



TEACH, SERVE, AND LEARN

the newsletter for Service Learning at Nassau Community College

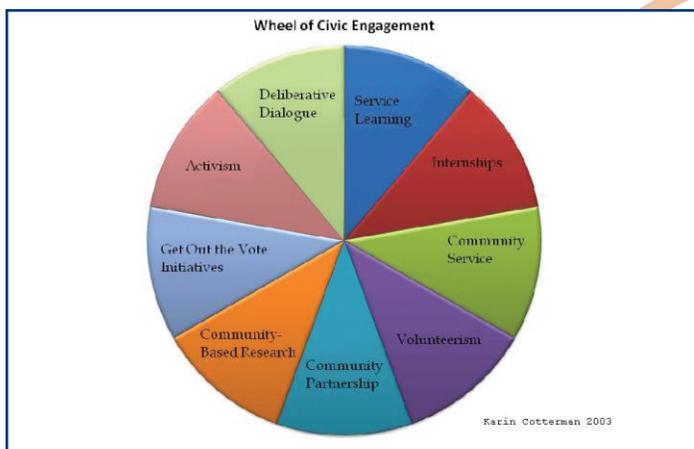
SPRING 2015

WHAT IS CIVIC ENGAGEMENT?

Civic engagement is an umbrella term used to describe the activities which promote the bridging of communities with socially conscious thought and action. “Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” Thomas Ehrlich, goes onto to say that “amorally and civically responsible individual recognizes himself or herself as a member of a larger social fabric and therefore considers social problems to be at least partly his or her own; such an individual is willing to see the moral and civic dimensions of issues, to make and justify informed moral and civic judgments, and to take action when appropriate.”

The underlying aim of civic engagement is to produce meaningful service and experience to all involved participants. The relationship between all involved parties is ideally reciprocal; the community partners explain their needs, the students and faculty work with the community partners to find a sustainable way to address their need and the experience serves as a common ground for students to enhance their scholarship, raise questions and explore alternative solutions with new social consciousness, not only in the classroom but as they move into the world as professionals. This experience also allows faculty to reignite student’s passion and tie current or future research endeavors to their courses.

Excerpts from “Civic Responsibility and Higher Education,” edited by Thomas Ehrlich, published by Oryx Press, 2000.



GLOBAL SERVICE LEARNING AT NCC?

YES, IT'S POSSIBLE

Professor Patricia Radecki
English Department

My participation in two major events in the fall 2014 semester introduced me to the world of service learning. I refer to the 7th Annual Global Service-Learning Institute held in Skaneateles, New York and co-sponsored by Cornell University and the New York Campus Compact (November 5-7) and to NCC’s own Service Learning Development Institute (October 31), which have inspired me to develop a service learning component to be incorporated into future ESL writing courses. As asserted by Edward Zlotkowski, featured speaker of the October 31st event, an effective service-learning project must reinforce or extend the learning objectives of the surrounding course; in other words, the project must engage students in learning or improving intellectual skills as well as in altruism or helping others. The Cornell Institute, on the other hand, presented the dilemma of how to implement *global* service learning at a publicly-funded, two-year college such as NCC, a commuter school where a humanitarian trip to Bora Bora does not come with a \$50,000 tuition bill--as it apparently does at most of the elite private colleges represented at the Institute. (Also in attendance at the Institute were several of the organizations that arrange such trips for those colleges.)

The solution is a virtually *global* service-learning project. Thus my project will make use of web-based technology. My plan is to pair each of the students in my ESL writing class with another ESL learner at a foreign institution in an arrangement which, in the past, might be defined as “pen pals.” However, the participants would be more than pen pals. My students will be learning as they are helping others to learn.

The project will require my ESL writing students to communicate on-line with a partner whose learning objective is also to improve his/her communication skills in English. Thus, the service component to be fulfilled by my students could be described as learners of English helping other learners of lesser or equal linguistic experience. Second language learners can help one another through the negotiation of meaning that occurs in all conversation, in which each side works to make himself or herself understood by the other. Past research in second language acquisition has shown that it does not matter that one side is not completely fluent or lacks native competence in the target

language. Learning arises from the struggle to make meaning, to make oneself clear, and to ascertain the other's intended meaning.

I foresee a series of controlled writing assignments based on mutual cooperation, further bolstering cultural ties and improving linguistic skills. For example, after interviewing their partner on his/her "literacy history," or the history of his/her experience in learning and communicating in English, students will write a biographical essay about the person and post the essay to share

with the partner, who will have a chance to respond and provide feedback. Another possibility is to write an ethnographic essay, or an analysis of a cultural tradition practiced by the partner, also based on an interview. Both examples could include visual aids, for example, photographs posted by both parties.

This is the plan. I will keep you posted on the progress and results.

SERVICE LEARNING VOLUNTEER ACTIVITY NUR101 AND NUR105 FALL 2014

Professor Anne Fitzgibbon

Under the guidance of Professor Anne Fitzgibbon, a contingent of over two dozen NCC Nursing Students participated as Medical Volunteers at the New York TCS Marathon this past November. This activity brought together students from the first two semesters of the program. The students were required to attend an evening of orientation sponsored by the New York Road Runners Medical Team at NYU the week before the event and on the day of the marathon, they volunteered along the course, at the finish area in Central Park, and in the medical tents.

There was plenty for nursing students to attend to! Ahmed Diallo used his newly acquired assessment skills to identify runners in need of assistance and escort them to the medical area. Inside the medical tents other nursing students worked as members of interdisciplinary teams that also included physicians, medical students, physical therapists, and podiatrists. Ijeoma Mba, Stephanie Guillaume, and Akofa Coker stated that they provided warm fluids to rehydrate the runners and address hypothermia which was a particular problem due to the cold temperatures that day. The students continued to make assessments such as measuring blood pressure to make sure that runners were stable before leaving the medical area. As they learned the loss of large amounts of fluid during such a long race can result in dehydration and a markedly low, and potentially dangerous, blood pressure! Monika Bonheur stated that that the NCC Nursing Program goal of delivering "Patient-Centered Care" was evident in the attention given to runners that day. Just as every patient is different, every runner is different, and the students focused on each runner as an individual even though all had completed the exact same race!



FORMATION OF HIGHER EDUCATION SERVICE LEARNING CIVIC ENGAGEMENT COUNCIL

The Long Island Higher Education Service Learning Civic Engagement Council was formed during the academic year 2014/2015. Dr. Evangeline Manjares, Dean for Service Learning, spearheaded this Council with the assistance of Dr. Diana Feige (Adelphi University), Dr. Catherine Lipnick (Suffolk Community College) and Dr. Gail Lamberta (St. Joseph's College). As members of the New York Campus Compact, Dr. Laurie Worrall, Executive Director, has joined the meetings and recently chaired the Mini-Grant Committee.

Recipients of the mini grants included: Prof. Notaro (Old Westbury), Prof. Diana Feige (Adelphi University), Prof. Dibble-Fox (NYIT), Prof. Farica Bialstock (NCC) and Prof. Abigail Van Vlerah (LIU).

The objectives of the Council are: (1) to host faculty workshops and share best practices; (2) to use Service Learning in curricular areas in order to realize its extraordinary benefits for both students and faculty; and (3) to learn from each other about

successful uses of Service Learning that can be replicated by colleagues among participating institutions.

Service Learning is a form of experiential learning that builds and strengthens communities while bringing the curriculum to life.

It is a pedagogical practice that dramatically connects classroom theory with real world issues. Service Learning promotes greater student engagement by providing meaningful service and advocacy to the community and therefore benefits the college student personally, professionally, and academically.

NURSING HAS A GLOBAL VISION



The Evening 101 Nursing students collected 220 pairs of new and used glasses during the month of November 2014. They were packed and delivered to the “Freeport Trailer” and the local Lion’s Club for distribution to people that could use them.

THIRD ANNUAL FYE DAY OF SERVICE HELD APRIL 15, 2015

We thank the members of the college community for helping to make the Third Annual FYE Day of Service such an overwhelming success!

This campus-wide initiative was a powerful illustration of what people can accomplish when they work together. More than 500 students, faculty, administrators and staff participated in 50+ service activities benefiting the campus community and people in need off campus. The spirit of generosity and goodwill was truly inspiring as we joined together to make an impact locally and globally.

Our projects and activities met pressing needs in the areas of hunger, homelessness, domestic violence, literacy, health care, the environment, and so much more. To see photos of many of these projects, click on the following link: https://www.dropbox.com/sh/xq67vunf3owh4y8/B_tehClf9j

(To view the album as a slideshow, click on the first photo and then use the arrows on the bottom of the screen.)

Here are some highlights from the Day of Service:

- ☞ 1,690 PB&J sandwiches were made and delivered to The INN in Hempstead.
- ☞ Reading/BEP faculty and students collected over 800 pounds of food and \$373 in donations for a proposed food pantry here at NCC.
- ☞ \$751 and five boxes of school supplies were donated to the School of Masson-Sion in Haiti. The money will be used to sponsor eight Haitian children next year, covering their tuition, breakfast, lunch, books, and uniforms.
- ☞ NCC’s House for Humanity raised \$248 to help fund Habitat for Humanity’s efforts on Long Island.
- ☞ 18 boxes of pet supplies and \$323 in donations were collected for Last Hope Animal Rescue.
- ☞ 225 greeting cards were created for hospitalized children across the U.S.
- ☞ Bake for Their Sake raised \$200 for The Ronald McDonald House.
- ☞ The NCC 101 Spring Bake Sale raised \$250 for the Adelphi NY Statewide Breast Cancer Hotline & Support Program.
- ☞ 55 used cell phones were collected for Cell Phones for Soldiers.
- ☞ Seven bags filled with toiletries, household items, and clothing were collected for the Safe Center of the Nassau County

Coalition Against Domestic Violence.

☞ The PeaceWork Club assembled 20 care packages for homeless people in Manhattan.

☞ 59 volunteers planted 37 shrubs and spread mulch over five cubic yards in front of K Building on our very own campus!

The FYE Committee and the Center for Service Learning/Civic Engagement would like to thank all of the project leaders who took the time to organize these important service projects and activities. We also wish to acknowledge the support of Dr. Kenneth Saunders, Executive VP Maria Conzatti, Dean Charmian Smith's staff, the Office of Printing & Publications, the staff of Audio/Visual Services, Jim Green and NCC radio student Michael Savidge, Laurie Pezzullo, Gail Mattimore, Alicia Steger, the SGA Programming Board, the NCC Foundation, the College Bookstore, and Diana O'Neill and our good friends and partners at the Long Island Volunteer Center for donating the T shirts. We couldn't have done it without you!

Additional thanks go to Dorothy Rabbene and Jeanine Prysock-Gonzalez for sending us photos of service projects that took place in locations other than the CCB. And a very special shout-out to Brian Thompson for transforming the MPR into a dance party for the second year in a row!

And, most especially, to all who volunteered, donated, planted, made sandwiches, read to a child, painted a brick, brightened someone's day with a thank you note, or otherwise participated in the Day of Service... thank you for making the world a better place!

Warm regards,

FYE Day of Service Subcommittee

Mary Cay Ardise, Reading/Basic Education

Richard Conway, Student Personnel Services

Julie de la Lastra, Marketing

Cathy Fagan, English

David Follick, Admissions

Stella Fox, Reading/Basic Education

Lisa Korman, Psychology

Evangeline Manjares, Centers for Service Learning/Civic Engagement and Military/Veterans Affairs

Janis Mazza, *Mathematics/Computer Science/Information Technology*

Darren Petronella, Student Personnel Services

Lynn Rozzi, Art

Charmian Smith, Dean of Students



Student Reflections on FYE Day of Service

"I had a great feeling of accomplishment afterwards. I felt like I had a purpose."

"When you give back, it makes your day better."

"It was fun to participate for awesome causes."

"I felt very happy to help homeless people. Plus it was teamwork. All of my classmates worked together."

"I had a great time learning and having fun!"

"It made me realize I could help others in need."

"I have spent a lot of my life caring about myself. Now is the time for me to realize that it takes all six billion of us to make the Earth the place it should be."

"It brought everyone together for a meaningful cause."

"It felt good to give back to my college and community."

"I know that my participation helped to make an impact."

"I got to send a message of hope to hospitalized kids."

"I saw students working hard, with various levels of ability, to do some good on Long Island."

"I was able to interact with many students who involve themselves with the betterment of others."

"I learned that I don't have to give money to help. I can volunteer my time and skills."

"I got to do something I love—volunteering with some very awesome people."

"It was healthy and empowering to unite with others for good causes."

"It opened me up to others NCC activities and students. I'd never really participated in anything at NCC before."

"The projects focused on problems within society that are hush-hush. Bringing them to light helps solve these problems."

"It opens your mind and helps you understand that there are people out there in need of others."

"It opened my eyes to a lot of organizations that I didn't know existed."

"It made me feel good knowing I can help someone in need."

"It made me feel truly happy to know my participation will make someone's life better."

"I felt like I could make a difference in someone's life and put a smile on their face."

"I spent a part of my time making sandwiches for homeless people. I am so proud of myself."

"It gave me a chance to learn about new things and help others."

"It felt good knowing that by doing so little, it can help a lot."

"It's nice to interact with students on campus. I rarely have time between classes to communicate with old or new friends."

