

Concurrent Session 4

Thursday, 2:30-3:00 pm

Youth Civic Engagement: A Curriculum Analysis

Individual Presentation

Forum F

This presentation is based on a project that attempts to validate a curriculum created by Mi Familia Vota in conjunction with a Rice University research group. It does this by reviewing relevant literature in civic engagement pedagogy to support or reject each individual expectation of said curriculum. The final evaluation of each curriculum expectation is made through an initial review of literature and a secondary review of surrounding literature.

Amanda Cervantes, Rice University

Civic Action Circles

Individual Presentation

Forum H

Denison University launched a new program series, Civic Action Circles, promoting civic agency, self-authorship and public narrative. Civic Action Circles is a positive community centered dialogue-action venue for all members of the university to engage in candid yet crucial conversations to expand thinking surrounding citizenship, ethics/values and social issues. Civic deliberation allows participants to clarify personal narratives, deepen their understanding of an issue and strategically brainstorm action items to implement public work through a shared story.

Trinity Jeter, Susie Kalinoski, Katie McKenney, Denison University



Changing Faculty Incentives for Service-Learning

Individual Presentation

Forum C

What is the best way to incentivize service-learning for faculty practitioners? At the University of Southern Mississippi, we have changed the types of incentives we offer—three times in the past three years alone—in order to address several problem areas. This presentation analyzes the various strategies we have adopted to incentivize faculty commitment to service-learning on campus, by providing quantitative analysis of the success and failure of each incentive.

Linda Pierce Allen, Christy Arrazattee, University of Southern Mississippi

The Problem with Solutions: Service-Learning in a STEM Setting

Individual Presentation

Forum D

This presentation engages the topic of service-learning and community engagement in a university dominated by engineering and computing. It explores the ways that the Center for Serve-Learn-Sustain at Georgia Tech is drawing on leaders in the field to instigate a "culture change" at the university-- by engaging faculty, students, and partners in relationship building around common challenges, rather than solely focusing on short term projects with concrete solutions. It argues that key to culture change is centering relationship building and intentionally forging partnerships in key areas in which our Center can, in concert with community members, students, and teachers, effect change-- areas such as public health, clean energy, green infrastructure, and educational equity.

Ruth Yow, Georgia Tech

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Developing a Service-Learning Internship Program for High School STEM: Lessons Learned

Individual Presentation
Forum B

This presentation describes the development and implementation of a junior-year, service-learning focused internship program and course at one STEM-focused high school in Georgia. This new initiative includes support from a university service-learning office, and launched its first cohort of 11th graders in fall 2017 (including two co-presenters). Lessons learned, challenges, next steps, and key outcomes from engaging students in real-world STEM-based community projects are shared.

Nicole D'Antonio, Abbey Tilson, Hannah Jeevanayagam, Gwinnett School of Mathematics, Science, and Technology; Paul Matthews, University of Georgia

Online Service-Learning: Collaborating with an e-Mental Health Company

Individual Presentation
Forum I

An increasing proportion of the globe is digitally connected, and faculty can utilize the immense potential of online service-learning opportunities that allow for students to interact with people around the world. This presentation introduces a partnership with an e-mental health services company in which students studying adolescent development serve as online peer wellness coaches. Methods for assessing student accountability and work quality, as well as student reflections, will be discussed.

Melissa Landers-Potts, University of Georgia

Hot Mess or Golden Opportunity: Student-led Service-Learning in the First Year Experience

Individual Presentation
Forum E

Students crave more leadership opportunities. Faculty require more support and training than their schedule permits to teach service-learning. Administration pushes for as many classes to use service-learning pedagogy as possible. Hot mess or golden opportunity? We will review how Averett University maximized these problems into a solution. We will share the good, the bad, and the strategies used, so you can implement our lessons learned at your home institution.

Brigid Belko, Averett University

Should They Stay or Should They Go? Addressing Issues of Social Justice through Critical Service-Learning in Difficult Contexts

Individual Presentation
Forum A

What if your voice did not matter because of the color of your skin? Why does racism dominate the narrative? How can minorities speak about the values and people they want memorialized in a small southern community? These are just a few of the social justice-oriented questions that fourth-grade students investigated under the guidance of a graduate student enrolled in a service-learning course at the University of Georgia. Join us for an interactive session as we share examples of critical service-learning initiatives and explore ways that P-12 schools and universities can collaboratively address issues of social injustices.

Kathy Thompson, University of Georgia; Jesse Fortson, Byron Elementary School