



Teaching Conference for
Management Educators

OBTC 2016 at Walsh University

June 8th – 11th, 2016

1) Expert Learning: Students Learning Leadership Through Community-Engaged Service

Keywords: Leadership Education, Service-Learning, Community-Engagement, Socially Empowered Learning

Abstract:

This presentation describes a novel program in undergraduate education at the Werklund Youth Leadership Centre (YLC). The program is designed to provide community-engaged service-learning opportunities for undergraduate students. Several roles within the program are designated “service-leadership” and position students as leaders with the expertise to meet community-identified need. Program design and outcomes are shared, followed by details of a specific initiative where students took the leadership role as consultants for a nation-wide program. Preliminary data on the program evaluation measuring effects on variables such as social empowerment and intellectual engagement are also be discussed.

2) Format

✓ General discussion session

3) Time Requested:

✓ 30 Minutes

4) Planning Details:

No additional equipment required, thank you. ☺

5) Teaching Implications:

This presentation shares details about a program designed to enhance student learning and student engagement in their program. Specific learning objectives include the student being able to:

- develop leadership knowledge and skills within a supportive, reflective context
- understand and experience leading from a service-orientation
- increase engagement in their undergraduate program
- experience the role of expert

This program was designed for experiential learning and contributes an active-learning alternative to traditional management pedagogy/andragogy by moving learning into an authentic setting and connecting it with real people in the community. This version of service-leadership (leading through volunteer service; not to be confused with leadership in service industries) can enhance any course in management education, because the student expertise comes from their specialized knowledge acquired through their course work (accounting, strategy, organizational behaviour, etc.) while providing a real learning context for soft skills.

The Werklund YLC Service-Learning and Service-Leadership Program is designed using the tenets of Socially Empowered Learning (Martin 2014a) and is grounded in the field of service-learning research reporting the positive impact of service learning on students, faculty, and community partners:

Socially Empowered Learning

- Increases empathy, ethical mindset, social empowerment, entrepreneurial spirit, and intellectual engagement (Martin, 2014a; Martin, Calvert, & Friesen, 2016).
- Enhances learning outcomes in management education (Martin, 2014b; Martin, *in press*).
- Increase collective efficacy (Bandura 2002), group potency (Guzzo et al.) and entrepreneurial agency (Martin & Calvert, 2015).

Service Learning Impact on Student Learning

- Service-learning increases personal and social awareness (Astin et al., 2000; Eyler, Giles, Stenson, & Gray, 2001; Lund, Bragg, Kaipainen, & Lee, 2014;

Simon & Cleary, 2006).

- Service-learning enhances students' ability to learn about oneself as a teacher and learner (Baldwin et al., 2007; Donahue et al., 2003).
- Service-learning has a positive effect on students' interpersonal development, leadership and communication skills, and their ability to work well with others (Driscoll, A., Holland, B., Gelmon, S., & Kerrigan, S., 1996; Vogelgesang & Astin, 2000).
- Service-learning enhances students' ability to apply course material to service experience, thereby generating insights about one's skills as they emerge and develop (Astin et al., 2000; Reynolds, 2003; Swick, 1999).

Service Learning Impact on Faculty

- Faculty using service-learning report more meaningful engagement and commitment to teaching, as well as deeper connections with students as learners and individuals (Pribbenow, 2005).
- Faculty using service-learning report commitment to research (Driscoll, Holland, Gelmon, & Kerrigan, 1996)
- Faculty using service-learning report improved communication of theoretical concepts, and improved ability to connect course content with the "real world" (Pribbenow, 2005; Gonsalves, 2008)
- Students engaged in service-learning report stronger faculty relationships than those who are not involved in service-learning, and improves student satisfaction with their post-secondary institutions (Astin & Sax, 1998; Berson & Younkin, 1998; Eyler & Giles, 1999; Gray, et al., 1998).

Service Learning Impact on Community Partners

- Service-learning enhances community organizations' assistance in the form of labour and resources, contributing to increased organizational capacity (Blouin et al., 2009; Ferrari & Worrall, 2000; Lund et al., 2014; Nduna, 2007);
- Service-learners have a positive impact on the clients of community organizations (Sandy & Holland, 2006; Schmidt & Robby, 2002); and
- Community organizations report that service-learning enhances their role in transforming learning (Arlach, Sanchez, and Feuer, 2009)

6) Session Description and Plan:

This session is designed using slides, story telling, and interactive discussion. The presenter will share images/ppt slides showing the design of the community-engaged learning opportunities at the Werklund YLC, accompanied by stories that bring the slides to life. Preliminary data from our study on service-learning as socially empowered will be shared, including student voice through quotes from the qualitative aspects of the study. Data on social empowerment and intellectual engagement will also be shared as part of the slides, but the focus of the presentation will be interactive discussion responding to emergent questions from participants. Approximately 5 minutes will be spent in introduction, 15 on slides / stories / discussion, and 10 for emergent dialogue.

7) Application to Conference theme:

This session is clearly aligned with the conference theme as it is on a pedagogical/andragogical approach to learning through service activities in the community designed to enhance learning that takes place on campus.

8) Unique Contribution to OBTC:

This project has never been presented at a conference, and this (hopefully) is my first time to OBTC.

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