

Service Learning Case Summary  
January 2001  
Lani Fujitsubo  
Southern Oregon University

TEAM MEMBERS:

Lani Fujitsubo  
Southern Oregon University

Rebecca Smith  
Rogue Community College

Gary Ghiradelli  
North Medford High School  
(He was an original member, but dropped out and never really participated in the project)

TEAM FORMATION PROCESS:

Service learning is a fairly new concept here in southern Oregon. We are a geographically isolated area consisting of many small rural communities. Because of a lack of familiarity with service learning and a lack of resources our team decided to put together handbooks and resources to be used by teachers in this area. I also began a mentoring relationship with Rebecca Smith targeting incorporating service learning into her human relations courses during the fall quarter. I also expanded using service learning into the Capstone courses I taught and attempted to focus on social justice and responsibility.

GEOGRAPHICAL AND INSTITUTIONAL CONTEXT:

As stated above, service learning is a fairly new concept here in southern Oregon. Because it is a fairly new concept here at SOU there has been little institutional support for service learning, although internships and practica have been widely used and supported. Rogue Community College just recently moved into the area (about two years ago). They are still adjusting to this move and have not been capable of incorporating or supporting new pedagogy. Rebecca Smith was very hesitant to incorporate service learning into her courses because of this lack of institutional support. However, she was so interested in service learning that she decided to take the risk of using service learning. I think this lack of regional knowledge of service learning made it difficult to recruit a high school partner.

PROJECT CHRONOLOGY:

I was able to recruit Rebecca Smith from Rogue Community College because she had received her BS and MS here at SOU. She had been teaching at Rogue Community College for two years. I did not know any high school teachers in this area. I have always dropped off textbooks for the high schools - and last year I included a letter introducing myself and asking if anyone was interested in our P3 project. I left books and letters at all of the high schools in the valley (6

total). I received a phone call from Gary Ghiradelli. He was the only one to call. He stated he was interested. This was at the end of spring quarter. At the end of summer I scheduled several meetings for our team (I even tried bribing them with dinners and lunches). Gary called the first couple of times to cancel. After that he didn't call or return my calls. I left a final message for him mid-way through fall quarter stating that if I didn't hear from him that I would assume he was either too busy or no longer interested in the project, and that if he wanted further information to please call me. Rebecca and I began meeting about a month before classes started. She wanted to be mentored in the use of service learning. We created a syllabus for her class that incorporated service learning. We identified possible placements and projects. We met weekly to discuss questions and problems. During that time we also chose books on service learning to buy, put together a large "getting started" packet of information for her department and my department. We also worked on putting together smaller packets of information for individual teachers who may have been interested in service learning.

#### CHALLENGES AND OPPORTUNITIES:

Challenges consisted of geographic limitations, a lack of general knowledge about service learning, my being on sabbatical for all of last year, and problems deciding on a mutual project.

Opportunities were numerous. I used part of the Campus Compact/APA grant money to fund my capstone students' projects. I had the students apply for the grant money, develop a rubric to help them decide who would get the grant money, and make the final decision of how the grant money would be distributed. I did this in two capstone classes. In one class two projects were funded - one project is developing a curriculum and presentation for teaching junior high and high students about dating violence and the other project is developing a reading program and read-a-thon at one of the poorer elementary schools in the valley. In the other class the grant money is going to a project involving six students who are doing an outreach program for homeless and runaway youth.

Rebecca has shared her teaching experiences with colleagues at Rogue - some of whom have requested additional materials. My capstone students have created some jobs for themselves after they graduate and have created new bridges into the community.

**Service Learning  
Case Summary and Interview  
July 24, 2001**

**LANI FUJITSUBO**

Team Members:

- What was their previous involvement in service-learning?

**None. They had not even heard about SL previously.**

- How much discussion of service-learning as a pedagogy took place and how important was that discussion for the success of your project?

**Smith: She was new to teaching, so pedagogy in general was the frequent topic of discussion. The discussion also centered on how SL could help her meet her overall teaching goals. Much of the time was spent mentoring her as a teacher.**

- How much of the project originated in their setting as compared to your teaching agenda (needs & goals)?

**We did separate projects not connected to each other.**

**Lani: Development of a capstone course.**

**Smith: Development of a learning skills course.**

Team Formation Process:

- What specific hurdles did you have to jump in order to get a commitment from team members? What told you that you had a commitment?

**Ghiradelli: He committed early, but dropped out after about six months.**

**Smith: She was unsure whether her setting would support SL initiative in her classroom since the institution had just started new initiatives of its own.**

- How long did it take from your initial contacts until you knew you had a “team”?

**Six months.**

- When you discussed the assessment component, how well did your team members take the notion that they would be providing “data” about their efforts?

**She did some early reports, but commented later that it was hard to know what to do with some of the assessment questions.**

## Fujitsubo 2

- How much did the assessment component contribute to, or hamper, your efforts with team building (at any point along the process)?

***It contributed to the process. It helped to make her reflect on how SL was working for her and what it was doing for her students. It helped me think about what worked and what didn't.***

### Geographical and Institutional Context:

- In what ways has your institution changed as a result of your efforts? If it has not been impacted, who or what prevented that change?

***I did not communicate to my setting what happened. However, the students were impacted; they got jobs in part because of their SL projects. My students collaborated with students in other disciplines. Students were exposed to low scoring elementary students composed of migrant workers' children. Other students were exposed to low SES families. These were their first experiences with these populations and would not have happened without the SL project.***

- What would need to happen to further impact the institution?

***Other faculty in my department would need to find an interest in SL since I have infused the method into the capstone course. It is now perceived as an integral part of the course, and since it takes a lot of time and work, other faculty may be less willing to take the course (which was previously agreed to be passed around the department).***

### Project Chronology:

- What has happened since your last report?

***Smith has been hired by my institution (and my letter of reference was part of that!). We may or may not continue to collaborate. Not originally reported: Lani used grant money to award "grants" to students to implement their projects by having students apply for and evaluate each others applications.***

- How did the process contribute to your team members' understanding of service-learning, especially as framed by the matrix? Did anyone really "get it"?

***The matrix matched my observations of what is appropriate for the setting. For Smith, the issue was how does educational activities fit with community work. For me, why do SL and what for what reasons were central to project development and reflection.***

### **Fujitsubo 3**

- What was one or two important “components” of the project, e.g. specific technique?

***Question not asked in the interview.***

Challenges and the Opportunities:

- What new ideas have been developed since your last report (even if you have not or do not intend to implement them at this time)?

***Question not asked in the interview.***

- What have you done to sustain the partnership? What other things might need to happen to strengthen and sustain the partnership?

***I cannot continue a cross-setting collaboration with Smith now that she works in a 4 year setting with me. Ironically, another P3 person has contacted me with whom I might develop future projects.***