



TEACH, SERVE, AND LEARN

the newsletter for Service Learning
at Nassau Community College

SPRING 2013

NCC INTERIOR DESIGN STUDENTS 'LAY HUNGER TO REST'

Professor Susan Beganskas

Last fall, a group of NCC interior design students participated in the Canstruction competition/exhibit. Canstruction is a global charity of the design and construction industry created to help fight hunger. For this event, teams raise money to design and build giant self-supporting structures made entirely out of canned food. The exhibit was open to the public for 10 days last October at the RXR Plaza in Uniondale. At the close of the exhibit the canned food was donated to Long Island Cares, The Harry Chapin Food Bank. The NCC interior design entry was the culmination of almost 9 months of work.

Students who participated gained practical experience working with a design project from conception to completion, dealing with the many challenges design professionals encounter every day. The first task was to create a concept and decide upon a phrase linking their design to hunger. The group chose 'Lay Hunger to Rest,' and planned on constructing a bedroom vignette complete with headboard, night tables, and table lamps. The students then visited the exhibit site and chose the space which would provide the best viewing of their structure.

The students assumed complete responsibility for the execution of the project. They visited food stores to look at label color and design to determine which cans they would use and took measurements to ensure that each part of the structure would properly align. The students calculated the quantity of cans they would need and kept accurate records of the size and price of each can purchased. With this information, the students were able to determine the amount of money they needed to raise.

The students created a strategy for fundraising and designed promotional materials to 'sell' their project. They enlisted the assistance of a local business to help meet their fundraising goals. In total the group raised over \$4000 for the project.

The team members gained a great deal of practical experience during this phase of the project. In anticipation of falling short of

their fundraising goal, the students were forced to redesign their structure utilizing fewer cans while maintaining their original concept. Thankfully, a few last minute donations enabled them to complete their original design.

In preparation for placing a large order, the students established a relationship with the manager of a local supermarket and worked out the details of the purchase, considering issues such as delivery times and interim storage.

During the build-out, the students experienced some of the challenges professionals encounter while executing a design project. Although the students practiced building the structure and worked out the construction details beforehand, problems arose that forced them to engineer a new way to secure the cans onsite. Their innovative solution allowed them to complete their structure without compromising the quality of their design.

The result was an overwhelming success. The team earned the design award "Best Use of Labels" for their convincing use of labels to imitate wood and their creative use in the design of the bed quilt and table lamps.

Overall, this project brought positive exposure to the NCC interior design program while providing valuable networking opportunities for participating students. Most importantly, our participation resulted in the donation of over 1,400 cans of food to feed local families.



NURSING STUDENTS PARTICIPATE IN THE NCC - NUMC SPRING 2013 BLOOD DRIVE

Professor Barbara McFadden

The students' involvement was a collaborative effort that involved not only me, but Dr. Arthur Friedman, who has tirelessly volunteered for [forty] thirty-five years with the Blood Drive and his co-chair of the NCC Blood Drive Task Force, Barbara Vollmer. The students were eager to be involved in a service project. As NUR101 Fundamentals of Nursing students, the thought was perhaps they could assess vital signs at the Blood Drive or maybe work the canteen and provide refreshments, sandwiches and beverages during the event. It was a surprise when we met with Dr. Friedman to learn that students were really needed to recruit blood donors due to the extreme shortage of blood and donors.

The focus of the Service Learning became Recruitment of Blood Donors. The nursing students set up tables on campus during the club hours for three weeks before the actual Blood Drive on 3/14/13. The students researched and prepared a brochure "Why Should You Donate Blood?" and a poster board "Don't Delay ... Someone Needs Your Blood Today!".

They presented to NCC students on campus with an extraordinary effort to recruit more donors. Some of my own nursing students were inspired by the presentation and even donated blood. Dr. Friedman commented, "One of the things that impressed me with your group was their zealotry. They tried to speak with everyone who entered the Library, highlighted the need for donors, talking about the process, letting their fellow students know the importance of being a donor, describing the "feel good" nature of being a donor, and even mentioning the free food that would be provided to donors. These recruiters did everything except "arrest" the potential donors and take them to the Drive!" The benefit to

students was the opportunity to practice outside of the classroom the communication techniques taught in NUR101. The students helped to build a sense of community among the students at NCC. This learning outcome was certainly met.

Janelle Clausen, Features Editor for the Vignette, The Student Newspaper of Nassau Community College noted, this was a successful Drive with more than 100 people making the effort to reach the 11th floor of the Tower to volunteer as a donor! The recruitment efforts were successful as previous blood drives resulted in 33 – 64 units. "The Back to School Blood Drive" resulted in 64 units and this Spring 2013 Blood Drive resulted in an increase to 88 units. For every donation at a blood drive, three people may be helped.

As stated in the students' brochure, "Enjoy the feeling of success and gratification of helping another person". Yes. This is stated as one of the reasons to donate blood. It is also true of service learning that the students will experience, "the feeling of success and gratification of helping another person".



From Left to Right: Jazmine Gregory, Prof. Barbara McFadden, Lorenzo Guilas, Giselle Chung, Gina Laiso, Thalia Hosein, Nicole Maresca, Dr. Arthur Friedman, and Barbara Vollmer

SUMMARY OF PRESENTATION GIVEN BY RICHARD KIELY, PHD ON 11/30/2013 AT NASSAU COMMUNITY COLLEGE ON ACADEMIC SERVICE LEARNING: LINKING LEARNING OUTCOMES, REFLECTION AND ASSESSMENT

Professors Pamela Flores (Chair, Student Activities Committee), Helen Rice, Elizabeth Gaudino-Goering, Roberta Schroder, Judith Bennett-Murray

I. ARTICULATING SERVICE LEARNING OUTCOMES

Four Core Components to a Working Service Learning Model

A. An Understanding of Service Learning Pedagogy: Involves learning that takes place outside the classroom, learning experiences are co-negotiated within a community partnership. Stu-

dents express learning through reflection. Expectations are to be formatted such that both students and community based partners appreciate the complexity of the problem.

B. Organizational and Institutional Buy-in: Faculty who utilize service learning must be afforded the opportunity for faculty development. Institutions looking to promote SL must provide consistent support for faculty through administrative liaisons, funding and other areas important to the faculty and students.

C. Community Development: Focus must be placed on creating



and sustaining meaningful community partnerships between the school and outside agencies. The worst SL experiences are those that end up being “one-off” relationships.

D. Service Learning as an Approach to Research: SL can be utilized to promote community based research activities. Care needs to be taken to ensure that research collected via this method remains differentiated from advocacy.

Articulating Service Learning Outcomes: Backward Learning Designs

- A. Defining Learning Outcomes –SL outcomes are those goals
- B. vs. Learning Objectives
- C. vs. Learning Goals

Learning outcomes are statements that specify what students will be able to know, do, or be upon completion of the program. They involve student knowledge, skills, and attitudes and behaviors. The learning outcomes must be measureable and must incorporate a learning statement. A learning statement could read, “As a result of completing this course,(the student) will be able to (learning statement).” The learning outcomes should include active verbs that result in overt behavior that can be observed and measured.

Learning outcomes are different from learning objectives and goals. Objectives and goals are designed to be flexible when formed and tailored during and after the service-learning experience.

II. LINKING SERVICE LEARNING GOALS TO REFLECTIVE INQUIRY

Reflective writing can be used for assessment of the learning goal. Instructors can construct rubrics to use to score reflective essays. These reflective writing rubrics could include criteria such as fully developed ideas, emphasis on learning, personal opinion, argument, observation, and mechanics. The reflective writing helps students to consider what they are learning, how they are learning it, and what may foster or impede learning. They should not be just descriptive, but should address reflective analysis.

III. LINKING LEARNING OUTCOMES TO MEANINGFUL ASSESSMENT

After the appropriate SL outcomes have been identified and the learning opportunities have been developed, the assessment of service learning can be measured through direct or indirect measures or both. The direct measures include, but are not limited to, traditional papers, tests, projects, journals, and reports. The indirect measures could include surveys, course evaluations, exit-interviews, and student self-reports. These measures should be implemented at both the course and program/department level. The construction of a matrix is often helpful in assessing the achievement of outcomes. The matrix would list the outcomes and the assessment measures for each outcome. This matrix would then be used to determine the degree to which the outcomes of the course have been met and to inform necessary changes.

ORGANIC GARDEN IN ITS SECOND SEASON

Professors Birgit Woelker, Nicole Simon, & Elizabeth Gaudino-Goering

The members of the NCC Organic Garden and students from the Sustainability Club are developing a collaboration with Top Flight Food Services to provide fresh, organic produce to the NCC cafeteria. The Sustainability Club will be erecting a hoop

house on April 9th during club hour to extend the growing season from April into November. Throughout the growing season, some of the produce will be delivered to Top Flight on a weekly basis where it will be prepared for salads. The revenue from the sale of these vegetables will be donated to support the organic garden. Most of the produce from the garden will continue to be donated to the Children’s Greenhouse Child Care Center and other local charities, such as Food Not Bombs and the INN.

Planting will begin during the first week of May. An e-mail announcing the opening of the garden will be sent to AllNCC shortly.

Dean Evangeline Manjares

It was a challenge to introduce service learning as a methodology in a one-credit course that covers broad topics, but it was also an opportunity for learning and experience on a personal level. It expanded the range of topics my students considered for their projects and illustrated how their projects related to our discussions in the classroom, i.e. Goal Setting, Getting Control of Time and Life, Diversity, Developing Strategies, Well Being and Getting Well, etc. It was rewarding to see how interested, involved, and serious they were in this exercise. Many students dedicated more time than was required. A few continued service beyond the conclusion of the course.

My students were asked to choose projects that addressed specific problems in their communities. To assist them with their activities, each student was given a copy of the Service Learning Guide. This guide provided a list of volunteer agencies and brief descriptions of the tasks required. Some students came to the class with projects already in mind. The following are some of their reflections after their projects.

Karen Benitez – Homelessness

My friend was very eager to help out the homeless so we and a small group of friends decided to gather winter clothes and to donate. We all asked our friends and family to donate all warm clothing and sorted them. I learned a couple of things. I learned that helping others is a good way of feeling better about yourself. I also learned that we should appreciate what we have because someone else is wishing for it. Doing something positive for people less fortunate than us also helps us keep busy and to stay away from the negative things that surround us on a day to day basis.

Alanna Donach – Breast Cancer Walk

My service learning project was the Jones Beach Breast Cancer Walk (also known as “Making Strides Against Cancer”). My best friend’s aunt was diagnosed with breast cancer last year and has been battling it ever since. Watching her suffer made me realize how short life really is and it made me want to help out in some way. My friend and her family thought that the annual breast cancer fundraiser/walk would be the perfect thing to do! My friend and her family raised money and created sweatshirts for our team. Our team was called “Treasured Chest.” On October 21st all 15 of us walked the 7.1 miles across Jones Beach along with the 64,000 other people. I am proud to say we raised \$350.00 our team alone. This experience taught me how to work as a team with my friend and her family. Memories were made while preparing for this walk. We were all extremely spirited, and were having fun while doing it! I enjoyed helping the breast

cancer community in helping to find a cure for this terrible disease. I will definitely continue to do the walk as the years go on. Jones Beach collected \$3,150,00. In the fight to end breast cancer, and I am so proud to be a part of that.

Nicole Ippolito – Zumb-athon

Zumb-athon was to raise money for people with health issues. I made flyers and put them everywhere so people can participate. I learned that it’s important to help out others, because even the littlest things you do can go a long way for someone else that’s less fortunate than you. I’ve also learned to appreciate what you have and your health.

Bianca Lopez – Tutoring

For my service learning project, I helped an elementary school in my district. It was where I went to elementary school. It was a fourth grade inclusion class which means there were some special ed children. I mainly worked with them helping them with their class work and reading their tests to them. If I wasn’t working with the kids I was filing papers, grading papers, or organizing the classroom. Overall this was a really amazing experience for me and helped me learn a lot about being a teacher and what a joy it brings to me to see how much I can help children.

CENTER FOR SERVICE LEARNING APPROVED AS AN OFFICIAL CERTIFYING ORGANIZATION FOR THE PRESIDENT’S VOLUNTEER SERVICE AWARDS

The President’s Council on Service and Civic Participation (the Council) was established in 2003 to recognize the valuable contributions volunteers are making in our communities and encourage more people to serve. The Council created the President’s Volunteer Service Award program as a way to thank and honor Americans who, by their demonstrated commitment and example, inspire others to engage in volunteer service. The program continues as an initiative of the Corporation for National and Community Service (CNCS). Recognizing and honoring volunteers sets a standard for service, encourages a sustained commitment to civic participation and inspires others to make service a central part of their lives.

Anyone interested in this award, the following steps have to be accomplished:

1. Visit <http://www.presidentialserviceawards.gov>
2. Create an account
3. Enter Record of Service Key (ROS-Key) SDJ-58645

If additional information is needed, please call the Center for Service Learning at (516) 572-9775.

