

Clemson Collaborations in Service-Learning

2012-2013

Creating transformational
experiences for students,
faculty and community

CLEMSON[®]

SERVICE ALLIANCE

*Personal transformation
can and does have global effects.*

*As we go, so goes the world,
for the world is us.*

*The revolution
that will save the world
is ultimately a personal one.*

Marianne Williamson

http://www.brainyquote.com/quotes/authors/m/marianne_williamson.html

“Service-Learning Projects (SLP): A Valued Experience for Students and Communities”

*Dr. Clementina Adams, Professor,
Languages and Language and International Health*

Last year I conducted a case study to address students' individual and collective gains as a result of providing service to the Hispanic community in the Upstate of South Carolina. The results of the data showed very positive gains in both areas. This year I focused my efforts on determining the worth of some projects, as seen by the community served, in regard to ensuring their sustainability and continuity. To this effect, as a Creative Inquiry endeavor, I organized three teams of students from my Spanish advanced courses to work in the assessment of three different types of SLP: health projects, school projects, and, a “Café Cultura” project, a family -oriented service. Each team followed the Institutional Research Behavioral (IRB) requirements in order to participate in the project. They designed their respective surveys under my supervision and revision. The next step was the selection of population samples and the implementation of the survey. The results for the three types of assessments were highly positive in regard to the worth and need of the services provided, as well as the well-received service provided by CU students.



This article focuses on just one of the SLPs assessed, “the health projects,” addressing the Walhalla Public Health Office and the Sullivan Mobile Clinic. The data showed that 100% of the community surveyed enjoyed having Language & International Health (L&IH) majors volunteering to assist doctors and nurses to facilitate their communication with Hispanic patients. Based on the team’s report, the employees and patients were very positive about having Clemson students volunteering at their site. “They would love for students from Clemson University to come back in the upcoming semesters and to continue to volunteer there.” “They all agreed that it was very beneficial and that students who are not afraid to use their language and interpreting skills are more helpful than shy or timid students.”

There were a few recommendations for improvement, such as extending the time the students volunteer. For example, respondents felt that having the same team of students volunteering for more than one semester would provide for better interaction and cultural sharing.”

In conclusion, it looks like the services provided to the Hispanic community as patients of CU Mobile Clinic and Walhalla Health Office have been very positive, and it would be worthy to continue to implement and sustain this type of Service Learning program.



“If you want to go fast, go alone. If you want to go far, go together.”

Dr. Skye ArthurBanning- Professor, PRTM

This is an African proverb that embodies the thoughts of the PRTM 398/498 Creative inquiry Tanzanian Experience class. Twelve students from PRTM, Education, Health Science, Management and Engineering knew they wanted to go to Tanzania and provide service to help others, but that was simply the end goal. Putting the steps in place to achieve that goal proved to be much more difficult but equally as rewarding and educational.



In September, various students began meeting as part of a Creative Inquiry class to put a plan together to raise funds and supplies to take to Tanzania that would have a lasting, sustainable and transformational impact on the communities that we would ultimately visit. However, they also wanted the fundraising initiatives in South Carolina to have an impact on the communities we were working with here in the state. There were several initiatives that we worked on but two were especially important to the service-learning process. The first was to have various jewelry makers in East Africa send us their jewelry to sell around campus. We would then split the proceeds with the Mamas back in East Africa, sending half back to them to help pay for their children's school fees and keep the other half to take with us to Tanzania for donations or to purchase supplies.



A second initiative was to partner with a middle school near Charleston to do an afternoon of activities that would teach the entire 8th grade about east Africa and specifically Tanzania. The Clemson students came up with eight short classroom activities such as safe water preparation, traditional African drumming, East African trivia and preparation and sampling of some traditional foods of Tanzania, all that were designed to be educational but also to fit into the current 8th grade curriculum such as world history, music or science. The intent was twofold: a) to provide education to the students at the middle school about a country so different from their own and b) to engage them in the service-learning process by then asking them to help us in our fundraising efforts for Tanzania. We



presumed that having a more personal understanding of the issues and culture in the country might move the 8th graders to action and service themselves.

These 2 initiatives coupled with a website donation page and a few individual fundraising efforts provided nearly \$8000 in donations to benefit those in Tanzania. From that money we then needed to process how we could stretch each dollar to have the greatest sustainable and ultimately transformational impact in each community we visited in Tanzania. We came up with three major initiatives that will benefit hundreds of children and families for many years to come.



We began by purchasing soccer balls, footballs, volleyballs, utility balls, Frisbees, and first aid supplies to take to the poorest communities around Dar es Salaam where we interacted with the children, many of whom were orphaned or HIV positive from birth so had been pushed to the margins even in their own communities. We played various games with them each day and left the equipment with the community elders to continue to use after we had left.



The second initiative was perhaps the most rewarding for many of the Clemson students. We visited an orphanage for 3 days to play with the kids, help with renovations to their facilities and simply gave some love, time and attention to the 50 or so children who lived there. While this was rewarding in itself, we knew we had to do more. The orphanage was looking for a place to relocate, where they could expand and build newer, nicer facilities including a schoolhouse, dorm and kitchen. The Clemson students decided to use some of the money we had raised to help pay for the title deed to a new piece of property the orphanage had been looking at buying but could not afford. As a result of this effort, the orphanage has already informed us that building on the new property had begun and the future of the children at the orphanage was a much brighter one as a result of our efforts.

Finally, we traveled to a small village at the base of Mt. Kilimanjaro where we met with families that try to live on less than \$2 a day. They make so little money that paying for school fees for their children or a new tin roof on their hut is virtually impossible. In speaking with one of the village elders, it was decided that we would purchase 45-50 chickens for the village that would be used to raise money by selling eggs and to have more chickens to raise for meat. Each family received 2-3 chickens, which over the course of the year, would be enough to pay for school



fees for the children for at least a year and ultimately if more chickens were hatched, this could continue year after year. We realized that something as simple as providing each family with 2 or 3 chickens could change the life course of an entire village making it a healthy and thriving community well after we had left.

It was an amazing trip that transformed people and communities in Tanzania but also one that transformed students as an incredible life experience. As a result, this trip will happen again in the summer of 2015 as an ongoing initiative in the country. One student summed up her experience so well: "If I had to pick one word to sum up the trip it would be love. For so many reasons, the love we all had in us to want to go to Tanzania to make a difference, the love we all shared with each other in order to make a group of strangers from a variety of majors become a group of close friends, the love in our hearts to devote time to fundraising for children and people we had never even met, ...and the love we felt from those we had gone to help in the village, the orphanage and in the communities."

To a person, each student will say there is something about this trip that was life changing. As a faculty member, I am challenged each day to provide the students with a unique learning experience, but a trip such as this with so many opportunities to serve and to see how fortunate we really are has the ability to instill a sense of transformation simply by being involved caring for others.



Play by [DESIGN] by Play: Building pop-up ateliers for learning –

Architecture inspired by the Reggio Emilia Approach to childhood education

Dan Harding, Associate Professor in Architecture
Director, Community Research+Design Center
Coordinator, Architecture+communityBUILD certificate program

Pop-up ateliers: Interactive environments for learning and play

Play by [DESIGN] by Play is a design-centric community initiative focused on highlighting basic principles associated with the natural and built environment. Through service-learning opportunities, faculty-lead student research+design teams propose pop-up ateliers with complementary workshops and paper design objects to inspire learning through constructive play. The principles and themes identified by the design teams have been deemed as universal building elements fundamental to the creation of transformative environments for learning and play. Structure, surface, perspective, threshold, aperture, building unit, and circulation are not only the thematic generators for the pop-up ateliers but also the workshop learning objectives.

What can we learn from the Reggio Emilia Approach? This revolutionary and accepted childhood educational philosophy was developed in Italy at the end of World War II. Founded by educator Loris Malaguzzi in collaboration with parents from villages surrounding Reggio Emilia, it is grounded on several key principles:

- Children need to have a proactive influence in their learning;
- Phenomenological and sensory experience is crucial, children must have the opportunities to engage and explore their senses in a meaningful way;
- Collaboration is essential to learning. Not only with other children and companions but with materials+methods that can be explored and provide insight into a world of realities;
- Exploration, experimentation, and expression need facilitation. Children must feel free to express themselves and safely make mistakes.

Paramount to the successful execution of these principles is the design and construction of the built environment and its relationship to the natural world. The Reggio Approach relies heavily



“The ideals formed in childhood from environment and daily associations go with the child through life, and ideals of correct living formed in school will be a powerful agency in determining the future home and public life of the men and women.”

-Rudolf E. Lee
1917, Rural School Buildings

on spaces that have been built or modified to support “complex, varied, sustained, and changing relationships between people, the world of experience, ideas and the many ways of expressing ideas.”¹ Critical to the design of Reggio-inspired spaces is the atelier. Contextually, this is a place for children to collaborate, come together, and share their experiences. Identified as an environment where creative and constructive learning occurs, the atelier becomes home to the supportive implements and materials conducive to exploratory expression and learning.

Why create pop-up ateliers? The benefits of play and its impact on creative and critical learning are numerous. The unbiased mind of child at play can offer an insightful view of how intelligent design works and the opportunities inherent through fundamental design communication. Research suggests the joy of play is associated with the reiterative process of doing and acting in a manner that provides happiness through explorative measures. Uniquely, play is an action that can be performed alone or collaboratively with a companion and/or groups. The nature of play also suggests that reciprocal feedback is critical to its success, its lessons, and consequently its constant lure. Be it constructive, un-constructive, or free play, the idea of learning while playing continues to be a significant foundation block in understanding the creative process as well as cognitive and non-cognitive development. Creating transformative environments, although temporary, as installations in children’s museums, libraries, galleries, and workshops across South Carolina can introduce the citizens of the state to the rich ideas associated with architecture and the benefits of design thinking.

It is the collation of these principles and architectural requirements that have become inspirational to the design and implementation of the pop-up ateliers, as they are intended to become a common space for communities and children to collaborate and reflect on lessons learned from architecture, design and creative thinking.

The School of Architecture with the Community Research+Design Center (CR+DC) has forged several unique partnerships for the purpose of exhibiting this research in children’s museums and libraries located in South Carolina and Italy. As Clemson University President James Barker once wrote, “If architects want to be influential, we need to get out of our ateliers and connect with the curriculum, engage the culture and serve our larger communities.”

¹ Cadwell, L. (1997). “Bringing Reggio Emilia home: An innovative approach to early childhood education.” Teachers College Press, New York.



2008, Chronicle of Higher Education. To this end, Clemson has partnered, through the Charles E. Daniel Center, with the Biblioteca Edmondo De Amicis Children's Library in Genoa, Italy. Likewise, through the Clemson Architecture Center in Charleston and the main campus in Clemson, relationships have also been cemented at children's museums and interactive galleries located in Clemson, Greenville, Spartanburg, Columbia, Hilton Head, Myrtle Beach, and Charleston. To share the learning opportunities inspired by the Reggio Emilia Approach to the children of our communities, it is very important that the School of Architecture reach out to its future students by engaging professionals. A key component of the project and the learning opportunities is the relationship the School of Architecture has with the South Carolina Chapter of the American Institute of Architects. Privileged to rely on a strong network of civic and community minded professionals, the SCAIA has contributed greatly through their Kids in Architecture program as well. Clemson students will work hand in hand with practicing architects and community leaders during the month long installation and work shop process this coming October.



Transformative environment in an international off-campus setting

This project will play a key role as a community outreach event for architecture and design in South Carolina. This year, 2013, marks the centennial threshold for the School of Architecture at Clemson University as well as South Carolina's chapter of the American Institute of Architects, a monumental achievement. Of comparative merit, the School is also commemorating its commitment to off-campus international studies by celebrating the 40th anniversary of the Charles E. Daniel Center for Architecture and Urban Studies located in Genoa, Italy. Inspired by a vision to create a setting where students could study architecture while being fully immersed in a place and culture different than their own, the center in Italy has long provided young designers with a transformative environment where reciprocal learning go hand in hand with experiencing and understanding a more worldly community. Southern Roots and Global Reach has become the mantra for the School of Architecture, its centennial celebration, and its long-term curricular and pedagogical development. Connecting and expanding service-learning opportunities to these off-campus centers is a direct objective of



the Architecture+communityBUILD program and the Community Research+Design Center (CR+DC). With three off-campus centers in Italy, Spain and Charleston, the School of Architecture's Fluid Campus plays a key role in extending the reach of service-learning while also increasing student engagement and enhancing the learning environment.

Service-Learning as a vehicle for change and inspiration

The research, design, and organization of a series of participatory installations and workshops are conceived and conducted true to the vision statement of the CR+DC:

The Community Research and Design Center will lead all Clemson University centers in service-learning projects focused on community-based public interest design, student engagement, and sustainable design research that emphasizes reciprocal partnerships through collaborative, critical, and creative thinking.

Inspired by both the design development research in Genoa and the investigative prodding into the Reggio Emilia Approach at the Loris Malaguzzi International Center in Reggio Emilia, Italy, the student design teams were afforded the opportunity to test, develop, and modify their design ideas based on their interactive relationships with both teachers and children. Through an innovative session of workshops conducted at the Biblioteca Edmondo De Amicis, Clemson Architecture and Landscape Architecture Students worked creatively with Italian third and fourth grade elementary students on a series of intuitive and didactic building projects that used forms of paper art such as origami (folding paper) and kirigami (cutting paper). This process of engagement during the design process provided invaluable insights. Service learning proves to be a necessary vehicle for design development as the lessons learned lead to both change and inspiration. Likewise, the testing of the universal principles and thematic topics with non-English speaking children provided an amazing opportunity for design teams to observe how important clear and sophisticated design dialogue can be when conducted in a simple and artful manner.



It's a SMALL world after all

Subsequently, Play by [DESIGN] by Play serves as a poignant connector between communities in Italy and South Carolina. With the goal to see design as the common bond and translator regarding global play and participatory learning, this team emphatically believes design needs to be in the hands of the users. Faculty and students considered carefully how the design ideas would inevitably be constructed to embrace the realities of the exhibits and the context of logistical challenges associated with global design and construction. Through research and experience, the studio employed materials and methods of construction that are conducive

to rapid prototyping and fluid fabrication. Thus, the connections made between student design teams simultaneously working in Genoa, Charleston, and Clemson demonstrate techniques in digital and virtual communication, fabrication, and problem solving. With Genoa serving as the research+design arm and Charleston providing fabrication+construction, documents for production and fabrication were transmitted digitally between student design teams on different continents. Accordingly, full-scale prototypes and atelier components were fabricated and constructed in Charleston. As feedback from users was being disseminated through workshops and design sessions in Genoa, troubleshooting fabrication issues took place in Charleston. The student design teams maintained a high level of communication and in the process truly appreciated a constructive and transformative experience on a global scale.

The pop-up learning ateliers will be concurrently installed in October 2013 at seven children's museum sites in South Carolina and two sites in Genoa, Italy. To further develop the service-learning opportunities latent in this project, students will maintain their participation in the project through a Creative Inquiry course. This will allow both continuity and a continuation of design testing and research through observation and sustained involvement. The dissemination and analysis phase of the project will be critical and inevitably will result in further design development and future modifications. Prescribing to a reiterative process that toggles between what can be taught and what may be intuitive will continue to shape both the experience of the children who engage the pop-up ateliers and the young designers constructing them. The relationship between these two groups will continue to highlight the benefits of activating service learning while tapping its potential to advance critical and creative thinking.



sixteen percent of clemson's students participated in a service-learning course in 2012-2013.

Creating Transformational Experiences for Communities, Students, and Faculty: Strategic Planning and Implementation with Communities.

*David W. Hughes, Professor,
School of Agricultural, Forest, and Environmental Sciences and
Clemson Institute for Economic and Community Development*

Service -learning provides a means for transforming the lives of communities, students, and faculty. It provides students with the opportunity for seeing how concepts learned in classrooms translate into real world situations. It provides communities with a fresh set of eyes for reviewing issues and concerns and a source of workers for attacking an issue. For faculty such as me, with extension or university outreach responsibilities, it provides a means of translating classroom concepts into the real world and for bringing the university to the people - a major goal of the Cooperative Extension Service.



While service- learning support has been used to assist communities and nonprofit organizations to grow and develop across South Carolina, our ongoing work with McClellanville, South Carolina is a prime example of how all three groups can benefit. A Strength, Weakness, Opportunity, and Threat (SWOT) - based strategic plan that was started in 2009 has led to several implemented projects working with student groups from several different classes. A survey was developed and implemented by students based on information taken from key informants by the local community development agent. GIS was used to stratify the community to insure that all socioeconomic groups participate in the survey. A public workshop was then used to assess Strengths, Weaknesses, Opportunities and Threats in terms of external and internal forces. A “100 poker chips approach” was used in small group settings to facilitate discussion and determine priorities.

The SWOT-based procedure has led to several projects that have been implemented with additional student groups. Examples of implemented projects include a marketing plan written by a group of students from a regional economic development and a policy class working with local leaders where a brand identity was developed and used to get local shrimp into the Charleston Restaurant market. Students have also examined ideas generated by the SWOT that we recommended the community not pursue, such as attempting to recruit a physician. This was recommended by a student group in an international health care economics class.



What have been the benefits of such efforts? First, my extension network has been greatly enhanced due to the support provided by Clemson Service Alliance through classroom -based activities. The success of the McClellanville effort is in large degree due to the work of Harry Crissy, Community Development Agent for Clemson Extension in the Charleston area. Harry has worked tirelessly in developing local contacts and has provided many of the ideas that serve as the foundation for the SWOT process. Working with Clemson personnel such as Harry is one of the great things about my job.

Further, while relationships with for-profit organizations such as Rosebank Farms and nonprofits organizations such as LowCounty Local First have been strengthened by our work in McClellanville, more generally such activities have been established with clients throughout the state. For example, past work with Anderson Interfaith Ministry and past and current work with the Cooperative Ministry in Columbia have been based on linkages initially established through service-learning student projects.

McClellanville has obviously benefits in a variety of ways. For example, McClellanville City Council Member Jim Scott, stated, "I can't thank Harry and Dr. Hughes enough for kick-starting us in terms of sourcing McClellanville seafood locally." More generally, councilman Scott indicates that using students in this process has made local citizens excited about developing and implementing the strategic plan.

Students benefit from exposure to actual issues and seeing how classroom



concepts are used in real-world planning efforts. Quoting Clemson graduate Story Cosgrove concerning his experience with an environmental justice project (a different service- learning effort), "I graduated from Clemson's Applied Economics program three years ago. The most valuable resource from my program was the experience of partnering with my professors to do service-learning fieldwork. You forget theories, you can look up how to do calculus, but good luck simulating how to organize a successful town-hall meeting with citizens, business interests, and the EPA". Devin Swindall, who has been involved in many projects as both a student and a research associate, indicates that service-learning type efforts challenges students to integrate theoretical concepts into actions and to stretch themselves beyond their comfort zone. He also points out that participating in the local strategic planning effort is a great resume builder as it provides much needed real -world experience.

Using Service-Learning to Serve Campus Veterans

Professor Mike Pulley, Senior Lecturer, English

How often does a Clemson student single-handedly transform the pedagogy of the university's curriculum? Eric Lambert, a former U.S. Marine Corps Sgt. and Clemson Mechanical Engineering major ('13), is a testament to how it can be done.

During the 2012 fall semester, Clemson University's award-winning Client-Based Program collaborated with the Clemson Students Veterans Association in a unique multimedia project that proved transformational for students, veterans, and faculty alike. The idea for the course was the brainchild of Lambert, who came up with the idea after taking a previous course in the Client-Based Program.



Students in a Technical Writing section (English 314) completed four instructional and promotional videos for the Student Veterans Association, a campus organization that seeks to support the growing number of veterans enrolled at the university. Clemson's student veterans are part of a national trend. Soldiers returning from the wars in Afghanistan and Iraq are using the recently-expanded, post-9/11 GI Bill. However, these veterans struggle to understand the complicated benefit and they face unique challenges unlike those of traditional students.

During the semester, students learned how technical communication skills are often combined with proficiencies in multimedia technology and computer software. Twenty-First Century companies are increasingly relying on such a nexus. The hands-on experience of this class prepared students for work and service in our technically-oriented global marketplace. The mix of about 20 engineering and science majors enrolled in the section attended classes in Clemson's Multimedia Authoring Teaching and Research Facility (MATRF). This gave them access to the lab's professional-level video production equipment and software.

But the course would never exist without the inspiration of Lambert, the Clemson student and former Marine. In the spring of 2012, Eric took another Client-Based Program Technical Writing section taught by me in the MATRF lab. He was quick to



see the benefits of a real-world service learning course focused on multimedia communication. Eric also was treasurer of the Clemson Student Veterans Association, and he was looking for ways to raise the profile of his student organization and do more to help the other veterans on campus. By the end of that spring semester in my class, he conceived of the idea for a Client-Based Program section that would be partnered with his veterans group.

As Eric helped conceive the class that would work for his organization, the students would be divided into four teams. Two teams would work on videos about the Clemson Student Veterans Association. These videos would be aimed at the campus in general and used to promote the veterans group. The idea was to raise the profile of the organization and recruit more veterans and interested students into the group. The two other teams in the class would make instructional videos about the complicated new G.I. Bill. These videos would be a resource for all veterans on campus who struggle to take advantage of this important federal benefit.

The course proved challenging in many ways. Students had to learn video production skills in addition to the standard curriculum of technical communication, a full plate that involves audience analysis, research, writing, interviewing, and editing,

among other topics. Most of the students in the class did not have any prior experience making videos. To supplement instruction, I brought in guest speakers such as Mario de Carvalho, a national Emmy-award winning news cameraman and video production expert. De Carvalho, a former staff cameraman for CBS News for 31 years, shared inside tricks of the trade gathered from a lifetime of experience. Students also learned much from the graduate students who work in the MATRF during open lab hours.



Perhaps one of the most surprising developments to come out of the course was the camaraderie and friendship that developed between the students and the veterans they worked with to produce the videos. With their cameras, microphones and tripods in hand, the students hung out with the veterans in unexpected environments. Some captured footage of the former warriors in action at a local firing range. Others shadowed the veterans on a visit to the Richard M. Campbell Veterans Nursing Home in Anderson where the younger campus veterans showed support and encouragement to the older veterans who had come before them.

This semester-long interaction between students in the class and the campus veterans proved transformational in many ways. The students in the class learned life lessons from these older, nontraditional students in addition to the regular curriculum. The students gained a perspective of the veterans' world they may not have had before. Some of the veterans struggle with

Posttraumatic stress disorder (PTSD) and other disabilities acquired in the horror of combat. They are typically older than traditional college students, and some have families to support. Yet the students enrolled in the course saw how these veterans often have an unusual zest for life and a drive to succeed in new careers despite whatever disabilities they still carry from military service. Some of the students in the class were even inspired to join the Student Veterans Association, which is open to all students on campus, not just veterans.

As typical in service-learning courses, the students found the class to be more demanding and time-consuming than other classes. Yet in the end, they valued the mix of skills acquired from the course. Some excelled at learning the advanced software that was used to edit the videos and believed that this knowledge would come in handy later on the job. Others valued the critical-thinking skills needed to conceptualize a communication aimed at a particular real-world audience. As the instructor, I learned that even students—especially veterans like former Marine Eric Lambert—can offer valid suggestions for university pedagogy that prove transformational for all involved.



*138 faculty reported teaching
at least one service-learning course in 2012–2013*

Shifting Course: Design within Reach for Communities

*Professor Paul Russell,
Landscape Architecture*

Prior to joining the Department of Landscape Architecture at Clemson, I worked at an up-and-coming landscape architecture firm just outside of Boston. Frequently, I found myself preparing monthly client invoices with balances that rivaled my annual income. Now, while my salary was in no way impressive, the mere notion of a monthly design fee reaching the annual income of a family of three certainly prompted a moment of pause and reflection on my part. With some quick calculations I realized I was not working for the top 1% of our nation's population but rather the top .001%. Putting these numbers aside, several questions came to mind. The first and most obvious being, what could I do with that amount of disposable income, a tantalizing inquiry and a wonderful way to spend an afternoon Googling the possibilities. More importantly, I began to question if the people I was working for appreciated the design and services they were receiving. Were they aware of the research, rigor and critical process involved with designing and implementing their projects with incredible precision and accuracy? Or, was my work simply the equivalent of another sports car, yacht or piece of expensive art? After some thought, I realized I could not answer with certainty any of these questions. I also realized that the answers to these questions were irrelevant. For whatever reason, design mattered to those clients regardless of cost and regardless of understanding the effort and thought that went into them.

After reaching this understanding, I realized that critical design from any discipline is often limited to the top tier income earners. And, that design services are financially out of reach or inaccessible to the overwhelming majority of citizens and communities in our country. This left me with the sense that this paradigm was in dire need of an adjustment.

My shift from private practice to academia has been a suitable and appropriate opportunity for researching and exploring ways to adjust the course of design, which traditionally has been inaccessible to the majority of communities. As a first year Fellow of the Service-Learning Alliance, a fundamental goal was to embed service-learning and community service within the landscape architecture studio as an integral component to foster outreach and stewardship through design. Service-learning paired with a critical design and research process have enabled the traditional course of design to shift and redirect its effectiveness on a demographic for whom design is often inaccessible.



Over the past year students in the department of landscape architecture have collaborated with various disciplines across campus including; food science, architecture, art, and Clemson's Healthy Campus initiative to tackle design issues in various neighboring communities and in other parts of the Southeast. Working through the College of Architecture, Art, and Humanities' Community Research and Design Center, (CRDC), Clemson students have teamed with the Agricultural Museum of South Carolina to develop a strategy and long-term vision for implementing an educational demonstration garden. As supplement to the existing museum, the new garden is intended to serve as a venue for the continuing education of local secondary school teachers as well as a destination for elementary school classes to learn about healthy eating, sustainable farming, and the agricultural history of South Carolina.



In a separate CRDC project a student design team worked with Casey Trees, a non-profit organization based in Washington D.C. whose mission is to restore, enhance and protect the tree canopy of the nation's capital. Clemson's student design team was charged to design and develop a master plan and vision for the Casey Tree Farm, a 676-acre farm on the Shenandoah River recently donated to the Casey Trees organization. The team's design proposed a shift in the farm's existing purpose; an equestrian-focused facility, and redirected its emphasis to enhance the Farm and Casey Trees' mission through research, community collaboration, environmental education and stewardship. Over the course of two semesters, students researched the farm, the neighboring community of Berryville, as well as efforts made by Casey Trees in the District to ensure a feasible proposal and design resolution which would ensure a financially viable future for the Casey Tree Farm, a strong relationship and engagement with the neighboring Berryville community and a strong and clear commitment to align with the longstanding mission of Casey Trees.

With a focus on service-learning and critical design, these two projects represent small steps in a larger effort to shift course and make design within reach for communities. The Service-Learning Alliance has been integral in bringing these types of projects to the forefront of learning within the University and the greater Clemson Community.



*3284 students participated in
a service-learning course*

“Creating Transformational Experiences for Students: The PRTM EDGE Program”

Dr. Teresa Tucker, Lecturer, PRTM and Coordinator, EDGE program

In the Spring of 2010, PRTM launched the EDGE program to address the issue of providing undergraduate students core PRTM curriculum in more relevant and innovative ways. The acronym of EDGE, which stands for “Engaging in Diverse Guided Experiences” speaks to the program’s philosophy of creating experiences that transform students from being passive in their learning to being more actively engaged not only in their learning but in the greater community as well. Examples of these experiences include:

- Conducting a week -long day camp in partnership with City of Clemson’s Department of Parks & Recreation
- Volunteering for a number of local community events such as Special Olympics, Pickens County Office of Education’s Trash Bash, International Festival at Clemson Elementary, Race to the Rock and Pendleton Spring Jubilee
- Being a part of a Creative Inquiry Project over the course of four semesters



While students are involved in a number of learning experiences throughout the EDGE semester, the ones that directly connect the students to the community are the ones students say have the most impact. Listed below are quotes from students regarding their experiences:

“The day camp implementation week is a great way to give back to the local Clemson community. It was an incredible opportunity to program and execute for a live group.”

“What I learned from this experience (volunteering at the Trash Bash) is that first and foremost, it’s always important to go into everything with a calm demeanor, an open mind, and a positive attitude.

This kind of mind set can apply to my next volunteer experience, the rest of this semester, the rest of my time at Clemson, and really anything for the rest of my life.”



"This was an awesome experience! I absolutely loved it! It was a great way of learning."

"EDGE, while very often overwhelming and confusing, was a great way to grow not only as a PRTM professional but as a person as well. I've learned a lot about myself this semester, and how resilient I actually am."

Our goal in the PRTM EDGE program is to continue to provide students with opportunities to grow personally and professionally while making a positive impact on the community.



82 unique service learning courses were taught in 2012-2013

Service- Learning: Teaching Students Critical Decision-making Skills

*Dr. Teddi Fishman, Director,
International Center for Academic Integrity*

Service learning offers unique benefits to students and teachers, but the very qualities that make it so valuable—complex situations, interaction amongst different groups of people, and “real world” stake-holders and outcomes—can result in difficult ethical quandaries. When addressed and managed skillfully, the learning that results from wrestling with ethical issues can be well worth the effort. Sometimes, however, the same instructors who approach the most challenging service-learning without hesitation feel unprepared to guide students through the processes of ethical decision-making. It was for those teachers that Lorilei Swanson and I wrote *Teachable Moments* which provides a step-by-step guide to helping students identify, assess, and deal with ethical issues that arise in service learning projects .



There are two main parts to the process detailed in *Teachable Moments*—one embedded within the other. The first part was developed by the Rutland Institute for Ethics, here at Clemson. It consists of four steps:

1. Identify the issue—What are its components, its stakeholders, possible courses of action?
2. Analyze the elements—What are the complicating factors? How might the stakeholders be affected? What are the potential consequences? (It is during this phase that the second part comes into play. See below.)
3. Justify the chosen course of action—be able to explain the reasons for the decision
4. Decide and act—Follow through by taking the steps identified

The second part of the process is to use three well-tested philosophical perspectives as tools to evaluate the situation, during the analysis stage. Looking at the issue from consequentialist, rights-based, and aspirational perspectives provides a critical framework for analysis and together, the two parts comprise the Rutland Toolkit Approach.

For teachers, learning and using the toolkit enables them not only to handle ethical issues that arise throughout the project, but also to equip students to analyze tough problems they may face in the future. The hope is that practicing critical decision-making within the authentic environment of a service-learning experience, students can learn a skill that is truly transformational.

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