

Reflection on the Growth of Graduate Students: From Engagement & Service-Learning Experiences

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INTRODUCTION/BACKGROUND

Need: Research indicates engagement and service-learning experiences benefit students and positively influence their lives (e.g., enhancing their understanding of themselves and social responsibility.) (Pelco et al., 2014). Specifically, Schmidt et al. (2004) suggests that engaging, service-learning experiences are essential for graduate student growth.

Background: To meet this need, two graduate students at Purdue have explored several engagement and service-learning activities from Fall 2021. They identified three community partners in- and outside of Purdue and have collaborated to have engagement activities.

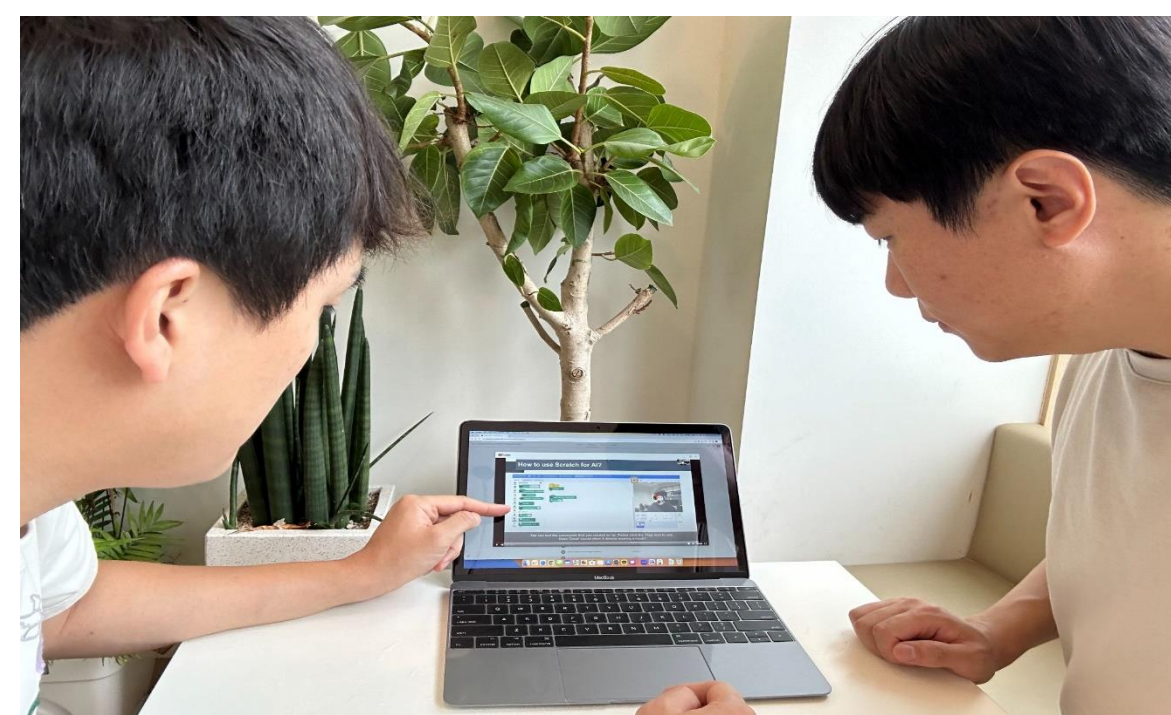
Purpose: Two PhD students in Learning Design and Technology at Purdue aimed to explore the value of engagement and service-learning by engaging in a series of collaborative activities with their in- and outside partners. Their collaborative experiences provided them reflections on ongoing internal growth not only for their academic growth.

Progress: Two PhD students have engaged in a series of three activities under their advisor's guidance since Fall 2021 to present.

[Service-Learning with International Partners]
C.A.R.E. project with South Korean teachers

[Service-Learning with Inside Partner at Purdue]
Intercultural learning module design Project

[Service-Learning with Community Partner]
C.A.R.E. project on AI for community children



Source: Wonjin Yu, August 4th, 2023



Source: Wonjin Yu, December 1st, 2023


OBJECTIVES

Reflecting on Experiences: The presenters aim to reflect on their engagement and service-learning experiences, evaluating personal growth and understanding of social responsibility gained from the series of three projects.

Collaboration and Partnership: Collaboration and partnership are key themes as the students discuss successful partnerships within and outside Purdue University, exploring formation, lessons learned, and the impact of their joint efforts.

Designing a Continuous Engagement & Service-Learning Model: Additionally, they prioritize designing a continuous service-learning model, intending to expand it with more collaborative partners to ensure sustained contributions to society and meaningful learning experiences.

REFERENCES

For references, please type
[<https://bit.ly/3S1ki1m>] or scan 

APPROACH

To achieve our objectives, we carefully designed our engagement and service-learning activities with our collaborative partners, considering the following instructional principles. We applied Dick & Carey instructional design model, and gamification for each activities.

Dick & Carey instructional model

The Dick and Carey instructional theory, a systematic design model, emphasizes the importance of thorough instructional analysis, clear instructional objectives, appropriate instructional strategies, and rigorous evaluation processes (Dick et al., 2009). Following this model's characteristics, we tried to figure out the partners' needs, facilitate learning, and achieve desired learning outcomes. In addition, our overall activities progressed in an iterative way and continuous improvement of instructional materials by incorporating formative and summative evaluation.

Gamification

Gamification applies game design elements in non-game contexts to boost user engagement, motivation, and learning outcomes (Zhan et al., 2022). It utilizes elements like points, badges, levels, challenges, and rewards to make tasks more enjoyable and compelling. By incorporating a gamification approach to our activities, we aimed to enhance partners' participation and foster positive outcomes.

Activity #1: Service-Learning with International Partners C.A.R.E. project with South Korean teachers



Source: Purdue Learning Design and Technology, February 14th, 2023

From Spring 2022, we initiated our first engagement and service-learning activity by examining the effectiveness of the learning modules on Artificial Intelligence (AI) education with some South Korean teachers. We progressed this project under the name of C.A.R.E. (Computer science, Artificial Intelligence, Robotics, and Emerging Technology).

Impact: This project examined the effectiveness of the learning modules of Artificial Intelligence (AI) education in K-12 by collaborating with community partners. In the previous project, we developed learning modules on AI education for learners at the beginner level (Yu & Huang, 2022). To complement our module into the framework, we identified the overall barriers to K-12 teachers who are implementing Artificial Intelligence (AI) education as a pilot program. We engaged with our community partners to verify whether our modules would be effective in solving the identified barriers in the context of our community partners. During the collaborative process, we verified the effectiveness of our modules in terms of AI literacy to partner with South Korean teachers.



Source: Wonjin Yu, April 6th, 2023



Source: Wonjin Yu, August 4th, 2023

Activity #2: Service-Learning with Inside Partner at Purdue Intercultural Learning Module Design Project

In Fall 2023, we engaged in a collaborative project of developing an intercultural learning module with the 'Center for Intercultural Learning, Mentorship, Assessment and Research (CILMAR)' in the EDCI 57200 course. We have worked with other group members and Dr. Aletha, our project client, and the module's main director, over the course of four months, making efficient use of in-person and asynchronous meetings.

Impact: Active communication and collaboration with our inside partner at Purdue, CILMAR, guided us to have successful engagement results. Thanks to the service-learning process with inside partners, we successfully updated and modified an existing learning modules on intercultural learning.

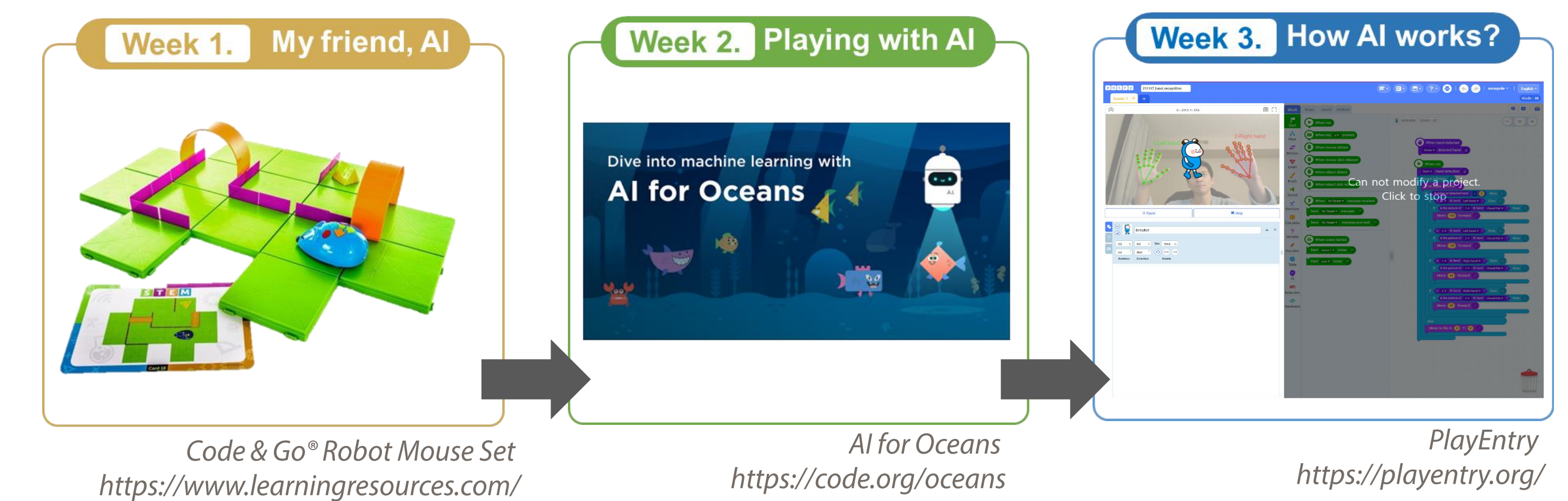
#	Type	Description for Issues of Items needs to be revised	LDT designers' Comment / Ideas on Oct 3	SME's 1st Comment on Oct 12	After the meeting with SME-Dr. Aletha on Oct 17
1	Content	There are a lot of quizzes, rather than having three quizzes maybe have an activity or a reflection, where they connect it to their lives (Alternative ideas are a work in progress)	I think that there is a benefit gained from these quizzes, but the learners will have an exponential benefit from having more interactive material that connects the content better to their lives.	I need your suggestions here. When we started designing this module, we felt that we had so much content that we needed to split it into multiple modules. This module is designed to target cognitive learning about different types of empathy and recognizing what is and isn't effective. The second one is called "Acting with Empathetic Concern," and it's all about applying empathy and	Completed but need approval from SME. Need to discuss and make sample for asking further improvement to SME
2	Content				Agreed to utilize some interactive video for encouraging learners to participate in the quiz solving. If the quiz parts implemented into the video, then data of the learners' reaction are separate from Brightspace. So, only some popup messages are implemented into a section as below.

Table for revision (23.11.22) for the project. <http://TINYURL.COM/EDU572>

Activity #3: Service-Learning with Community Partner C.A.R.E. project on AI for community children

For the subsequent activity after a series of successful engagement and service-learning activities, we are planning to have our next activity with community partners at Lafayette.

Impact: To make AI accessible and engaging for young learners while laying the foundation for future exploration in the field, we are designing learning and experiencing programs on AI for community children. We are looking forward to holding the programs in Spring 2024 and expanding our engagement activities to a wider context.



REFLECTION & CONCLUSION

Value of Engagement and Service-Learning Experience: We have experienced the value of service-learning experiences by planning, designing, communicating, and collaborating with our collaborative partners. These precious experiences benefited our internal growth of understanding and empathizing with engagement and service-learning as well as constructing our own engagement & service-learning model.

Social Responsibility: Our collaborative partners and our efforts have led to a deeper understanding of the value of their experiences and a heightened sense of responsibility toward society.

Future Plan: Looking ahead, we continually plan to design a continuous service-learning model involving additional collaborative partners to further their development.

ACKNOWLEDGEMENTS

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