

# **Building Community: Promoting Real-World Applications in the Classroom**

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**Old Dominion University**

**Building University-Community Partnerships for  
Resilience**

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# What is Service-Learning ?

- Service learning is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

(Learn and Serve America National Service Learning Clearinghouse).

**So you're going to do service-learning?**



**And then you start planning...**



# Challenges

- Time-consuming
- More prep time
- Dealing with clients
- Finding the right fit for your class
- My class is online
- Project logistics



# So why do it?

- Builds upon and enhances course concepts
- Helps students understand the relevance of what they're learning
- Promotes civic engagement

**So why do it?**







# Think about a class you teach...

- Assigned readings
- Foundational course concepts
- Demonstration of proficiency in subject area



# Think about a class you teach...

- This is hard...
- I don't understand what I'm reading...
- Am I ever going to use this is real life?



# So why do it?

- Builds upon and enhances course concepts
- Helps students understand the **relevance** of what they're learning
- Promotes civic engagement

**YOUR TURN!**

# Let's Start Planning Your Service-Learning Experience

- Think about a course you're teaching
  - How many students?
  - Course delivery? (F2F, online, blended)
  - What challenges do students encounter with course content?
  - What challenges do you encounter with delivering course content?



# ODU Example

The screenshot shows a web browser window with the URL [catalog.odu.edu/courses/idt/](http://catalog.odu.edu/courses/idt/). The page features the Old Dominion University logo and navigation menu. The main heading is "Old Dominion University Catalog". Below the heading, there are navigation links for "Undergraduate", "Graduate", "Academic Calendar", and "Courses". The page content includes a breadcrumb trail: "Catalog Home > Course Index > IDT - Instructional Design/Technol". The main title is "IDT - Instructional Design/Technol" with the subtitle "INSTRUCTIONAL DESIGN/TECHNOL Courses". A "Print Page" link is visible. A search box labeled "Search Catalog" with a "GO" button is present. The course description for "IDT 837. Consulting Skills for Instructional Designers. 3 Credits." is highlighted with a torn paper effect. The description states: "Lecture, 3 hours. 3 credits. This project-based course is designed to develop and enhance the ability of instructional designers to work as partners and consultants to clients and superiors. The focus is on consulting skills per se, and not any particular content. All students will be required to do an individual consulting project, supervised by the instructor." Below this, the start of another course description "IDT 839. Needs Analysis and Assessment. 3 Credits." is visible.

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> Undergraduate > Graduate > Academic Calendar > Courses

Catalog Home > Course Index > IDT - Instructional Design/Technol

IDT - Instructional Design/Technol

INSTRUCTIONAL DESIGN/TECHNOL Courses

• Print Page

Search Catalog [GO]

**IDT 837. Consulting Skills for Instructional Designers. 3 Credits.**

Lecture, 3 hours. 3 credits. This project-based course is designed to develop and enhance the ability of instructional designers to work as partners and consultants to clients and superiors. The focus is on consulting skills per se, and not any particular content. All students will be required to do an individual consulting project, supervised by the instructor.

**IDT 839. Needs Analysis and Assessment. 3 Credits.**

# Desired Learning Outcomes

Identify performance problems, opportunities, and needs.

Develop and negotiate a consulting proposal.

**IDT 837. Consulting Skills for Instructional Designers. 3 Credits.**

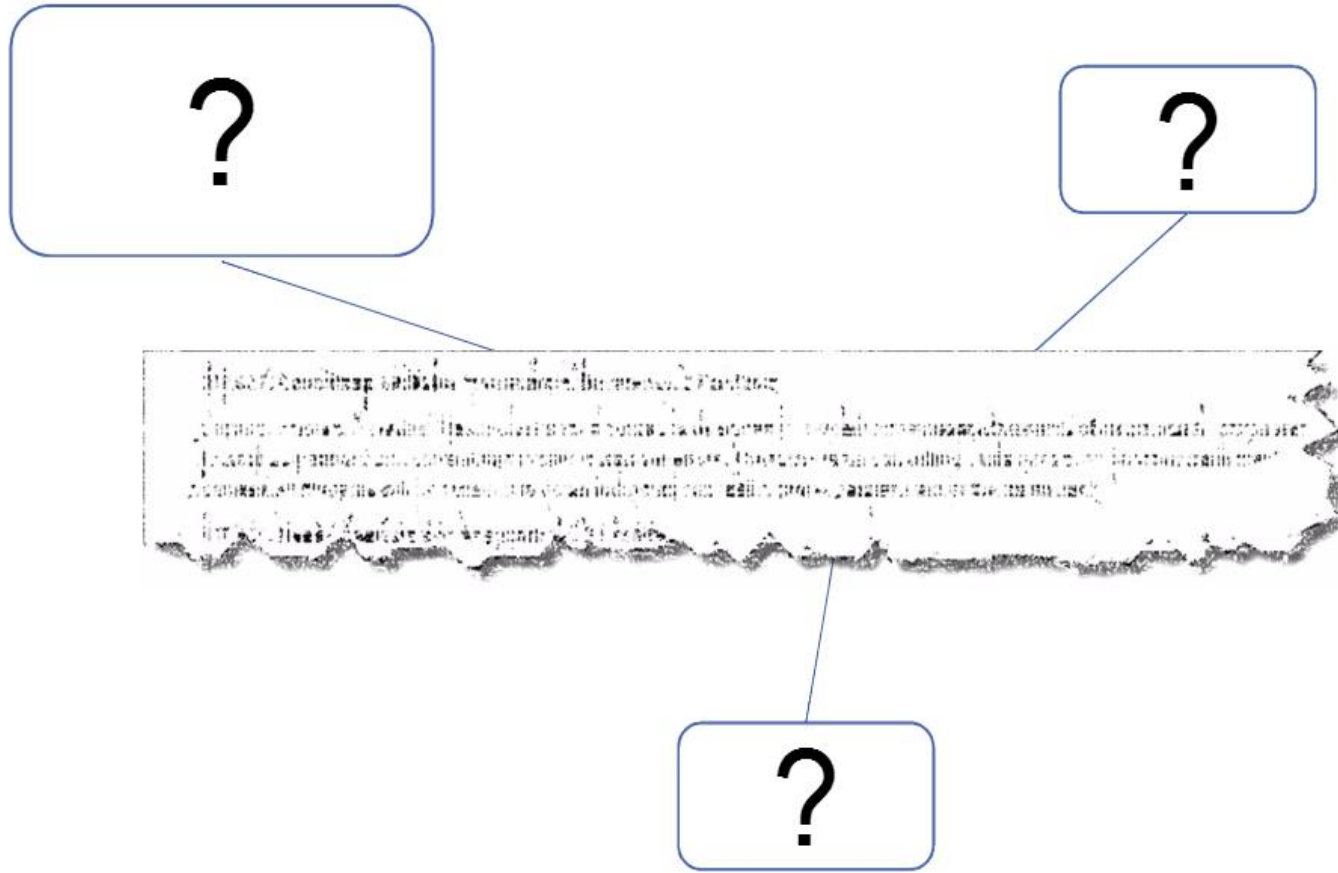
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**IDT 839. Needs Analysis and Assessment. 3 Credits.**

Make appropriate recommendations.

Maintain a positive client relationship throughout a consulting process.

# What are your desirable learning outcomes?





# Let's Start Planning Your Service-Learning Experience

- How do you want to scale your project?
  - One day event?
  - Semester long experience?
  - Individual projects/Group?
  - How involved do you want to be in the process?



# Identifying a Community Partner

- Are there any community organizations that you're aware of that could benefit from your class?

# Identifying a Community Partner



# Location of the Non-Profit



Near  
Student



Near  
Campus



100%  
Virtual

# Memorandum of Understanding

- ✓ Needs of client & goals of project
- ✓ Boundaries of the project
- ✓ Needed Information & Access
- ✓ Roles on the project: client, instructor, and student
- ✓ Required client support
- ✓ Product / Service Deliverable
- ✓ Time Schedule (Milestones)
- ✓ Intellectual property
- ✓ Confidentiality statement

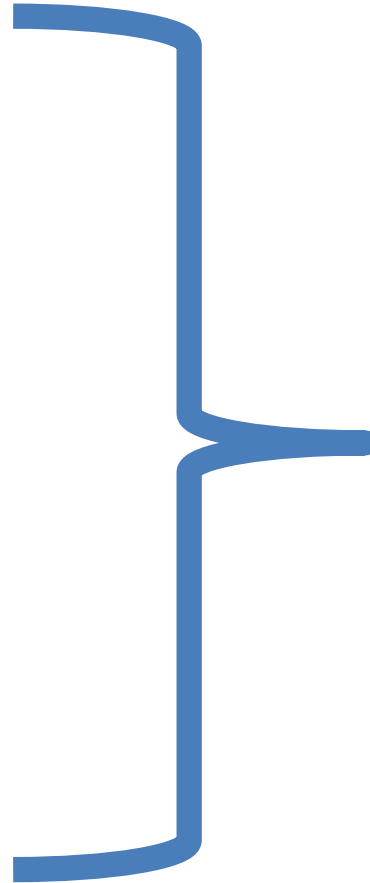
# What about assessment?



Photo Credit: T Hall <https://www.flickr.com/photos/tmh9/245066417/>

# Course Contract With Students

- ✓ Client Description
- ✓ Context for Project
- ✓ Client Needs
- ✓ Goals for Project
- ✓ Product / Service Deliverable(s)
- ✓ Project Management Protocols
- ✓ Student Reflection Parameters



**RUBRIC!**

# Assessment



Peer  
Input



Client  
Input



Student  
Input



# Other

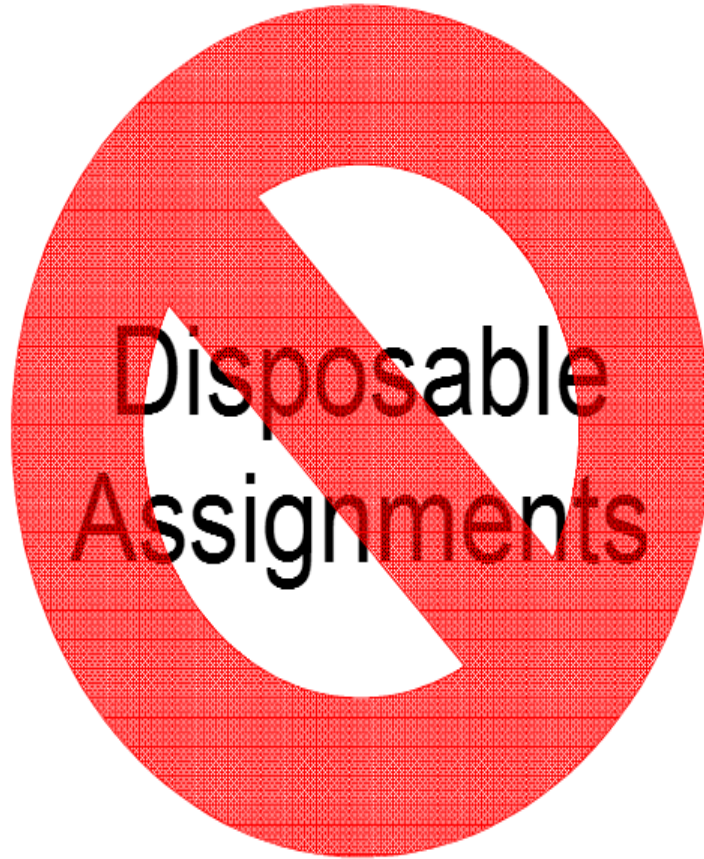


Design Plan



Assessment

# Final Thought



# Contact Information

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