The Meaning of Service Reflected Through Learning Portfolios

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Outline

- Service Learning
- Learning Portfolios
- Integration
- Rubric
- Discussion Questions
- Student Samples
What is Service Learning?
Service Learning

- Service Learning is an experiential learning approach that intentionally connects the service experience to academic coursework.

- Provides students opportunities to be involved with communities, build connections, use reflection to deepen the meaning of the experience, and embrace the concept of reciprocity between the student and the person/agency being served.

(Bringle et al., 2011; Gillis & MacLellan, 2010)
N1K02: Health and Well Being of Diverse Populations

Course Outcomes

- Students will encounter and understand diversity across ability, age, gender, health, spirituality, culture, social structures, resources, and status
- Students will engage in self-assessment of own personal assumptions, values, and beliefs
- Students will explore professional responsibilities, civic engagement, and social responsibility within the context of service learning
N1K02 Course Format

- 32hr of service learning experience
- Year long course Sept-April
- 2 large classes
- 5 small classes
Examples of Service Organizations

Some service learning organizations include:

- Big Brothers Big Sisters (BBBS)
- SPRC (Tastebuds, School breakfast, snack, and lunch programs)
- Neighbor to Neighbor
- Long Term Care facilities
- Victorian Order of Nurses
- Alzheimer Society
- Good Shepherd
- Rygiel
- Ronald McDonald House
- HWDSB elementary schools
Examples of Student Roles and Responsibilities in SL:

- Volunteer visiting
- Assisting clients at Adult Day Programs
- Socialization with the elderly
- Stocking shelves and assisting with food distribution
- Providing healthy breakfast, lunch and snack programs
- Assisting teachers with students in class
- Being a mentor to a child mentee
- Providing music therapy
- Going for coffee and/or walks outside with partnered client
Service Learning and Impact on Community

- Large number of volunteer hours being serviced to Hamilton and surrounding community (approx. 300 students in level 1 providing 32hrs over year = 9600 Hours)
- Knowledgeable, reliable, and enthusiastic nursing students participating in community events and collaborating with agencies to provide services
- It’s all about Reciprocity
Assessment Measures

- 2 Reflections
- Portfolio- contains creative piece and summary reflection
- Assessed with Rubric
- Pass/Fail
E-Learning Portfolios
Learning Portfolios

- A key priority of McMaster’s “Forward With Integrity” as identified by the president is a continuing commitment to enhance the student experience, including Learning Portfolios for all students with an emphasis on curricular and co-curricular experiences and personal learning goals.

- ELEPs (experiential learning e-portfolios) allows students to capture learning from multiple experiences into various technical modalities.

- It is intended to expose students to learning in the broadest sense; recognizing the value of co-curricular experiences and emphasizing reflection as a means to facilitate deep and active student learning.

(Brown, 2011; Forward with Integrity; 2012)
Learning Portfolios can foster:

- Engagement in learning
- Transformational learning
- Reflective practice
- Student-centered learning goals
- Self-directed, lifelong learning
- Authentic personal meaning

(Herteis & Simmons, 2010)
Benefits to Students: (Buckley et al, 2009)
- An organizational tool
- Demonstrates student capacity
- A collection of scaffolded work that builds throughout the program
- Opportunity to look back and reflect
- Potential Employment tool

Learning Portfolio Model: (Zubizarreta, 2004)
- Collection
- Selection
- Reflection
- Connection

It is both the process and the product that is important
Project: An Integration of Service Learning and Learning Portfolios

A Survey Questionnaire was designed to ask students about:

- Student satisfaction and inclination for future use of e-Learning Portfolios in a first year service learning course

- Perception of achievement of course outcomes through the use of the e-learning portfolio
Participants

- Recruitment was the same for both years
- Posted announcements on A2L
- Individual emails to students through A2L email accounts

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<thead>
<tr>
<th>Academic Year</th>
<th>2013-14</th>
<th>2014-15</th>
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<tbody>
<tr>
<td>Number of Participants across 3 sites (McMaster, Mohawk, Conestoga)</td>
<td>88</td>
<td>46</td>
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Inclination for Future Use of the Learning Portfolio

Inclination for Future Use

% Responds

MAC - YES | MAC - NO | MOHAWK - YES | MOHAWK - NO | CONESTOGA - YES | CONESTOGA - NO

Academic Year 2013-14 | 2014-15
Learning Portfolio and Discovering Personal Values/Beliefs

Increase in Discovering Personal Values and Beliefs Following LP Experience

% Responds

Site
Learning Portfolio and Understanding Diversity

Increase in Understanding Diversity Following LP Experience

% Responds

Site

MCMASTER-YES  MCMASTER-NO  MOHAWK-YES  MOHAWK-NO  CONESTOGA-YES  CONESTOGA-NO
Increase in Civic Engagement and Social Responsibility

% Responds

Site

MC MASTER-YES  MC MASTER-NO  MOHAWK-YES  MOHAWK-NO  CONESTOGA-YES  CONESTOGA-NO
Sample Learning Portfolios

- Julia Simpson – Friday N1G03/N1K02
- Paula Ignacio – Monday N1G03/N1K02

https://youtu.be/NoXkwwbn_3Q
Discussion and Conclusions

- The majority of participants at all 3 sites reported increased achievement of course outcomes associated with completing their learning portfolios.

- At McMaster and Mohawk, most students demonstrated inclination for future use of the Learning Portfolio.
Limitations

- Small number of participants may not be representative of the majority of students completing the course

- A low student response rate, even though the survey was available for 2 weeks with reminders

- Survey questions may not have captured the entire range of students’ experiences
References


Questions?

Thank you for listening