

EMBEDDING SERVICE LEARNING IN A FUNDAMENTALS OF COMMUNICATIONS CLASS

PRESENTED BY HARLAN PEASE

THE WHY:

STUDENT POPULATION IMPACTED

- COMM 2025 IS A GENERAL EDUCATION CORE COURSE.
- WE CONSERVATIVELY ESTIMATE THAT 90% OF STUDENTS WHO SUCCESSFULLY COMPLETE ENGL 1010 AND CONTINUE ON WITH THEIR STUDIES TAKE COMM 2025.

FIRST ACADEMIC CHALLENGE

- STUDENTS STRUGGLE WITH APPLYING CONCEPTS TO THEIR LIVES/PRACTICAL SITUATIONS.
- IN THIS CLASS, THERE TENDS TO BE A REVERSE BELL CURVE OF TEST GRADES. STUDENTS EITHER “GET IT” AND DO WELL, OR THEY REALLY STRUGGLE WITH ANYTHING BEYOND THE MEMORIZATION.
- THIS CLASS IN PARTICULAR POINTS TO THE SPLIT BETWEEN A DUALITY APPROACH TO LEARNING, I.E. A RIGHT OR WRONG ANSWER, AND THE ABILITY TO CONSIDER A MULTIPLICITY OF OPTIONS AND/OR APPLY CONCEPTS TO A MULTIPLICITY OF SITUATIONS.

FIRST CHALLENGE CONTINUED

- THROUGH SERVICE LEARNING, STUDENTS WILL DIRECTLY EXPERIENCE:
- GROUP FORMING AND THE CREATION OF GROUP NORMS
- VARIOUS LEADERSHIP STYLES
- CONFLICT
- THE DEVELOPMENT OF INTERPERSONAL RELATIONSHIPS
- CONVERSATIONS, LISTENING, AND THE TYPES OF NOISE IN THE COMMUNICATION MODEL
- THE NEED TO ACCOMPLISH A TASK WILL BRING ALL OF THESE CONCEPTS FROM THE CLASS INTO SHARP FOCUS AS THEY NEGOTIATE THEIR EXPERIENCE.

SECOND ACADEMIC CHALLENGE

- TO HELP STUDENTS CREATE BETTER SPEECHES

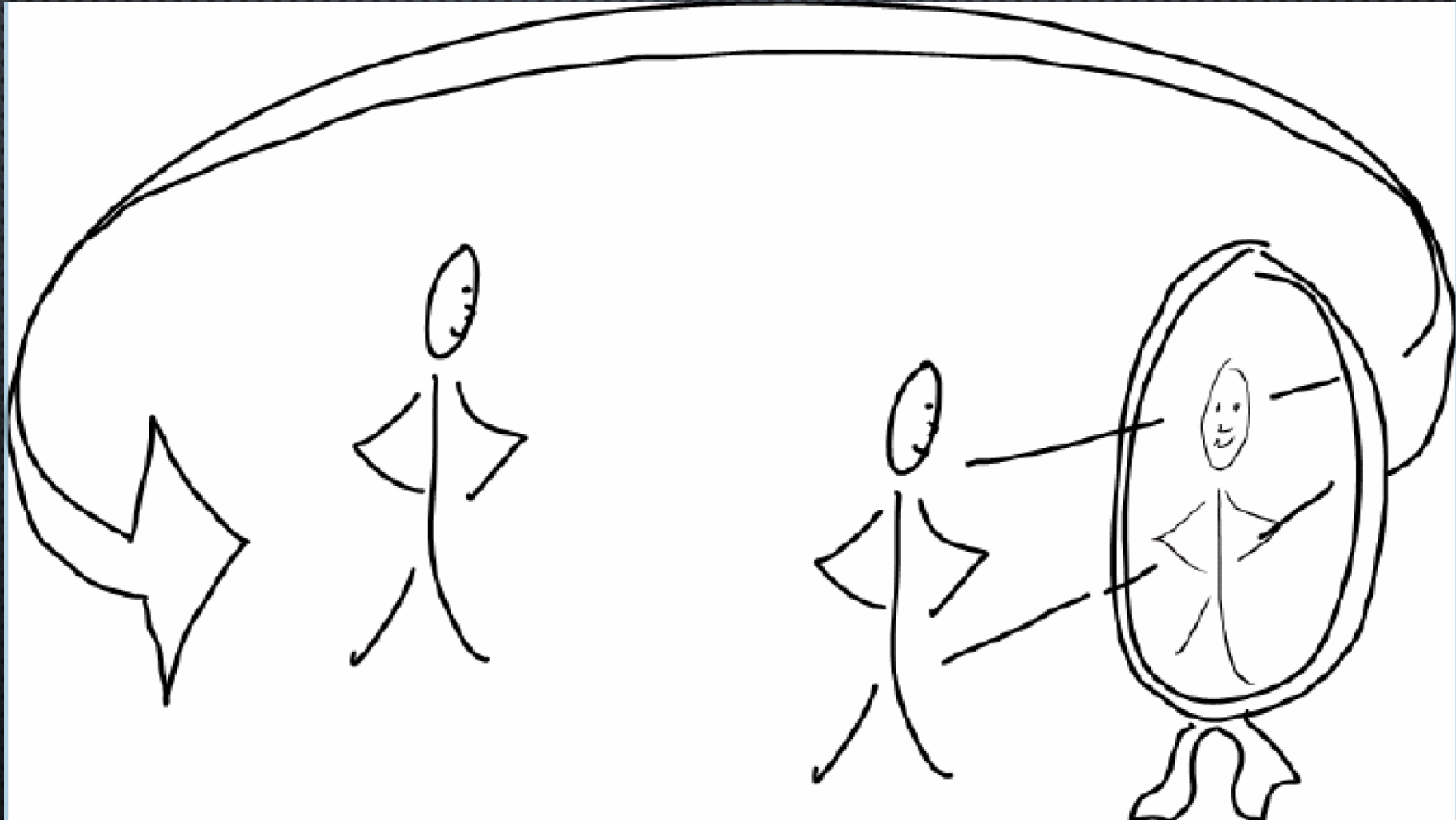
RESEARCH

- THE RESEARCH DEMONSTRATING THE SUCCESS OF INCORPORATING HIGH-IMPACT PRACTICES
- AND THE RESEARCH DEMONSTRATING THE EFFICACY ASSOCIATED WITH TRANSPARENCY IN ASSIGNMENTS (TILT) FOR UNDERSERVED, DIVERSE, AND EQUITY POPULATIONS SUPPORTS OUR GOAL TO SPECIFICALLY TARGET THE GAP IN SUCCESS RATES FOR THOSE POPULATIONS, WHILE ALSO INCREASING THE SUCCESS RATES ACROSS THE BOARD FOR ALL STUDENT POPULATIONS.

RESEARCH

- A PRIMARY GOAL IS GROWTH IN STUDENT'S ABILITY TO BE PRODUCTIVELY REFLEXIVE.
- FRACTURED REFLEXIVITY OCCURS "WHERE INTERNAL DELIBERATION RESULTS IN PERSONAL DISTRESS RATHER THAN CONSTRUCTIVE ACTION."
- CONVERSELY, AUTONOMOUS REFLEXIVITY IS "A MEANS TO PRIORITIZE PERFORMANCE" AND IS ASSOCIATED WITH SOCIOECONOMIC MOBILITY (ARCHER 1009).

REFLEXIVITY



RESEARCH

- KAHN NOTES THAT “HIGH-IMPACT PRACTICES MAKE IT HARD FOR STUDENTS TO AVOID TAKING RESPONSIBILITY FOR THEIR LEARNING IN THE FACE OF UNCERTAINTY” (1010).

RESEARCH

- THUS, IT IS OUR GOAL TO ENGAGE STUDENTS AND STIMULATE STUDENTS TO ENGAGE IN HIGHER ORDER, MORE PRODUCTIVE, FORMS OF REFLEXIVITY.
- BASED ON ANECDOTAL EXPERIENCE, THIS WILL MOST EFFECTIVELY TARGET OUR UNDERREPRESENTED STUDENTS, AS THOSE DEMOGRAPHICS TEND TOWARDS AVOIDING UNCERTAINTY IN LEARNING.
- IN ADDITION, THOSE STUDENTS TEND TO EXPERIENCE MORE STRESS WITH ASSIGNMENTS THAT REQUIRE CONSIDERATION OF A MULTIPLICITY OF OPTIONS OF APPLICATION OF THEORY OR CONCEPTS AS OPPOSED TO A DUALITY OF RIGHT OR WRONG ANSWERS.

DATA

- FROM THE PERIOD FALL SEMESTER OF 2014 TO FALL SEMESTER OF 2019, 9508 STUDENTS ENROLLED IN COMM 2025, FUNDAMENTALS OF COMMUNICATION.
- 26.71%, OR 2540 STUDENTS, IDENTIFIED AS BLACK OR AFRICAN-AMERICAN
- 8.3%, OR 790 STUDENTS, IDENTIFIED AS HISPANIC
- 5379 STUDENTS, OR 56.57%, IDENTIFIED AS WHITE

DATA

- BLACK OR AFRICAN-AMERICAN STUDENTS HAD AN ENROLLEE SUCCESS RATE OF 69.2%. AND A COMPLETER SUCCESS RATE OF 75.7%
- STUDENTS WHO IDENTIFIED AS HISPANIC HAD AN ENROLLEE SUCCESS RATE OF 73.8% AND A COMPLETER SUCCESS RATE OF 78.8%.
- STUDENTS WHO IDENTIFIED AS WHITE HAD AN ENROLLEE SUCCESS RATE OF 79.4% AND A COMPLETER SUCCESS RATE OF 84.9%.

DATA

- AT A GLANCE, IT IS CLEAR THAT STUDENTS WHO IDENTIFY AS BLACK OR AFRICAN-AMERICAN ARE 10% LESS LIKELY TO BE SUCCESSFUL WHEN THEY ENROLL IN THIS CLASS.
- DIGGING DEEPER INTO THE DATA, OF THE 2540 STUDENTS WHO WERE IDENTIFIED AS BLACK OR AFRICAN-AMERICAN WHO ENROLLED IN THE COURSE, 7.79% EARNED A D GRADE, 14.45% EARNED AN F GRADE, AND 8.58% WITHDREW FROM THE COURSE.
- FOR THE HISPANIC GROUP, 6.58% EARNED A D, 13.29% EARNED AN F, AND 6.33% WITHDREW FROM THE COURSE.
- THAT IS CONTRASTED WITH THE STUDENTS WHO IDENTIFIED AS WHITE, WHERE ONLY 4.07% EARNED A D, 10.06% EARNED AN F, AND 6.45% WITHDREW FROM THE COURSE.

DATA

D GRADES WERE DISAGGREGATED IN THE SECONDARY ANALYSIS, BECAUSE D GRADES CREATE DIFFICULTIES REACHING GPA BENCHMARKS FOR GRADUATION BUT MORE IMPORTANTLY, A D GRADE OFTEN SIGNIFIES A STUDENT IS NOT GROWING IN TERMS OF CRITICAL THINKING ABILITIES AND ACADEMIC SKILLS.

ALTHOUGH THOSE STUDENTS SUCCESSFULLY COMPLETE FUNDAMENTALS OF COMMUNICATION, IT IS OUR BELIEF THAT THOSE STUDENTS ARE MORE LIKELY TO ENCOUNTER DIFFICULTIES IN COMPLETING THEIR PROGRAM OF STUDY BECAUSE THEY ARE NOT GROWING SUCCESSFULLY AS STUDENTS.

DATA

- IN ADDITION, WITHDRAWALS WERE DISAGGREGATED BECAUSE STUDENTS OFTEN WITHDRAW BECAUSE THEY ARE NOT SUCCEEDING IN THE CLASS, REGARDLESS OF THE REASONS GIVEN.
- THIS MEANS THAT 30.82% OF STUDENTS WHO IDENTIFIED AS BLACK OR AFRICAN-AMERICAN ARE AT RISK OF NOT COMPLETING BOTH THE COURSE *AND* THEIR PROGRAM OF STUDY BECAUSE OF A FAILING GRADE, A PROBLEMATIC GPA, AND/OR A LACK OF DEVELOPMENT OF ACADEMIC SKILLS FOR SUCCESS.
- FOR STUDENTS WHO IDENTIFY AS HISPANIC THAT NUMBER IS 26.2%,
- FOR STUDENTS WHO IDENTIFY AS WHITE, THAT NUMBER IS ONLY 20.58%.

PROCESS

THE ASSIGNMENT

PURPOSE: THIS COMM 2025 COURSE IS A SERVICE LEARNING COURSE.

YOU WILL BE ENGAGING IN SERVICE LEARNING BY VOLUNTEERING WITH A COMMUNITY ORGANIZATION AND SHARING YOUR KNOWLEDGE AND EXPERIENCES WITH YOUR CLASSMATES.

SERVICE LEARNING EXPERIENCE MUST BE DURING THIS SEMESTER. PAST COMMUNITY SERVICE EXPERIENCE CANNOT BE USED.

ENGAGING IN SERVICE LEARNING WILL ALLOW YOU TO LEARN ABOUT YOURSELF, ENGAGE WITH A COMMUNITY ORGANIZATION, AND APPLY THE COMMUNICATION SKILLS LEARNED IN THIS COURSE TO BE A MORE COMPETENT COMMUNICATOR.

SKILLS

- ENGAGE IN COMMUNITY SERVICE.
- ANALYZE YOUR BELIEFS AND VALUES.
- ENGAGE IN EFFECTIVE COMMUNICATION INTRAPERSONALLY AND INTERPERSONALLY.
- REFLECT ON THE COMMUNITY ORGANIZATION AND THE ORGANIZATION'S IMPACT ON THE COMMUNITY.
- APPLY THE KNOWLEDGE AND SKILLS LEARNED DURING COMMUNITY SERVICE EXPERIENCE BY DEVELOPING SPEECHES.
- DETERMINE APPROPRIATE TOPICS FOR THE CONTEXT AND AUDIENCE THAT ADDRESSES THE ORGANIZATION WHERE SERVICE LEARNING OCCURS.
- GATHER AND ASSESS SUPPORTING INFORMATION FROM APPROPRIATE SOURCES.

KNOWLEDGE

- RECOGNIZING THE IMPORTANCE OF CONSIDERING THE AUDIENCE WHEN COMMUNICATING IN WORK AND SOCIAL SITUATIONS.
- COMMUNICATE YOUR CREDIBILITY BY SHARING YOUR PERSONAL EXPERIENCE WITH SERVICE LEARNING.

TASK:

- VISIT [HTTPS://WWW.HON.ORG/HON_WaysToVolunteer](https://www.hon.org/HON_WaysToVolunteer) AND [HTTPS://TNACHIEVES.ORG/COMMUNITY-SERVICE/MIDDLE-TENNESSEE/](https://tnachieves.org/community-service/middle-tennessee/) TO REVIEW COMMUNITY SERVICE OPPORTUNITIES. I HIGHLY ENCOURAGE YOU TO USE THESE WEBSITES TO FIND OPPORTUNITIES FOR COMMUNITY SERVICE. IF YOU ARE ALREADY INVOLVED IN AN ORGANIZATION, PLEASE E-MAIL ME TO DESCRIBE WHAT YOU ARE DOING AND WHERE VOLUNTEERING FOR APPROVAL.
- SELECT A COMMUNITY ORGANIZATION WHERE YOU WILL ENGAGE IN SERVICE LEARNING.
- SUBMIT YOUR SELECTED COMMUNITY ORGANIZATION TO THE [SERVICE LEARNING SELECTION ASSIGNMENT DROPBOX](#).
- SET-UP DAYS AND TIMES TO ENGAGE IN SERVICE LEARNING AT THE COMMUNITY ORGANIZATION.

TASK PART 2:

- ENGAGE IN EFFECTIVE VERBAL AND NONVERBAL COMMUNICATION WHILE ENGAGING IN SERVICE LEARNING.
- COMPLETE A MINIMUM OF 5 HOURS OF SERVICE LEARNING AT THE COMMUNITY ORGANIZATION. (PLEASE NOTE: TIME SPENT RESEARCHING, SETTING UP VOLUNTEERING, AND TRAVEL TO AN FROM SERVICE LOCATION DOES NOT COUNT TOWARDS SERVICE HOURS.
- COMPLETE THE VOLUNTEER COMMUNITY SERVICE DOCUMENTATION FORM ASSIGNMENT.
- REFLECT ON YOUR EXPERIENCE WITH SERVICE LEARNING AND COMM 2025 BY COMPLETING THE FINAL COMM 2025 REFLECTION DISCUSSION.

REFLECTION

- IN THIS DISCUSSION POST, WE ARE REFLECTING ON OUR COMMUNITY SERVICE EXPERIENCE. IN YOUR ORIGINAL DISCUSSION POST, RESPOND TO ALL THREE OF THE DISCUSSION PROMPTS. RESPOND TO AT LEAST TWO OTHER STUDENTS DISCUSSION POSTS.
- 1. REFLECTING BACK ON YOUR COMMUNITY SERVICE EXPERIENCE, HOW DO YOU **FEEL** ABOUT COMMUNITY SERVICE? WHAT BENEFITS DOES IT PROVIDE YOU AS A VOLUNTEER? *(BE DESCRIPTIVE.)*

REFLECTION CONTINUED

- 2. HOW DID YOUR PERSPECTIVE OF YOUR COMMUNITY AND/OR YOUR SELF CHANGE THROUGH DOING COMMUNITY SERVICE? WHAT LED TO THESE PERSPECTIVE CHANGES? PROVIDE AN EXPLANATION TO SUPPORT YOUR RESPONSE.
- 3. CONSIDER YOUR VALUES, SUCH AS FAMILY, SECURITY, INDEPENDENCE, CREATIVITY, ADVENTURE, CONNECTION, BALANCE, ETC. IDENTIFY ONE VALUE YOU HOLD THAT WAS IMPACTED BY YOUR COMMUNITY SERVICE EXPERIENCE AND ANSWER THE FOLLOWING: HOW DID PROVIDING COMMUNITY SERVICE REINFORCE OR IMPACT THAT VALUE? *(BE SPECIFIC.)*

THE RESULTS

HIP ENHANCED DATA

- FOR SPRING AND FALL SEMESTERS OF 2021, 252 BLACK, HISPANIC, AND WHITE STUDENTS ENROLLED IN THE HIP-ENHANCED SECTIONS OF COMM 2025, FUNDAMENTALS OF COMMUNICATION.
- 25.8% OF STUDENTS IDENTIFIED AS BLACK OR AFRICAN-AMERICAN
- 9.1% OF STUDENTS IDENTIFIED AS HISPANIC
- 65% OF STUDENTS IDENTIFIED AS WHITE

HIP ENHANCED DATA

- BLACK OR AFRICAN-AMERICAN STUDENTS HAD AN ENROLLEE SUCCESS RATE OF 70.8% (+1.6), AND A COMPLETER SUCCESS RATE OF 78% (+2.3)
- STUDENTS WHO IDENTIFIED AS HISPANIC HAD AN ENROLLEE SUCCESS RATE OF 73.9% (+.1) AND A COMPLETER SUCCESS RATE OF 73.9% (-4.9)
- STUDENTS WHO IDENTIFIED AS WHITE HAD AN ENROLLEE SUCCESS RATE OF 74.4% (-5) AND A COMPLETER SUCCESS RATE OF 78.7% (-6.2)

HIP ENHANCED DATA

- AT A GLANCE, STUDENTS WHO IDENTIFY AS BLACK OR AFRICAN-AMERICAN ARE ONLY 3.2% LESS LIKELY TO BE SUCCESSFUL (AS OPPOSED TO 10%) THAN WHITE STUDENTS WHEN THEY ENROLL IN THIS CLASS.
- FOR BLACK OR AFRICAN-AMERICAN STUDENTS, 7.7% EARNED A D GRADE (NO SIGNIFICANT CHANGE), 12.3% EARNED AN F GRADE (2% DECREASE), AND 9.2% WITHDREW FROM THE COURSE (UP LESS THAN 1%).
- FOR THE HISPANIC GROUP, 4.3% EARNED A D (2% DECREASE), 21.7% EARNED AN F (7% INCREASE), AND NONE WITHDREW FROM THE COURSE (6.33% DECREASE).

HIP ENHANCED DATA

- COMPARED TO THE PREVIOUS DATA, STUDENTS WHO IDENTIFIED AS BLACK OR AFRICAN-AMERICAN WHO ARE AT RISK OF NOT COMPLETING BOTH THE COURSE *AND* THEIR PROGRAM OF STUDY WAS REDUCED BY 1%.
- FOR STUDENTS WHO IDENTIFY AS HISPANIC, THAT NUMBER IS UNCHANGED.
- HOWEVER, FOR STUDENTS WHO IDENTIFY AS WHITE, THAT NUMBER ***INCREASED*** BY 5.5%.

HIP ENHANCED DATA:

- HOW IS THIS GOOD NEWS?
- COVID
- IF OUR BENCHMARK POPULATION (STUDENTS WHO IDENTIFY AS WHITE) SAW A 5.5% DECREASE IN COMPLETING DUE TO COVID, SHIFTING MODES OF DELIVERY, STRESSES, ETC.,
- WE CAN REASONABLY ASSUME OUR TRADITIONALLY UNDERSERVED POPULATIONS BENEFITTED FROM THE HIP ENHANCED COURSE BECAUSE THEY DID **NOT** SEE THAT DECREASE.

HIP ENHANCED DATA:

- IN FACT, BLACK/AFRICAN AMERICAN STUDENTS **IMPROVED** PERFORMANCE DESPITE THE CHAOTIC INFLUENCE OF COVID.
- AND HISPANIC STUDENTS WERE 6.3% **LESS LIKELY TO WITHDRAW.**

QUALITATIVE RESULTS

STUDENT REFLECTION RESPONSES

- FOR MY SERVICE-LEARNING PROJECT, I VOLUNTEERED AT THE SECOND HARVEST FOOD BANK OF MIDDLE TENNESSEE. I'VE LIVED IN MIDDLE TN ALL MY LIFE AND NEVER REALIZED HOW MANY PEOPLE HERE ARE AT GREAT RISK OF HUNGER. FOR MY SPEECH, I WILL INFORM ON HUNGER IN MIDDLE TN AND HOW SECOND HARVEST WORKS TO COMBAT IT. I'M GLAD THAT I HAVE GAINED THIS EXPERIENCE AND LEARNED ABOUT THE ISSUES MANY PEOPLE IN MY HOME STATE FACE EVERY DAY AND AM EXCITED TO SHARE WITH THE CLASS.

STUDENT REFLECTION RESPONSES

- FOR THE PAST MONTHS, I HAVE BEEN VOLUNTEERING WITH A FOUNDATION IS MOSTLY ABOUT HELPING KIDS FINANCIALLY FOR SCHOOL, BUT THEY ALSO HELP WITH OTHER ASPECTS TO GIVE THE KIDS A BETTER LIFE. FOR MY SPEECH, I WILL TALK ABOUT SOMETHING WE WORKED ON DURING DECEMBER, CALLED "SECRET SANTA". EVERY YEAR, THE FOUNDATION BUYS CHRISTMAS GIFTS FOR DIFFERENT KIDS AT A MIDDLE SCHOOL IN GENEVA, ILLINOIS. THE KIDS IN QUESTION COME FROM FAMILIES WHO CAN NOT AFFORD GIFTS THEMSELVES, WHICH IS WHY THE FOUNDATION HELPS OUT. A COUPLE OF DAYS BEFORE CHRISTMAS, I AND NUMEROUS OTHERS FROM THE FOUNDATION WENT OUT AND BOUGHT HUNDREDS OF GIFTS THAT LATER GOT DELIVERED TO THE PARENTS BEFORE CHRISTMAS. I WANT TO INFORM YOU ON HOW IMPORTANT THESE KINDS OF FOUNDATIONS ARE AND HOW BIG OF A DIFFERENCE THEY MAKE. I AM SO HAPPY THAT I HAVE BEEN ABLE TO HELP TO MAKE A DIFFERENCE FOR KIDS.

STUDENT REFLECTION RESPONSES

- AT FIRST WHEN WE HAD TO DO THIS I WAS DISCOURAGED AND REALLY DIDN'T WANT TO DO IT, BUT WHEN I ACTUALLY DID IT MY FEELINGS CHANGED THAT IT WASN'T THAT BAD AND IT WAS GOOD TO GIVE BACK TO OTHER PEOPLE. THE THINGS THAT LED TO THESE CHANGES WAS THE FACT THAT THESE PEOPLE WORKING WHERE I DID MY COMMUNITY SERVICE WERE SEVERELY UNDERSTAFFED AND REALLY DID NEED MY HELP.

STUDENT REFLECTION RESPONSES

- ONE SKILL I HAVE LEARNED THROUGH COMMUNITY SERVICE IS ADVOCACY. THROUGHOUT MY LIFE, I HAVE HAD MANY HOBBIES AND INTERESTS, BUT I'VE NEVER EXPERIENCED A DESIRE TO PUBLICLY SUPPORT ANY OF MY PERSONAL BELIEFS AS I TEND TO KEEP TO MYSELF. HOWEVER, AS I VOLUNTEERED AT THE HUMANE SOCIETY, I REALIZED THE IMPORTANCE OF ENDORSING MY BELIEFS NO MATTER HOW DAUNTING IT MAY BE.

STUDENT REFLECTION RESPONSES