture classes designed their brain based on the different areas of the brain and their functions. Students created musical notes, mazes, planets, math, and landscape
with foam, paper-mache, pie plates, caps, foam core, and twelve tubes of painters caulk.

“It has a life of its own. It really lives and breathes,” says student Marsha Plush, an associate of fine arts student and the painter of the musical part of the brain.

All 22 brains were displayed around Bloomington for several months before going up for auction. The Ivy Tech brain was displayed at Centerstone, a community-based mental health services provider.