

Concurrent Session 7

Friday, 10:45-11:15 am

Service-Learning Partnerships in the Civic Design of Nashville

Individual Presentation

Forum F

The University of Tennessee offers a course on civic design as a collaborative engagement in service-learning outreach. This initiative is an educational advocacy for design excellence in Nashville. This course engages faculty, students, citizens and civic leadership in community assessment and visioning through public participation. The presentation will discuss the complex nature of the enabling partnership with the Nashville Civic Design Center, and by extension, the Regional Planning Organization and the Metro Planning Department.

Thomas K. Davis FAIA, University of Tennessee, Knoxville

Experiential/Service-Learning in Accounting – Case Study

Individual Presentation

Forum D

Experiential/service-learning is defined as acquiring knowledge through meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. The presentation will provide an actual experiential/service-learning case study to inform all aspects of a successful collaboration.

Marianne Fortuna, University of Georgia

No More Art for Art's Sake: Reviving the Humanities through Service-Learning

Individual Presentation

Forum C

At a time when STEM seems to reign supreme, hear how a Humanities professor uses service-learning in the classroom to help students learn to think critically about solving real-world problems. This session includes examples of successful service-learning projects in the humanities. It will also detail how students may address real issues of public concern by applying content from humanities-related courses, helping to make these courses relevant to everyday life.

Lindsey Smitherman-Brown, Tallahassee Community College

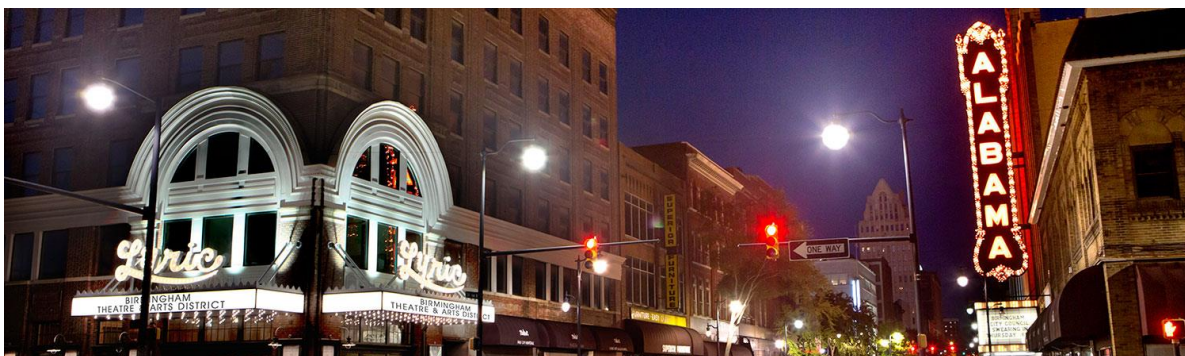
Evaluating Service-Learning Courses When No University Designation Exists

Individual Presentation

Forum E

Assessing service-learning courses is ideal for any institution, but what happens when there is no official university designation for service-learning courses. Lacking a service-learning course designation presents a unique challenge. The purpose of this presentation is to discuss the challenges and strategies to assessing courses with a service-learning component when no university designation for service-learning exists on campus.

Urkovia Andrews, Tori Willis, Georgia Southern University



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Engaged Citizens Program – Helping Students Tell the Story of Their Service

Individual Presentation

Forum B

Louisiana State University has a long tradition of community engagement. From service-learning classes to volunteer service, our students, faculty, and staff have found many ways to work with the community on important issues. Beginning this spring, students will have another avenue to be recognized for their contribution to this work through the Engaged Citizens Program. This program bridges curricular and co-curricular service and gives students an opportunity to contextualize their work in a culminating paper.

Kristin Menson, Josh Dean, Louisiana State University

Introduction to Community Engagement: A Curriculum for Civic and Social Action

Individual Presentation

Forum H

As community-engaged educators, we are all charged with creating curricula that supports students' civic engagement and learning. This presentation focuses on strategies for introducing community engagement and social action in the classroom. Presenters will share an open-source curriculum they developed as a one-credit course at Virginia Commonwealth University and, through discussions, help participants explore ways that they can adapt these innovative teaching resources to use with their own students and institutions.

Katie Elliott, Amanda Hall, Virginia Commonwealth University

Nursing Students' Perception, Knowledge and Attitude Towards Service-learning (SL): A Study of SL for Homeless Clients with Mental Illness

Individual Presentation

Forum I

There is growing interest in integrating SL into nursing curriculum at USM. SL was implemented into the psychiatric/mental health nursing course, which aimed to bring awareness about homeless population with mental illness. The goal of this study was to evaluate the effectiveness of SL by comparing students' perceptions before and after implementing SL into the course. The results revealed positive impact to nursing students, which also brought HOPE to the homeless population.

Chin-Nu Lin, Samantha Jackson, University of Southern Mississippi

Empowering Students to Succeed Using Student-led Community Engagement Projects

Individual Presentation

Forum A

University of Houston-Downtown (UHD) students write proposals to obtain competitive grants from the Center for Community Engagement and Service-learning in order to lead community engagement projects. They implement the projects, collect data and conduct assessment, and write articles for a new e-journal on community engagement. In addition to developing leadership skills the students, improve critical thinking and writing skills, learn to work in teams, and develop time and budget management competencies.

Poonam Gulati Salhotra, Krysti Turnquest, Nena Mann, Abigail Murillo, University of Houston-Downtown