



Service-Learning



ANNUAL REPORT 2008



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What is Service-Learning?

Service-learning is a way of teaching that intentionally integrates academic learning with community service in a credit-bearing course. Students participate in an authentic service activity that meets goals identified by the community partner (designed within the framework of a mutually beneficial relationship). Through critical reflection, students gain a deeper understanding of course content and a commitment to socially responsible citizenship, as they develop the skills and understanding needed to contribute to civic well-being.



Students who engage the community through service often discover that they become the recipients of wonderful gifts.

2007–2008 Service-learning program

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| 25 | Classes involving service-learning |
| 14 | Service-learning professors from all five schools |
| 292 | Students in service-learning classes |

MISSION STATEMENT

The Agapé Center for Service and Learning develops, administers, facilitates, and coordinates programs of service-learning, community service, and mission, contributing to the mission of Messiah College to “educate men and women toward maturity of intellect, character, and Christian faith in preparation for lives of service, leadership, and reconciliation in church and society.”

What Can Students Gain from Service-Learning?

- Greater understanding of concepts and skills studied in the classroom
- Hands-on experience
- Deeper vocational identity, spiritual worldview, and leadership development
- Critical cultural and spiritual commitments
- Applied understanding of their civic engagement responsibilities
- Deeper, life-long commitments to justice, reconciliation, and love for their neighbors
- Opportunity to ground theory in meaningful practice

What Can Faculty Gain from Service-Learning?

- New holistic opportunities to engage students with educational objectives
- Personal satisfaction in knowing their students are making a difference in their communities
- A renewed challenge in understanding and applying the subjects they are teaching
- New competencies in applying a unique, respected, and valued pedagogy
- Recognition and resources through research and application grants
- Publication opportunities for applying service-learning pedagogy

"[Opportunities for] service that we can do in the name, love, and image of Christ are all around us; we do not have to look long and hard to find them."

—Brittany Bryant '08

What Resources are Available for Faculty?

- Service-learning grants
- Assistance with course development (i.e., syllabus construction, student placement, directed reflections, project logistics, etc.)
- Agapé Center Service-Learning Library
- Assistance with managing students, locations, and hours served
- Information about service opportunities in every academic major
- Faculty development opportunities—workshops and seminars
- Biennial national faith-based service-learning conference hosted at Messiah College
- The Agapé Center resource website: www.messiah.edu/agape

Why do Service-Learning?

Stepping out of our ordinary time and space to travel across town or around the world opens us to see in new ways and to be changed. This is what education is about—not a head full of knowledge, but new eyes with which to see the world, to make new connections, and to imagine new possibilities. “The real voyage of discovery consists not in seeking new landscapes, but in having new eyes,” as Marcel Proust says.

The process of getting those eyes may begin with a new landscape. True, you may not have to travel to Timbuktu, but you probably do need to go out of the classroom, out of the usual routine, out of the neighborhood, out of the comfort zone, out of your way. This is why we do service-learning at Messiah—because changed people change the world.

—Evie Telfer, associate college pastor

EXAMPLES OF HOW STUDENTS SERVE

- Painting a school, including mural art
- Constructing new Compassion International classroom facilities
- Serving as summer interns to help receive teams for short-term projects
- Assisting with Vacation Bible School/children's programs
- Teaching English
- Providing ministry to youth
- Serving as a house family in an orphanage
- Building cross-cultural relationships
- Assisting in AIDS clinics
- Constructing houses

SERVICE-LEARNING GRANTS

Faculty Service-Learning Grant

This grant is designed to encourage faculty to integrate service-learning into courses. The grant can be used for a faculty stipend and/or course-related expenses.

Student Service-Learning Grant

This grant allows qualified juniors or seniors to work for a semester or a full year as an apprentice for a faculty member who offers a significant service-learning course. The amount of the grant is \$450 per semester. Scholar intern proposals may be included as part of another grant proposal or may be submitted independently. The activities undertaken by a student intern will vary according to the needs of the project, but the time commitment of the intern should not exceed 75 hours per semester.

Faculty Grant Maximum Amount	\$1,050
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Number available: 2

Student Scholar Intern Grant	\$450
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Number available: 3



Whether alone or in groups, students can meaningfully engage in learning through service.

SERVICE-LEARNING COURSES OFFERED 2007–2008

FALL 2007

SEMESTER DESIGNATION	NAME OF SCHOOL	CALL NUMBER	COURSE NAME	ENROLLMENT	PROFESSOR
Fall 2007	School of Education and Social Sciences	SOWK 120	Intro to Social Work	17	Katie Keith
Fall 2007	School of Education and Social Sciences	SOWK 250	Helping Processes I: Individual	9	Charles Seitz, Katie Keith
Fall 2007	School of Education and Social Sciences	SOWK 475	Helping Processes IV: Communities	9	Katie Keith
Fall 2007	General Education	IDFY 101	FYS Making a Home Away From Home	16	Chad Frey
Fall 2007	School of Education and Social Sciences	PSY319	Abnormal Psychology	28	Winston Seegobin
Fall 2007	General Education	IDFY 101 (CRN: 1849)	FYS: The Chosen Road	16	Helen Walker
Fall 2007	General Education	IDFY 101 (CRN: 1849)	FYS: The Chosen Road	16	Helen Walker
TOTAL	7 Courses			111	

SPRING 2008

SEMESTER DESIGNATION	NAME OF SCHOOL	CALL NUMBER	COURSE NAME	ENROLLMENT	PROFESSOR
Spring 2008	School of the Arts	ART 356	Secondary Curriculum Strategies	4	Gene VanDyke
Spring 2008	School of the Humanities	COMM 241	Small Group Communication	8	Mary Holloway
Spring 2008	School of Mathematics, Engineering, and Business	BIS 412	System Analysis & Design Applications	7	Brian Nejmeh
Spring 2008	School of Mathematics, Engineering, and Business	COSC 333	Database Applications	7	Brian Nejmeh
Spring 2008	School of Mathematics, Engineering, and Business	MRKT 357	Personal Selling	22	David Hagenbuch
Spring 2008	School of Education and Social Sciences	SOWK485	Seminar in Social Work Practice	9	Charles Seitz
Spring 2008	School of Education and Social Sciences	SOWK 490	Field Practice in Social Work	9	Charles Seitz
Spring 2008	School of Education and Social Sciences	SOWK 221	Human Behavior in the Social Environment	7	Katie Keith
Spring 2008	School of Education and Social Sciences	SOWK 120	Intro to Social Work	4	Katie Keith
Spring 2008	School of Education and Social Sciences	SOWK 360	Helping Processes II: Practice with Families	9	Charles Seitz
Spring 2008	School of Education and Social Sciences	HDFS 253	Community Services for Individuals and Families	27	Debra Berke
Spring 2008	School of Education and Social Sciences	SOCI 232	Sociology of Aging (Cross-listed with GERO 232)	33	Julie Guistwite
Spring 2008	General Education	IDST 200	Eco-Urban Footprints of Post-Metropolis Life	10	Timothy Peterson
Spring 2008	General Education	Semester Abroad	Latin American Studies Program	2	Wendy Lippert
Spring 2008	General Education	SERV 231	Foundations of Service, Mission and Social Change	8	Chad Frey
Spring 2008	General Education	Semester Abroad	Uganda Studies Program	2	Wendy Lippert
Summer 2008	School of Health and Natural Sciences	IDNW 200	The Inca World: Ecological Anthropology of the Andes	13	Erik Lindquist
TOTAL	17 Courses			181	

"BUILDING ON OUR STRENGTHS"—FIFTH NATIONAL FAITH-BASED SERVICE-LEARNING CONFERENCE

With strong roots in the Brethren in Christ Church, Messiah College emphasizes a distinctly Christian approach to educating men and women for lives of service, leadership, and reconciliation in the church and society. Recognizing that other faith-based colleges and universities (FBCUs) have different faith traditions, as well as strong legacies of service, the Agapé Center focused this year's National Faith-Based Service-Learning conference on the unique ways that FBCU's can approach service-learning from an asset-based perspective. "Building on Our Strengths" marked the Agapé Center's fifth national conference at Messiah College. Nearly 100 educators and practitioners from over 40 different colleges and universities gathered May 30–June 1, 2008, to discuss the particular strengths that faith traditions bring to service-learning and community development. Sponsored by the Lilly Foundation, Beyond the Books, Campus Compact (CC), the Council for Christian Colleges and Universities (CCCU), and the John M. Perkins Foundation, this year's conference featured a keynote address by John Perkins, two plenary session panels, and 20 breakout sessions to choose from.

Community-Based Research Panel

Moderator

- **John W. Eby**, Professor of Sociology, Messiah College

Panelists

- **Gail Gunst Heffner**, Director of Academic Community Engagement, Calvin College
- **Judy Hutchinson**, Professor and Director of the Center for Academic Service-Learning and Research, Azusa Pacific University
- **Trisha Thorne**, Assistant Director of the Community-Based Learning Initiative, Princeton University

Council for Christian Colleges and Universities Panel on International Service-Learning

Moderator

- **Mary Ann Hollinger**, Dean of External Programs and Director of International Programs, Messiah College

Panelists

- **Cynthia Toms Smedley**, Center for Social Concerns, Notre Dame University, former Associate Director of the Uganda Studies Program of the CCCU
- **Jeff Bouman**, Director of the Service-Learning Center, Calvin College
- **Anthony Chamberlain**, Director of the Latin American Students program of the CCCU



Keynote Speaker—**John M. Perkins**

John M. Perkins established the John M. Perkins Foundation for Reconciliation and Development, Inc., for the sole purpose of supporting the mission of advancing the principles of Christian community development and racial reconciliation throughout the world. Despite being a third grade drop-out, Perkins has been recognized with eight honorary doctorates from colleges and universities across the country. He is an international speaker and teacher on racial reconciliation, leadership, and Christian community development.



"This conference provides an important venue for exploration among diverse faith traditions who frame service-learning and civic engagement in their institutional mission, pedagogy and practice. It offers a chance to faculty and administrators to engage in vibrant dialogue and rigorous reflection."

—**Char Gray, Ph.D.**,
Executive Director, PA Campus Compact

Course Cultivates Foundational Understanding of Service, Mission, and Social Change

Foundations of Service, Mission, and Social Change (SERV 231/2) offers students a unique opportunity to relate classroom learning with everyday experiences. The course focuses on service and mission — both as a central motivation for all that students are and do, and as the call from God to provide personal and social care and share the good news of Jesus with neighbors.

The course combines the academic study of the mission of the church in the world with a summer experiential service-learning activity. The course draws on perspectives from sociology, theology, missions, and concepts of service-learning in a discussion-oriented classroom setting.

Spring semester is a traditional, three-credit course in preparation for a summer service project.

During the summer, students serve with a mission or service agency in the United States or abroad, putting into practice and testing what they have learned.

Fall semester is a one-credit course where students reflect on and learn from their summer experiences. Through the in-depth reporting of their observations and activities, students consequently link their reflections with ideas and concepts studied during the spring semester.

Students in SERV 231 served with the following organizations:

- English Language Institute (ELIC), China
- Christian Missionary Alliance Services, Cambodia
- Damascus Road Community Church, Honduras
- God's Littlest Angels, Haiti
- YWCA, Ohio
- Masonic Village at Warminster, Pa.
- Macha Hospital, Zambia

"God put a burden on my heart for the children in Africa. Since malaria has been the number-one cause of death in African children for many years, I became involved with malaria research in an effort to find ways to decrease the disease burden caused by this infection."

—Phil Thuma '70, director of the Malaria Institute at Macha Hospital



Top and Bottom: In many service-learning classes, students may choose from a variety of service opportunities to fulfill their requirements from tutoring to mentoring to sustainable agriculture efforts. Middle: In their first orientation to Service-Learning experiences at Messiah College, students discuss expectations and reflect on their service after Into the Streets.

A SNAPSHOT OF SERVICE-LEARNING IN BOLIVIA



Erik and Molly Lindquist with their 2008 May-term honors course students in Bolivia.

In May-term of 2008, Professor Erik and Molly Lindquist co-led a course on Ecological Anthropology of the Andes in northern Chile, Bolivia and Peru. This honors, non-Western course provided students with service-learning projects to enrich their studies that involved working closely with critically food-insecure communities surrounding Toro Toro National Park, near Cochabamba, Bolivia. Three service-learning projects provided evaluative feedback to Food for the Hungry (FH), a Christian international relief and development organization working to meet the needs of the poor in over 26 countries. Service-learning focused on ecologically themed studies on soil erosion and endemic plant overgrazing, protection of the endangered red-fronted macaw, and alternative models of tourism for these communities.

Each project involved extensive interviewing of community members in both Spanish and Quechua languages to better understand the needs of the communities and their sentiments toward key environmental factors that are crucial to their survival. Each student was given an opportunity to witness how professional aid workers operate day to day in the field as well as to use their intellects to provide feedback to FH on the state of their affairs from a third party perspective. Students were profoundly impacted by how compassionate a 'wholistic' approach to Christian, humanitarian outreach was applied to problem solving by FH in their focal communities. Likewise, the integration of service-learning was a key strategy in helping students learn about the challenges human populations face when the ecological balance is disturbed by unsustainable agricultural and domestic practices. "Working with a well-established non-governmental organization like Food for the Hungry made the service-learning component manageable, easier to plan, and enjoyable to carry out," stated the Lindquists.



Students interview community members in Cochabamba, Bolivia.



Service-Learning



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SERVICE AND LEARNING

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