

# Service-Learning Course Inventory

## Overview

The GE allows students to take a single, 4+ credit course to satisfy a particular GE Theme requirement if that course includes key practices that are recognized as integrative and high impact. Courses seeking one of these designations need to provide a completed Integrative Practices Inventory at the time of course submission. This will be evaluated with the rest of the course materials (syllabus, Theme Course submission document, etc). Approved Integrative Practices courses will need to participate in assessment both for their Theme category and for their integrative practice.

Please enter text in the boxes below to describe how your class will meet the expectations of Service-Learning Courses. It may be helpful to consult the Description & Expectations document for this pedagogical practice or to consult the OSU Office of Service Learning as you develop your course and complete this inventory. You may also want to consult the Director of Undergraduate Studies or appropriate support staff person as you complete this Inventory and submit your course.

Please use language that is clear and concise and that colleagues outside of your discipline will be able to follow. You are encouraged to refer specifically to the syllabus submitted for the course, since the reviewers will also have that document. Because this document will be used in the course review and approval process, you should be *as specific as possible*, listing concrete activities, specific theories, names of scholars, titles of textbooks etc.

## Accessibility

If you have a disability and have trouble accessing this document or need to receive it in another format, please reach out to Meg Daly at [daly.66@osu.edu](mailto:daly.66@osu.edu) or call 614-247-8412.

## Pedagogical Practices for Service-Learning

Course subject & number

PSY 2750S

**Performance expectations set at appropriately high levels (e.g. Students engage in appropriately linked academic and experiential exploration of the community setting in which they study).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The Science and Politics of Reading allows students to critically analyze the science of reading and how that science informs education and public policy around literacy. Weekly reading assignments and discussions from primary and secondary sources will be used to achieve this goal. Students will learn and apply best practices in science communication. The research project will be used to meet this goal. This project will be shared with the broader community.

The class is intentionally designed as a service-learning course, so that students have the opportunity to reflect on how communities are responding to the literacy needs of children. Partnering with two agencies gives the students the opportunity to reflect on diversity and the distribution of resources within the community. The

## Service-Learning Course Inventory

**Significant investment of time and effort by students over an extended period of time (e.g. develop an increasing appreciation of the issues, resources, assets, and cultures of the community in which they are working).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

During the first weeks of class, students will meet with leadership from both community partners and tour the Peace and Freedom resource center and the Marion Public Library. Both partners will share information about literacy rates in Marion and their respective efforts to increase literacy rates in Marion. Beginning in week 4 of the semester, students will begin their service activities at both sites. Each week students will spend time either at the Marion Public Library helping with children's story time or they will be at Peace and Freedom working with their "reading buddy". Students will engage with both partners, but alternate weeks they are visiting each site. Finally, students will engage in a group research project that asks them to share information for the community about the science of reading. These videos will be shared on Let's Read 20's website and will be created in consultation with both Let's Read 20 and the Peace and Freedom committee to ensure the project represents diverse needs and perspectives.

**Interactions with faculty, peers, and community partners about substantive matters including regular, meaningful faculty mentoring, peer support, and community partner interaction.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will engage in weekly discussions about the science of reading and public reading policy with the faculty instructor and peers. Throughout the semester, they will engage in service activities with community partners and class discussions will give students the opportunity to connect those service activities with the broader goals of the course. During the first weeks of class, students will have the opportunity to engage with the leadership of Peace and Freedom and Let's Read 20 to learn more about the challenges in Marion regarding literacy and the strides each organization has made to address these challenges. At the end of the semester community celebration, students will have the opportunity to share what they've learned with faculty, peers, and community partners.

**Students will get frequent, timely, and constructive feedback on their work from all appropriate sources, especially on their community awareness and engagement, and their experience with difficult differences.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Instructor: Students will get written weekly feedback from the instructor on their written reflections and verbal feedback during class discussions. The research assignment will be scaffolded across several smaller assignments on which students will receive critical feedback from the instructor in time for the next stage of the assignment.

Peers: Students will receive feedback on their ideas from their peers during in class discussions. For the research project assignment, students will get feedback from their peers during a peer review session.

Community partners: Students will receive feedback from community partner supervisors each time they visit their service site. Librarians will provide guidance about how to read to children during story time and provide feedback on students' performance. The director of Let's Read 20 will provide feedback on drafts of the research project. The directors of Peace and Freedom will provide feedback on

**Periodic, structured opportunities to reflect and integrate learning (e. g. reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students reflect on and integrate their learning in a variety of formal and informal ways, including:

- periodic written reflections (in Carmen discussion forum) asking them to apply earlier readings to their service experiences;
- general in-class discussions prompting them to connect their engagement with community partners to the course themes;
- opportunities to talk about the impact of working with community partners during the public poster session and class presentation;
- written self-assessment of individual contributions to service learning component project;

## Service-Learning Course Inventory

**Opportunities to discover relevance of learning through real-world applications (e.g., intentional connection between academic content and the community work in which they engage).** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students gain experience applying their research skills to a real community-based issue like literacy using best practices in science engagement. Science engagement practitioners discuss the need to consider the audiences needs when communicating science information. During their weeks serving community partners, students will be gaining an appreciation for the community which will inform their approach to developing their final research project. Their work at the Marion Public Library will give students an opportunity to participate in reading to children and reflect on how the story time practices relate to the science of reading. Finally, their work at Peace and Freedom will give students the opportunity to talk to students in the Marion community to learn about how they feel about literacy and to reflect on how educational practices may be reflected in those feelings.

**Public Demonstration of competence in academic settings and, if possible, in the community engagement site.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will present their final research projects at a community reception. At this reception, our community partners and the campus community, will be invited to see the students videos and to hear from students about their first hand experiences working with our community partners. The Community Reception event provides a setting for the public demonstration of how students understand the application of the science of reading to literacy practices.

**Experiences with diversity wherein students demonstrate intercultural competence and empathy with people and worldview frameworks that may differ from their own.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

Students will have the opportunity to reflect on diversity in many different ways in this course.

First, early on in the semester, students will read about and discuss the cultural differences between science and education. This will allow them to develop an empathetic understanding around why education practice doesn't always align with scientific knowledge. This discussion will also inform their final research projects as a best practices in science communication require an understand of both the goals of science and education.

Second, students will read about and discuss individual differences in reading abilities. For example, we will consider how literacy development differs for D/deaf children or children with dyslexia and other reading impairments.

Third, students will read and discuss systemic issues regarding literacy. Readings will

**Explicit and intentional efforts to promote inclusivity and a sense of belonging and safety for students, e.g. universal design principles, culturally responsible pedagogy.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

This course intentionally highlights the rich literacy practices that take place outside university boundaries in various professional and cultural settings. The course puts OSU students in conversations with people typically unaffiliated with the university, allowing students to explore how literacy functions outside of academic settings. Thus, our service activities will achieve the core components of culturally responsive pedagogy: acknowledging cultural diversity, inclusive content, and personal connections. Early in the semester we will discuss how to create a safe classroom space and throughout the semester's discussions we will be sensitive to ensuring that unique viewpoints are being welcomed. The students will be involved in setting up guidelines for those practices.

Universal design principles are an implicit part of the overall course outcomes and goals. Students in this course will have a flexible learning environment both in and out of the classroom that will allow them to accrue skills and fluencies, demonstrate knowledge, and ultimately succeed as student researchers in this course: formal and

Service-Learning Course Inventory

**Clear plan to promote this course to get a wider enrollment of typically underserved populations.** Please link this expectation to the course goals, topics and activities and indicate *specific* activities/assignments through which it will be met. (50-500 words)

The course includes culturally relevant content that should appeal to a broader range of students than may be typically served in a psychology course. The community connections again may appeal to students who are interested in how their education can be used to help their communities. I will work with the academic advisors to do targeted outreach to identify students who may be interested in the course.