What disciplines can service-learning be incorporated in?

Service-learning can be incorporated into virtually any discipline.

Information about developing service learning courses in a variety of disciplines can be found in the American Association of Higher Education's series on "Service-Learning in the Disciplines." Towson faculty have access to this 19 volume online series through the ERIC (Education Resources Information Center) system. Additional volumes that are not currently online but are in print can be found at the Albert S. Cook Library on the 4th floor at LC 220.

- **AAHE's Series on Service-Learning in the Disciplines**

At Towson University faculty integrate service-learning in numerous disciplines. Below are examples of service-learning projects from the 2009-2010 Towson University Service-Learning Faculty Fellows cohort:

**Riselle Abrams** - **ARED 311: Art and the Child**

This service-learning initiative will provide and inspire Elementary Education majors in the “Art and the Child” course to be facilitators of active and hands on learning for diverse and inclusive communities. This initiative will enable students to analyze and reflect on the service-learning experience as well as provide opportunities through art to demonstrate an understanding and appreciation for a variety of cultures and art forms. The value of the project will be an exposure to diverse cultures and communities as well as provide the students with real life experience teaching inner city children art integrated lessons. The inner city students will be exposed to the college setting, facilities and will benefit from working with Elementary Education student teachers and experiencing art lessons that are lacking in their community school. Student teachers will be prepared and will receive support in writing, researching and preparing art lesson plans, stages of artistic development, learning styles, and topics for multicultural or art integration.

**Celia Bardwell-Jones** - **PHIL: Philosophy and the Sea**

The course is meant for students to examine human nature through various literary and philosophical reflections of the metaphor of the sea. The sea represents both notions of freedom and hope as well as isolation, fear and despair. Ultimately, the sea represents a source of meaning in understanding one’s sense of self in relationship with nature. Students will reflect upon how one’s ethical self emerges through a recognition of one’s own responsibility with the environment, which in part emerges when out at sea. The course provides a comprehensive knowledge of human nature at sea through three learning settings: academic - reading, discussing and writing upon various literary and philosophical works about the sea as well as listening to guest lectures on the topic of watershed health and Baltimore maritime history; experiential – actually sailing on sailboats in the Baltimore Inner Harbor as well as visiting and/or volunteering at the Fredrick Douglass-Issac Myers Maritime Museum;
service – volunteering with local organizations to help clean up watersheds in the area and/or Baltimore Inner Harbor.

Sheryl Cooper- DFST 318: Social Services in the Deaf community

This course examines a variety of agencies and service delivery systems providing support to the Deaf community. Students learn in a traditional classroom setting for the first half of the semester, and apply their knowledge volunteering in community agencies during the second half. Pairs of students are placed in a variety of agencies around Baltimore where they learn about the mission and structure of their agency through interviews, provided support to the staff, and completed a major service project for the agency. Service projects include leading Deaf Awareness sessions for staff, developing brochures about the agency for the Deaf community, teaching sign language and Deaf awareness to hearing consumers, adding sign language video-descriptions to agency websites, and developing procedure manuals for hiring interpreters.

Colleen Ebacher- SPAN 409: Spanish Translation

The goal of Spanish 409 is to provide students the skills necessary to translate written and oral material from English to Spanish and Spanish to English. Students study: 1) cultural issues implicit in translation; 2) grammar and vocabulary of particular use/concern for translation; 3) translation for content specific areas such as business, medicine, sports, mass media, and law; 4) resources for translation and interpretation; 5) further academic and community based opportunities for translation. For the course, and as a final project, students are required to complete a significant translation in which they employ the skills learned over the course of the semester in a content area of particular interest to them. The final project is a service-learning opportunity that will be conducted over the course of the semester with appropriate mechanisms for evaluation and assessment. The project provides the students the opportunity to impact the Towson community and beyond through their translation work.

Diane Kuthy- ART 307 Special Topics: Community Based Art Teaching

Art students select service-learning placements among community-based after-school programs in Baltimore city. During the first half of the course, we explore educational theory and practice that emphasize strategies to empower communities through engagement with the arts. Student directed learning, community empowerment and engagement, and implementation challenges in non-traditional settings are among topics discussed. Students then plan, organize, and teach a four day after-school art unit. Reflection occurs through weekly assignments and in-class discussions. Each TU student cohort plans an individual dissemination strategy based on the organizations needs, including an art show of student work and a recipe/documentation book.
Margherita Pampinella-Cropper - ITAL 377: Italian Literature of Migration

The service-learning course on the Italian literature of migration aims to investigate the phenomenon of migration from and to Italy, along with its social ramifications. Students read and analyze selected Italian texts which will provide an insight into motivations, expectations, and modes and degrees of integration of migrants. An integral component of the course will be the service at Casa of Maryland, an immigration advocacy and assistance organization based in Maryland. The agency offers a valuable service to the city and its population, addressing the real needs of the immigrant population of Baltimore and the surrounding area. Placement and duties within the agency will be determined by the community partner in conjunction with the instructor after an individual interview with each student.

Andrea B. Sherwin - OCTH 325: Occupational Therapy Practice for Children & Youth

Occupational therapy students enroll in pre-existing required pediatric lecture/lab course for this service-learning project visiting two local elementary schools for 6 visits. Students implement a variety of discipline-established engaging pre-writing and hand-strengthening strategies to 336 kindergarteners and 1st graders in 9 classrooms. Towson students reflect on their experiences via journaling, online postings, and in-class discussions. At the conclusion of the course sensory-based “pre-writing toolkits” are given to participating teachers. This opportunity enables students to gain valuable experiential knowledge about pre-writing, writing, and motor development for a range of typically developing children as well as foster inter-disciplinary communication and recognize the significance of positive community partnerships.

Stuart Stein - Art + Design in Community Practice

Art + Design students work with non-profits and community organizations in a variety contexts including public sculptures/murals, educational graphics, promotional graphics, motion graphics and animation, educational game design, community-based art projects and print media. The course provides an interactive platform for faculty, students and community partners to follow a specific framework, making optimal use of the experience through a designed pedagogy. At the same time, the pedagogical framework is flexible enough to encompass projects that may incorporate a variety of media, contexts, purposes and outcomes. Course outcomes are built on specific community partner goals for visual collateral or public art. The community partner participates in a project critique when the work reaches specific points in the process. The students incorporate individual project journals that include a critical dialogue about their work and reflection about the overall process.

Patricia Hrusa Williams - FMST 490: Senior Seminar in Family Studies

A primary goal of the Senior Seminar in Family Studies is to provide a culminating experience to students the semester before they graduate. This experience should help them integrate their
course work and prior service-learning in order to understand how to develop, implement, and evaluate family life education programs. To help students learn more about family life education efforts in the local community, one section of the course has developed a partnership with Port Discovery, Baltimore’s children’s museum. Students are working with Port Discovery to help them collect information about what families think about a new exhibit called the “Royal Farms Convenience Store and Fill’er Up Station”. The exhibit was designed to teach children about healthy choices, nutrition, and consumerism. Students develop a survey for parents and an observational tool which they are using to collect data at the site. At the end of the semester the class will be providing Port Discovery with a report of their findings which will include recommendations for improving the exhibit.