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# Teaching Service-Learners to Be Designers of Social Change

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# "Teaching Service Learners to Be Designers of Social Change"

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**Agenda**

How I introduce students to empathetic design

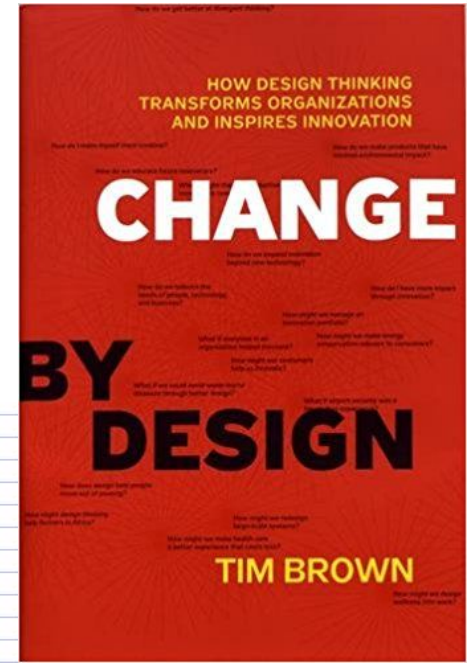How the project-based learning is structured / examples

How reflection motivates the development and assessment of service project

How empathetic design is "Storytelling as Social Action"

https://youtu.be/GYkb6vfKMI4?t=5m1s (5:01-5:46)

In a design paradigm, however, the solution is not locked away somewhere waiting to be discovered but lies in the creative work of the team. **The creative process generates ideas and concepts that have not existed before.** These are more likely to be triggered by **observing** the odd practices of an amateur carpenter or the incongruous detail in a mechanic's shop than by hiring expert consultants or asking "statistically average" people to respond to a survey or fill out a questionnaire. (41)



HOW DESIGN THINKING TRANSFORMS ORGANIZATIONS AND INSPIRES INNOVATION

CHANGE

BY DESIGN

TIM BROWN

A third layer—beyond the **functional** and the **cognitive**—comes into play when we begin working with ideas that matter to people at an **emotional** level. Emotional understanding becomes essential here. What do the people in your target population feel? What touches them? What motivates them? (54)
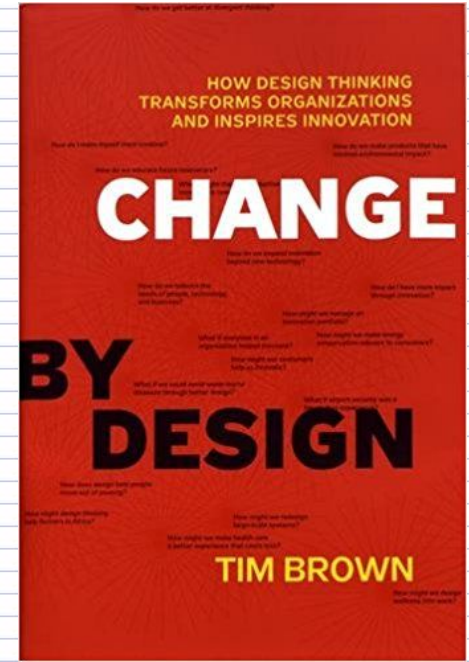
With the growth of the Internet, it has become clear that we must extend our understanding to the **social interactions of people within groups and to the interactions among groups themselves**. Almost any Web-based service—from social networking sites to mobile phone offerings to the vast world of online gaming—requires an understanding of the dynamic interactions within and between larger groups. … It is hard to imagine creating anything today without trying to gain an understanding of **group effects**. (56)
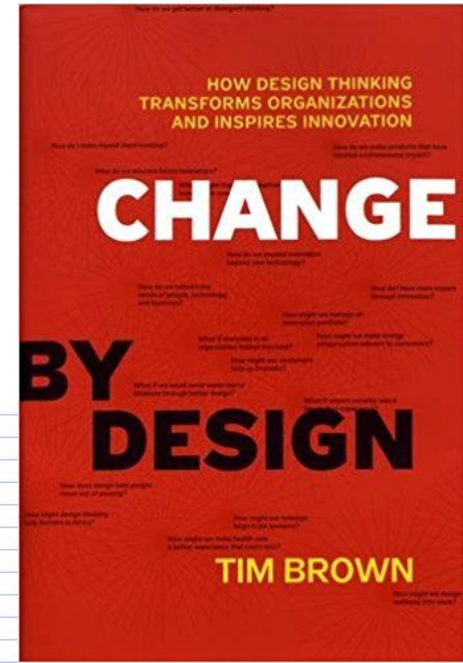
## Social Change
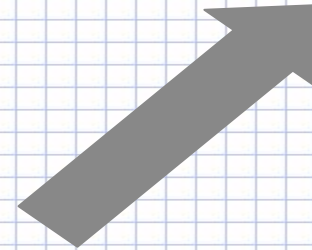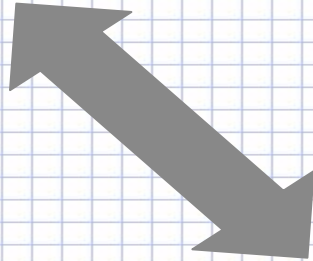
Responsive

Embedded

Integrated

———

Inclusive

Collaborative

———

Incremental

Sustainable

**Important Locations**

**OAR**
****(New location starting June)****
3111 W Clay Street
Richmond, VA, 23230
PHONE: 804-643-2746

**OAR**
******(Temporary location)******
3110 W Leigh Street
Richmond, VA, 23230
PHONE:804-643-2746

**Virginia Employment Commission**
Richmond - Local Office
3719 Saunders Ave
Richmond, VA, 23227-4355
PHONE: 804-663-5400

**Job Search Tips**

1. Ensure your resume and application has no mistakes in it before it is sent to the employer.

2. Be courteous and respectful during the interview and try to answer all of the interviewers questions completely.

3. If you have not gotten an interview or update on your application after two weeks, call or go to the company and ask for the status of your application.

4. After the interview, follow up with a thank you call or letter. This shows that you are very interested in the job.

5. Just remember to keep your resume and applications free of errors and follow up on the applications and interviews and you will have a much better chance of getting the job.

6. Good Luck!

**Username/Passwords**
Gmail
Username:
Gmail
Password:

Monster.com
Username:
Monster.com
Password:

Snagajob.com
Username:
Snagajob.com
Password:

Indeed.com
Username:
Indeed.com
Password:

Other
Username:
Other
Password:

Other
Username:
Other
Password:

**Opportunity, Alliance, Reentry**

[returning citizens]

password brochure, adult coloring class

RIL Cooking Help    Home   Safety Tips   **Week 1**   Week 2   Week 3   General Nutrition Info   Extras

Breakfast - Week 1

Breakfast, the most important meal of the day. An easy entree to make is omelettes with a couple choices of sides. An omelette is a fried beaten egg where you have the option to add different ingredients like vegetables or meats along with seasoning.

Ingredients:
- Eggs
- Shredded cheddar cheese
- Green pepper
- Salt
- Pepper
- Onion
- Mushrooms (optional)
- Bacon or Turkey bacon

**Resources for Independent Living**

[youth and adults with disabilities]

classes: cooking, job interviews, applying to college

**Peter Paul Development Center**

[youth lacking educational opportunity]

mindfulness education,

project-based STEM instruction

**Imperial Plaza** [elderly receiving care in an assisted living facility]

Facebook group for technology help, video demonstrations of software



FACEBOOK FOR BEGINNERS

HOMEPAGE FEATURES

**First Steps**

Develop a premise for the service project

Email partners to communicate the premise

# Early Challenges and Remedies

| Knowing little about partners, population they serve, or community needs | • Research on partner and early orientation<br>• Past project examples |
|---|---|
| Devising an individual research agenda that contributes to the project | • Project premise is determined before individual research agendas<br>• Shared readings on populations served |
| Ensuring all group members can contribute to the project | • Distinct yet related research agendas for individuals<br>• Project medium matches students' abilities or can be learned as part of research |

**Ongoing**

Partners give the students the opportunity to design programming appropriate for the population they serve and their partners' missions

Reflect on service and be mindful of ways the premise can be refined
- actual community needs
- existing resources and abilities
- best modes of delivery

**Reflection** (early: empathy and community needs)

"What did you learn about the community you are serving from your first interactions this week with them or with your partner representative(s) during your orientation? Focus on a particular experience in your reflection. Drawing from what you experienced and discovered, how will you respect the ways their lives may be different from yours while also finding common ground so that you may identify with the community? And how will you apply this knowledge and empathy to the research inquiry and service project you're designing?"

**Reflection** (mid-semester: making connections between research and service)

"Imagine describing one of the sources you found recently to the staff of the organization you serve. Why would this text matter to them? What do you think they could learn from the source that would be relevant to the services they provide or the outcomes they seek? As evidence of the source's relevance to the staff, describe how the source applies to a specific experience you had serving your partner (directly or indirectly) since your last reflection."

**Reflection** (near the end: recognize existing situation and resources)

"After serving your community partner for weeks, what have you recognized that it does well when assisting its target population and pursuing its mission? Its strengths are important to acknowledge so that the service project you create can complement its existing program. Describe a  specific experience you had serving your partner (directly or indirectly) since your last reflection that illustrates one of your partner's strengths. Then discuss how your anticipate your service project would preserve and also build upon what your partner is already doing well."

**Reflection** (project done: application and collaboration as professional skills)

"Format your reflection as a business letter addressed to a future employer that shows off your abilities as a collaborative, community-engaged researcher. Imagine this letter accompanying an application where you shared with the employer your service project as evidence of your qualifications. Discuss:

- How your research informed the project. Show that your research culminated in a practical outcome that would meet actual community needs.

- What advantages you gained by working with or alongside a team throughout this semester. Consider in your reflection how research in this class was partially collaborative and how shared information and insights influenced the project.

- How you benefited from an experiential learning opportunity. Think beyond the service project to consider how service-learning helped you be successful in the course as a whole, and perhaps a better student and person beyond the classroom."

**Storytelling as Social Action** (empathetic design in general)

Importance of letting others tell their stories as a way to build empathy and understand needs

Scenario-based approach that helps to envision adoption and implementation
- In lieu of prototyping and testing

Storytelling as reflection?— balancing the hypothetical and imagined with the actual and the realistic

**Storytelling as Social Action** (project done, before presentation)

"Tell a story that illustrates why and how your service project would be put to use by your partner or those your partner serves. Name hypothetical characters, describe a particular setting and circumstance, and portray a sequences of events with a beginning, middle, and end. Use specific details to make the story believable and engaging. Your story should illustrate how your project improves the capabilities of your partner or the lives of those your partner serves."

**Wish List** (most reflect limitations of shared curriculum)

Emphasize project more and less individual research, making the project more of an actual deliverable to partner

Build in time and opportunities to prototype and further refine project

Involve community partners more in indicating needs and envisioning solutions
- New partners each semester