

Service Learning and Social- Entrepreneurship in EAP Foundation: a New Paradigm?

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Preview: <http://www.youtube.com/watch?v=fc2ceZchDm4>

Outline

- Theoretical foundations
- International student dreams and foundation programme realities
- Integrating the common good into the common foundation programme
- Distributed model of leadership at NU CPS
- Questions and Discussion

Student Involvement Theory in Higher Education (Astin 1984;1999)

Relevant Postulates

4. The amount of student learning and personal development associated with any educational program is directly proportional to the quality and quantity of student involvement in that program.

5. The effectiveness of any educational policy or practice is directly related to the capacity of that policy or practice to increase student involvement.

Social Change Model of Leadership (Dugan 2006)

The social change model of **leadership development** (HERI, 1996) was created specifically for college students and is consistent with the emerging leadership paradigm. This perspective, also referred to as **the post-industrial paradigm**, suggests that leadership is a relational, transformative, process-oriented, learned, and change-directed phenomenon (Rogers, 2003; Rost, 1993). Similarly, the central principles associated with the social change model involve **social responsibility and change for the common good** (HERI). These are achieved through the development of eight core values targeted at enhancing students' level of self-awareness and ability to work with others (HERI). The values include consciousness of self, congruence, commitment, common purpose, collaboration, controversy with civility, and citizenship. These values function at the **individual** (i.e., consciousness of self, congruence commitment), **group** (i.e., common purpose, collaboration, and controversy with civility), and **societal** (i.e., citizenship) levels. The dynamic interaction across levels and between values contributes to **social change for the common good**, the eighth critical value associated with this model (HERI).

Relevant educational approaches

- Experiential Learning
- Transformative Learning
- Multiple Intelligences
- Student-Centered Learning
- Action Learning
- Critical and Participatory Pedagogy

Does UK HE develop the ‘whole person’?

‘In the current UK higher education landscape, value justifications are usually sought in economic terms. Yet a focus on “returns on investment” and increasing employability (while undoubtedly important) do not adequately capture the broader and, arguably, more important social contributions higher education can make. The economic discourse is often disheartening for academics as many of them feel pulled away from their own personal value centres by the priorities that seem to dominate the current context. Simultaneously, increased attention is paid to the “student experience”, although this notion is still underdeveloped, particularly in the UK’ (from ‘developing heart and mind in HE’, Quinlan 2011).

Student Dreams of Experience

- Meet a variety of interesting people from a foreign land and make healthy friendships
- Learn what is special about 'Western' educational methods and communities
- Become a top manager or leader back home
- Tell their families about the wonderful city and university that lives out its values and ideals

Newcastle vs. Jeddah



Reality of Foundation Year

- Mostly academic-university focused with limited concrete community involvement
- New environment with cultural differences in host culture that are oftentimes shocking
- New (academic) language immersion with limited focus on daily language usage
- Often superficial/surface exposure to host culture that reinforces bad stereotypes

Service Learning in EAP - Notre Dame

English through Service Learning

'Developing Multiple Literacies in Academic English through Service Learning & Community Engagement'

- 8-week intensive English for academic purposes (EAP) program comprising 5 hours of daily instruction, 2 hours of community service practicum, supplemental activities, and weekend programs. A follow-up component will provide structured feedback for the preparation and implementation of service projects in students' home countries as well as a mini-conference showcasing impact at Notre Dame.
- 1) Significantly improve students' linguistic proficiency, fluency, sociolinguistic awareness, and overall communicative competence in English; 2) Develop students' ability to recognize and distinguish patterns of American academic culture in order to maximize future success within an American post-secondary institution; 3) Help students to integrate opportunities for language learning and practice with **community volunteer service projects and community engagement**; and 4) assist students in the **design of a community service project which can be carried back to their home countries** and implemented with appropriate follow-up and support from Notre Dame.

<http://cslc.nd.edu/eap/summer/>

Examples: <http://cslc.nd.edu/eap/summer/nduielsp/>

Social Entrepreneurship in Foundation





Teacher Bake Sale

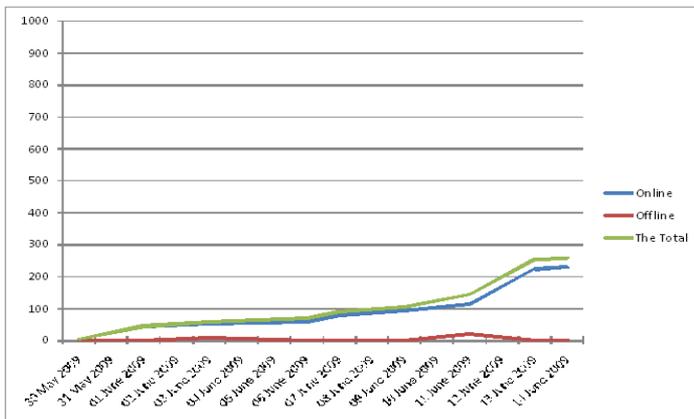


Where? Room 139

When? Friday, 12/June/2009, From 10:45 AM to 11:15 AM

What is going to be there? Cake, Cookies, Tea, Arabic Coffee, Dates

"All money gained from this event goes for the charity of Water Aid"

The Social Entrepreneurship Foundation Skills

Research Project

Involvement Activity	Description	Example	Academic Research Skills	Leadership and Entrepreneurship Skills
<i>Team Fundraising Research Projects into Written Reports – Global or Local Level</i>	includes an established NGO that supports an initiative related to the reading material, lectures, or other course content	Two teams in one class are required to write 5,000 word team research reports or 1,500 word individual argumentative essays about a small fundraising project for a Global Clean Water charity. Each team completes two small projects during a given time frame and analyses their results.	<ul style="list-style-type: none"> - Seminar-Discussion - Literature review - Formal writing - Integrating personal experience into research - Reaching alternative conclusions from peers - Constructing and analysing visuals from raw data - Defining a key issue in society - Experimental methods - Critical thinking - Creative thinking - Limitations of arguments - Literature Review - Formal writing 	<ul style="list-style-type: none"> - Goal-setting - Time management - Action planning - Conflict management - Creative solutions - Communication - Financial management - Teamwork - Taking risks - Challenging self - Understanding cooperative nature of work - Defining success criteria
<i>Individual Social/Community Activity Building into and Extended Essay/Report</i>	includes a local project or campus project that the student initiates and/or completes	Individuals define an issue that affects the campus or local community and acts on it, such as a recycling campaign. The results are analysed/discussed according to pre-defined criteria in a 2,500 word paper.	<ul style="list-style-type: none"> - In-depth analysis of transcripts and listening content - Critical thinking of definitions/terminology - Initiating academic dialogue - Synthesising perspectives 	<ul style="list-style-type: none"> - Comprehending Models of leadership communication - Creating products to reach multiple audiences
<i>Individual or Small Group Modelling of Involved Public Speakers</i>	targeted listening activities using an inquiry/reflective approach that prompts students to act using multiple discourse items	in-depth analysis of the intonation/word choice/approach of expert speakers on the topic can be followed by development of students' own online speaking forum, a short film, or giving a presentation to a local interest group	<ul style="list-style-type: none"> - Interviewing for research purposes - Defending a position - Self-evaluation - Forming a concise but meaningful dialogue - Active listening 	<ul style="list-style-type: none"> - Supporting an initiative - Communicating with sponsors - Sharing vision - Listening to followers - Handling conflict - Proposing a new venture or idea - Managing finance
<i>Word of Mouth Fundraising Team Activities</i>	This includes an established NGO or local cause and requires out of class time talking to people on the street, on the phone or having an event stand.	fundraising conversation with a potential local donor recording meaningful and spontaneous dialogues that students can formatively self-evaluate followed by a summative speaking test where the examiner role plays as a potential donor		

Comparison

Service Learning

- Student learning focus
- Group work
- Voluntarism important
- Non-systematic
- Feel good
- Reflection on learning

Social-Entrepreneurship

- Society value focus
- Team work
- Results important
- Systematic
- Do good
- Discussion of results

Added-Value for foundation Year

- Emphasis on diverse competences
- Internal ethical motivation
- Challenge the most capable students
- Interdepartmental cooperation
- Broader community cooperation
- Foundation community development
- Leadership, leadership, leadership

Course Objectives Integration

Service Learning

(Burke, 2007)

- Engage in active learning by applying principles to real problems
- Engage community in mutually beneficial knowledge-based relationship
- Promote skills and knowledge needed for leadership
- Research and address real-world problem
- Provide relevant field experience
- Enhance job skills and personal responsibility
- Connect substantive coursework to actual experiences
- Improve problem-solving skills
- Develop a habit of reflective self-evaluation
- Integrate research and practice
- Enhance reflective judgment practices

Social-Entrepreneurship

- **All** of the objectives found in service learning PLUS:
- Develop an understanding of the complexity of **managing teams** and processes within **deadlines** and based on **performance-criteria**
- Gain experience with **action planning** and implementation
- Develop **written/spoken results and methodologies** based on real-world business and NGO practices
- Develop a sensitivity to the processes and outcomes of **marketing and advertising ideas**
- Create a **feasibility** process and product that can be adapted to multiple environments to support the common good

How Service Learning and/or Social Entrepreneurship can be integrated into all foundation courses (Murphy, 2007)

- Maintain and monitor participation in a chat room in which students share their experiences and discuss issues
- Require students to make an individual or group presentation to the class or community partner that explains and examines their experience
- Have students provide a written report to the community partner and to the instructor
- Ask students to write a newspaper article explaining in brief their project and its goals, and then try to get it published
- Require students to write reflection papers in which they analyze the effectiveness of their involvement and the application of the principles learned from the course
- Provide class time for group sharing and reflection on experiences/lessons learned/epiphanies
- Require students to maintain a journal (or blog) in which they chronicle their experiences and their reactions, as well as the reactions of other participants

Transformative & Distributed Leadership

- Leaders in HE are social change agents (Astin & Astin 2000)
- HE Leadership is not a title but a role (Komives 2009)
- HE Leadership is necessarily distributed (Bolden 2011)
- HE Leadership consists of both management tasks and the ability to influence (Robinson 2008)
- HE leadership is horizontal, bottom-up, emergent, informal, collective as well as 'top-down' (Jones et al 2010)
- Teacher leadership is an ethical stance (Harris et al. 2008)

Distributed Social Leadership Model: A few informal examples from April 2012

Art exhibition with orphan and professional Kazakh artists



Student-developed Charity run with funds from the US embassy



Student-led football competition



Student-student free printing service [for charity](#)



Guest Kazakh economist seminar



Examples of Extra-foundation Social-entrepreneurship projects

- Student ezine
- Fundraising charity run with deliverables
- Orphan coloring book for sale
- One-to-one tutoring programme
- Red cross/red crescent blood drive (Notre Dame)
- Business Connections Club guest lectures

Now that we understand this activity can positively affect the study experience, can you give me one good reason why social-entrepreneurship and/or service learning should not be a core aspect of the foundation programme?

Further resources:

- CampusCompact: www.compact.org
- Corporation for National and Community Service: www.cns.gov
- International Partnership for Service-Learning and Leadership: www.IPSL.org
- National Service-Learning Clearinghouse: www.servicelearning.org
- National Service-Learning Partnership: www.service-learningpartnership.org
- National Society for Experiential Education: www.nsee.org
- Social-Entrepreneurship Resources: <http://www.vitae.ac.uk/policy-practice/352301/Social-Enterprise.html>
- Social-Entrepreneurship in UK Universities: <http://www.nacue.org/>