



Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario

Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning – Appendix

Rhonda Lenton, Robindra Sidhu,
Sidak Kaur, Mark Conrad,
Brian Kennedy, Yvette Munro,
Richard Smith, York University



Published by

The Higher Education Quality Council of Ontario

1 Yonge Street, Suite 2402
Toronto, ON Canada, M5E 1E5

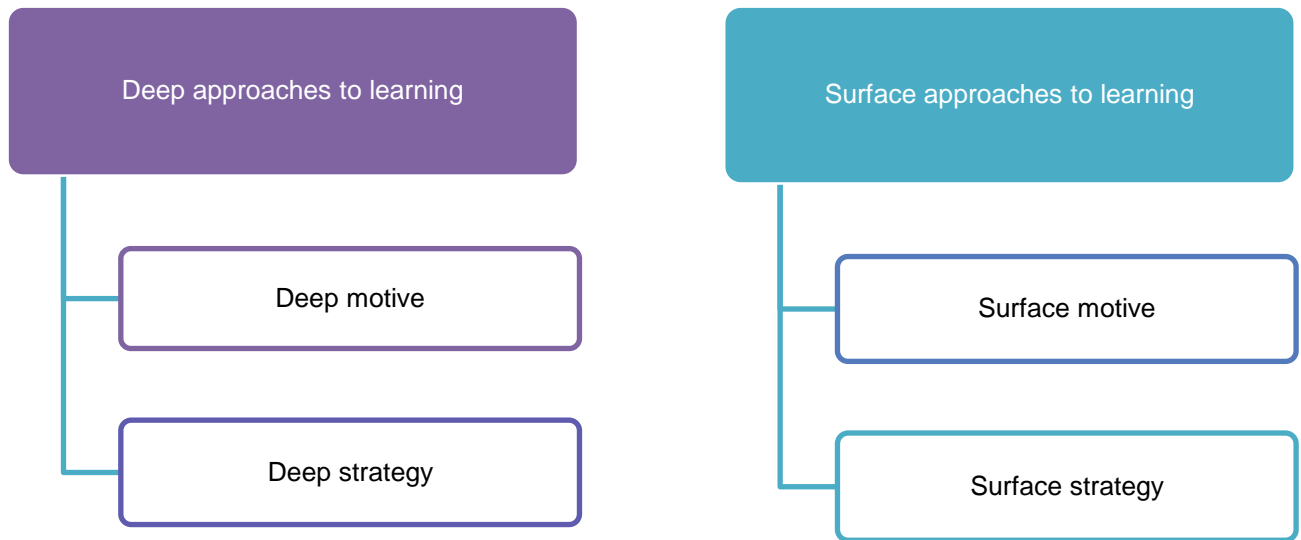
Phone: (416) 212-3893
Fax: (416) 212-3899
Web: www.heqco.ca
E-mail: info@heqco.ca

Cite this publication in the following format:

Lenton, R., Sidhu, R., Kaur, S., Conrad, M., Kennedy, B., Munro, Y., & Smith, R. (2014). *Community Service Learning and Community-Based Learning as Approaches to Enhancing University Service Learning – Appendix*. Toronto: Higher Education Quality Council of Ontario.

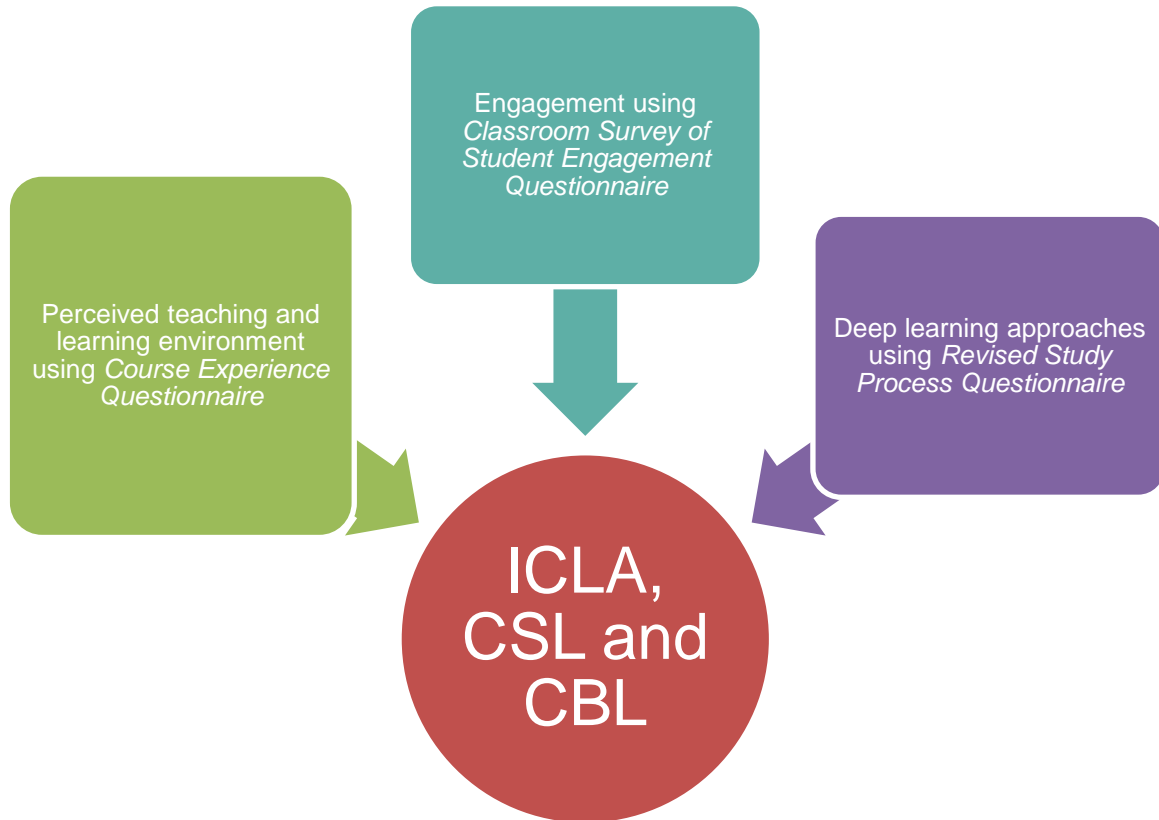


Appendix A: Deep and Surface Approaches to Learning



In this study, we only measure whether or not our participants have adopted deep approaches to learning.

Appendix B: Variables Measured



Appendix C: Survey Instrument

Instrument	Subscales/Themes and Items (item number)
<p>Classroom Survey of Student Engagement (CLASSE)</p>	<p>A) ACTIVE AND COLLABORATIVE LEARNING</p> <ul style="list-style-type: none"> a) I asked questions during the class (7) b) I contributed to a class discussion that occurred during class (8) c) I worked on a paper or a project in class that required integrating ideas or information from various sources (9) d) I came to class without having completed readings or assignments (10) e) I worked with other students on projects during class (11) f) I worked with classmates outside of class to prepare class assignments (12) g) I put together ideas or concepts from different courses when completing assignments or during class discussions in class (13) h) I discussed ideas from class with others outside of class (students, family members, coworkers, etc.) (15) <p>B) HIGHER ORDER COGNITIVE THINKING</p> <ul style="list-style-type: none"> a) Much of our coursework focused on memorizing facts, ideas, or methods from the course and readings so I can repeat them in pretty much the same form (32) b) Much of our coursework focused on analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components (33) c) Much of our coursework focused on synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships (34) d) Much of our coursework focused on making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions (35) e) Much of our coursework focused on applying theories or concepts to practical problems or in new situations (36) f) I worked harder than I thought I could to meet my expectations (18) g) The course sharpened my analytic skills (21) h) The course developed my problem-solving skills (22) <p>C) STUDENT INTERACTION WITH FACULTY MEMBERS</p> <ul style="list-style-type: none"> a) I discussed grades or assignments with the instructor or teaching staff (14) b) I discussed ideas from readings or classes with the instructor outside of class (16) c) I received prompt written or oral feedback on my academic performance from the instructor or teaching staff (17)

The Revised Study
Process
Questionnaire
(RSPQ)

D) DEEP LEARNING APPROACHES

Deep Motive

- a) I find that at times studying gives me a feeling of deep personal satisfaction (48)
- b) I feel that virtually any topic can be highly interesting once I can get into it (50)
- c) I find that studying academic topics can at times be as exciting as a good novel or movie (52)
- d) I work hard at my studies because I find the material interesting (54)
- e) I come to most classes with questions in mind that I want answering (56)

Deep Strategy

- f) I find that I have to do enough work on the topic so that I can form my own conclusions before I am satisfied (49)
- g) I find most new topics interesting and often spend extra time trying to obtain more information about them (51)
- h) I test myself on important topics until I understand them completely (53)
- i) I spend a lot of my free time finding out more about interesting topics that have been discussed in different classes (55)
- j) I make a point of looking at most of the suggested reading that go with the lectures (57)

Course
Experience
Questionnaire
(CEQ)

E) QUALITY OF TEACHING

- a) The teaching staff put a lot of time into commenting on my work (1)
- b) The teaching staff normally gave me helpful feedback on how I was doing (2)
- c) The teaching staff of this course motivated me to do my best work (3)
- d) My lecturers were extremely good at explaining things (4)
- e) The teaching staff worked hard to make their subjects interesting (5)
- f) The teaching staff made a real effort to understand difficulties I might be having with my work (6)

F) CLEAR GOALS AND STANDARDS

- a) It was always easy to know the standard of work expected (37)
- b) I usually had a clear idea of where I was going and what was expected of me in this course (38)
- c) It was often hard to discover what was expected of me in this course (39)
- d) The teaching staff made it clear right from the start what they expected from students (40)

G) APPROPRIATE WORKLOAD

- a) I was generally given enough time to understand the things I had to learn (41)
 - b) The sheer volume of work to be got through in this course meant it couldn't all be thoroughly comprehended (42)
 - c) The workload was too heavy (43)
 - d) There was a lot of pressure on me as a student in this course (44)
-

H) APPROPRIATE ASSESSMENT

- a) To do well in this course all I really needed was a good memory (45)
- b) The teaching staff seemed more interested in testing what I had memorized than what I had understood (46)
- c) Too many teaching staff asked me questions just about facts (47)

I) GENERIC SKILLS

- a) The course helped me develop my ability to work as a team member (20)
- b) The course improved my skills in written communication (23)
- c) As a result of the course, I feel confident about tackling unfamiliar problems (24)
- d) The course helped me to develop the ability to plan my own work (25)

J) INTELLECTUAL MOTIVATION

- a) I found my studies intellectually stimulating (58)
- b) I found the course motivating (59)
- c) Overall, my university experience was worthwhile (60)
- d) The course has stimulated my interest in lifelong learning (61)
- e) I am very interested in learning the course material (19)

K) GRADUATE QUALITIES SCALE

- a) The course provided me with a broad overview of my field of knowledge (26)
- b) The course developed my confidence to investigate new ideas (27)
- c) University stimulated my enthusiasm for further learning (28)
- d) I learned to apply principles from this course to new situations (29)
- e) I consider what I learned to be valuable for my future (30)
- f) My university experience encouraged me to value perspectives other than my own (31)

Other

L) EXPERIENTIAL EDUCATION OUTCOMES

- a) This course will be helpful for my career development (62)
 - b) This course has helped me to understand the practical application of theoretical concepts (63)
 - c) I feel I can make a meaningful contribution to my community/society (64)
 - d) I understand issues facing communities in a better way (65)
-

Appendix D: Questioning Route

Opening Question (5 min/30 min)

1. To get the ball rolling, let's take turns and briefly share our name, the specific unit or department that we are associated with, and the topic/name of a course you really enjoyed teaching.

Introductory Questions (10 min/40 min)

2. Think back to your first experience developing and delivering a course with a significant experiential education component:
 - a. What words or phrases would you use to describe your own first experience developing or delivering the course?
 - i. What were your hopes/concerns/worries at the outset of that first experience?
 - ii. How did you feel about your experience after the fact?
 - b. Use this brown marker to draw a dot on the chart at the location that best describes the kind of experiential education component included in that first course.

Transition Questions (10 min/50 min)

3. Now think about your most recent experience developing and delivering a course with a significant experiential education component:
 - a. Where on the chart would you locate this most recently delivered experiential education component? (use the blue marker)
 - b. Walk us through your course so that we can understand how the experiential education component was implemented.
 - i. Who was involved in this experiential education component and what did they do?
 - ii. What did the students do?
 - iii. Who else was involved? What did they do?

Key Questions (30 min/1 hour 20 min)

4. Let's keep thinking about your most recent experiences developing and delivering a course with a significant experiential education component:
 - c. How easy or difficult was it for you to deliver the experiential education component of the course?
 - i. Compared to some other kind of EE?
 - ii. Compared to no EE?
 - d. What concerns did you have that emerged as you developed and delivered the experiential education component of the course?
 - i. Supports? Resources? Risks?

5. We have recently come to realize that ‘students reflecting on their experiences’ is a useful part of the experiential education process. Of course, not all students engage in reflection to the same degree. In the context of your most recent experience delivering a course with a significant experiential education component:
 - a. What did “shallow reflection” by a student look like?
 - i. What does this mean?
 - ii. How did it happen?
 - b. What did “deep reflection” by a student look like?
 - i. What does this mean?
 - ii. How did it happen?
 - c. What specific tasks or activities did the students complete in the course that facilitated reflection on the part of students?
 - d. What specific tasks or activities did the students complete in the course that built upon or made use of these reflections?
 - i. What did the students do with their reflections?

Ending Questions and Comments (10 min/1 hour 30 min)

6. How do you intend to use experiential education in the courses you deliver in the future?
 - a. Value of EE? Constraints?
7. What part of today’s discussion did you find most noteworthy?
8. Have we missed anything today?
 - Thanks for your participation today. I appreciate it!
 - We are running a total of three mini-focus groups.
 - Data from these groups will be analyzed and the key themes and ideas that emerge from the focus group sessions will be reported, along with illustrative quotes.



Higher Education
Quality Council
of Ontario

An agency of the Government of Ontario