

Benefits and Barriers to Incorporating Service-Learning in Landscape Horticulture Courses

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Service Learning

- Educational approach that includes:
 - Community service
 - Curriculum connection
 - Reflection





Methodology

- Population
 - 140 faculty members in landscape horticulture programs
 - 2- and 4-year programs





Methodology

- Survey
 - 27-questions
 - Closed- and open-ended questions
 - Types of questions
 - demographics
 - how SL was implemented
 - the instructor perceived benefits of SL
 - barriers to implementing SL



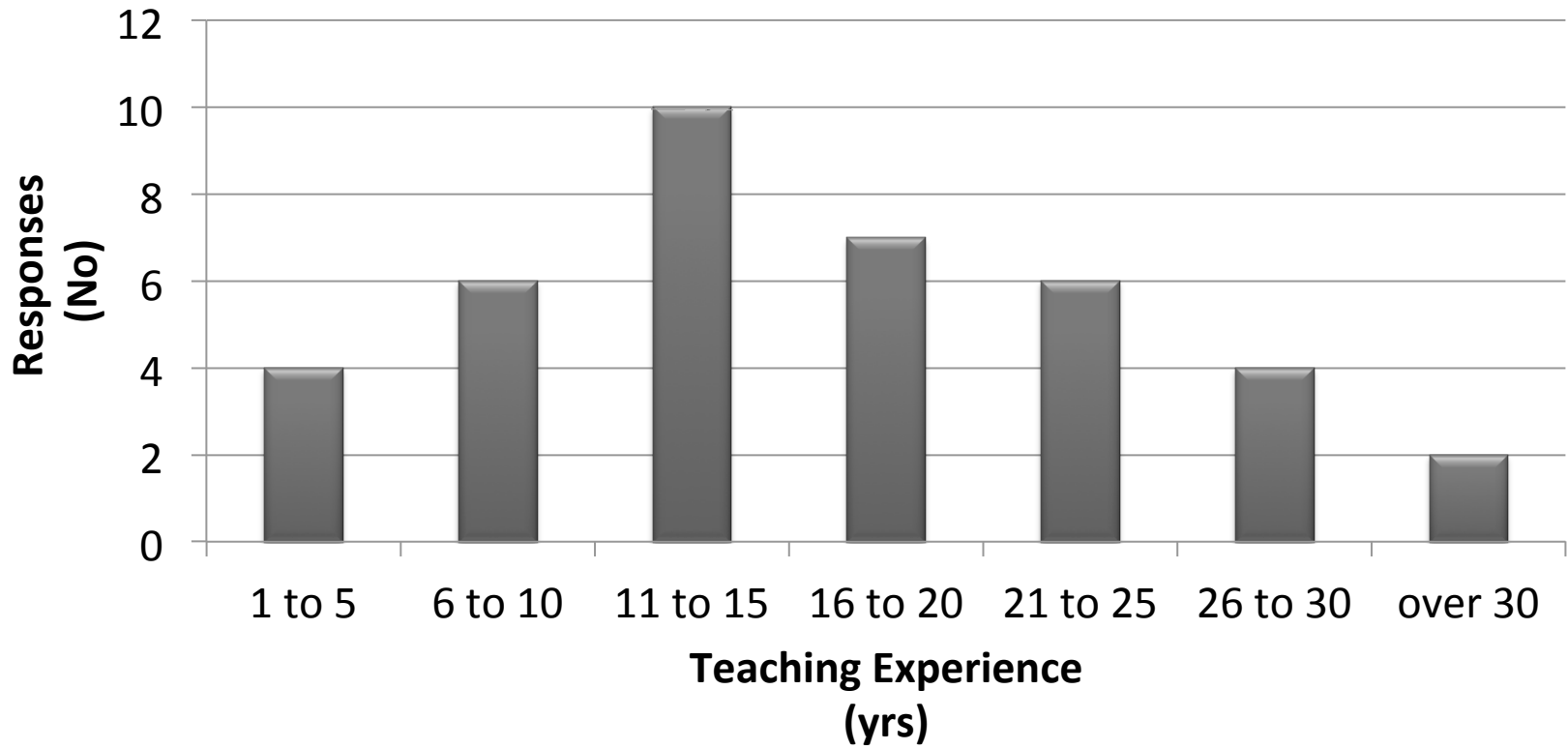
Demographics

- Respondents
 - 50% 2-year programs
 - 40 % 4-year programs
 - 10% offer both 2- & 4-program





Teaching Experience

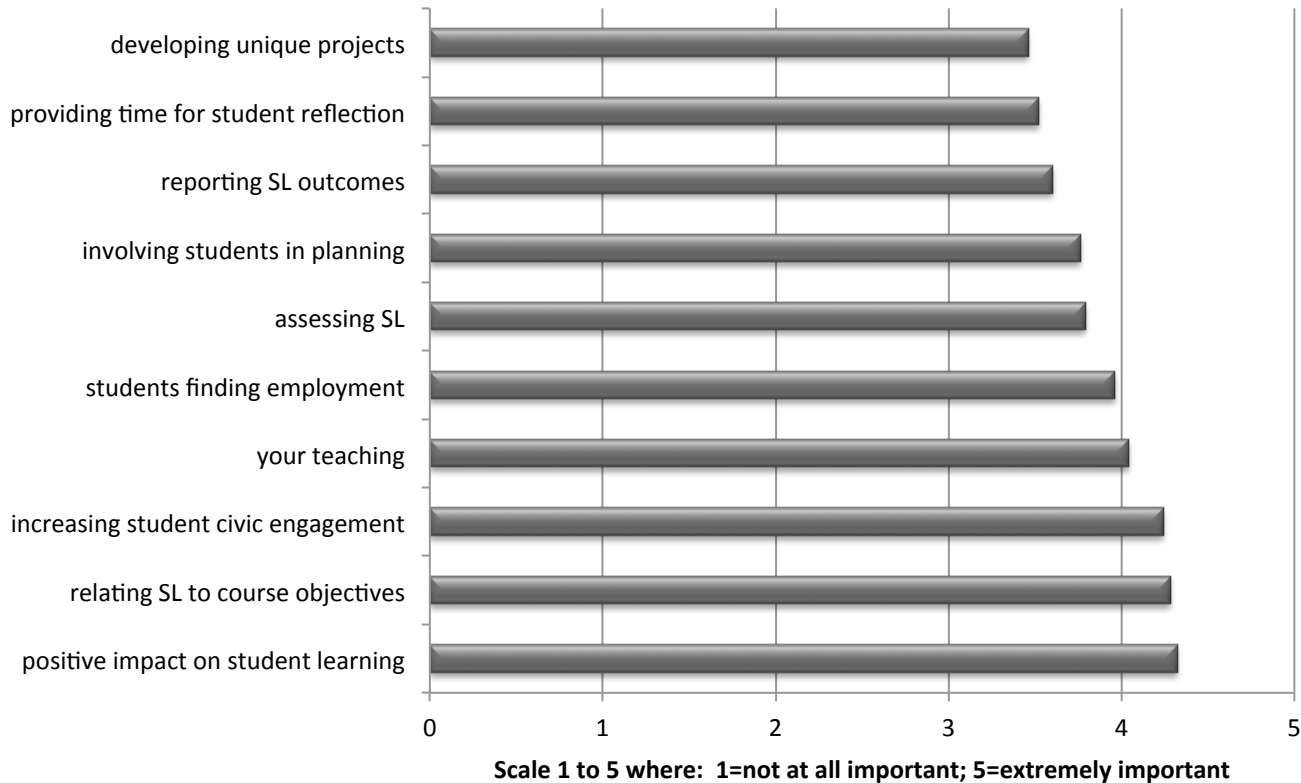




- Do you currently do SL in any of your courses?
 - 68% Yes
 - 32% No
- Defining SL
 - Authentic hands-on project in the community

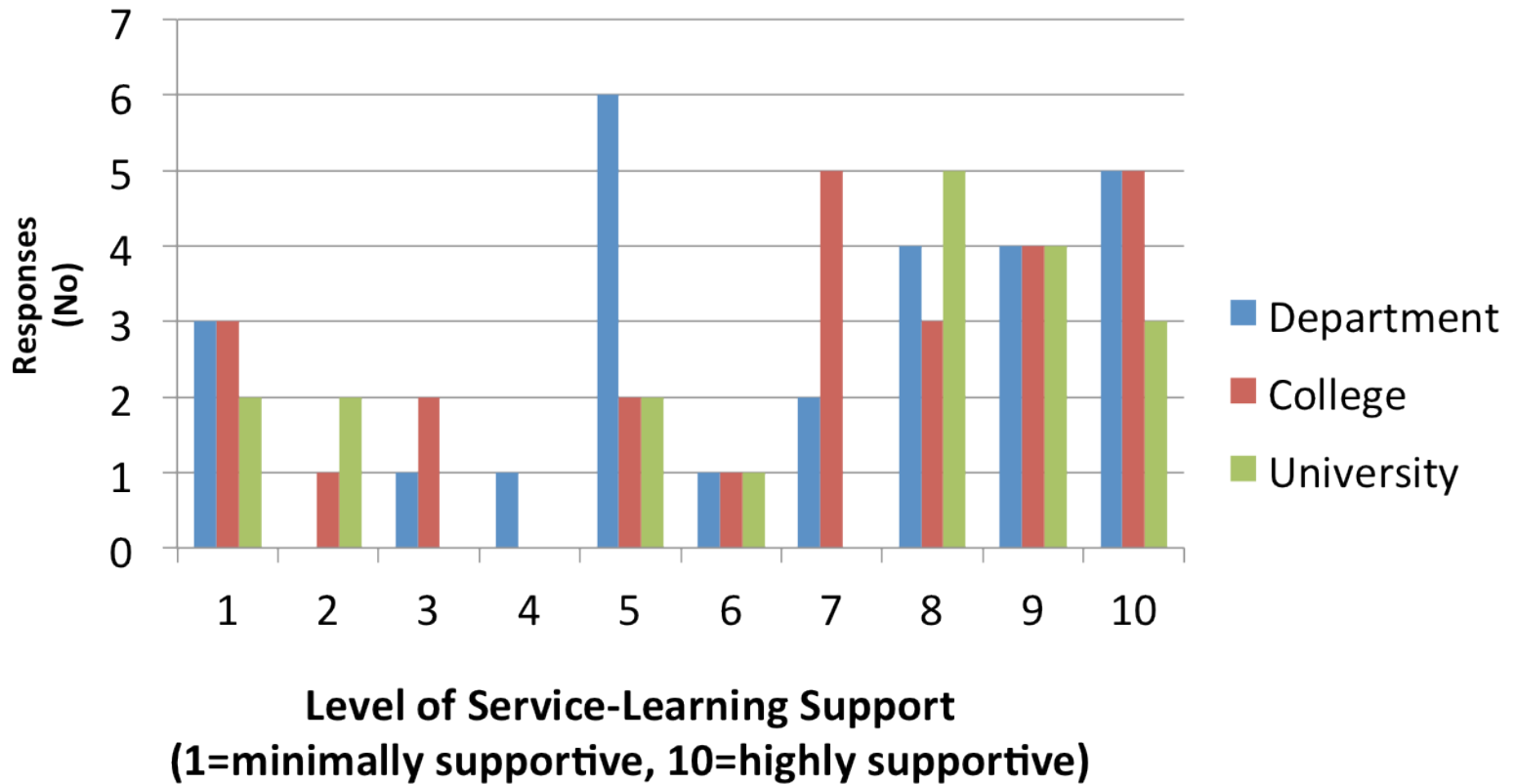


How Important are the Following Relative to SL in Your Course





Overall Support



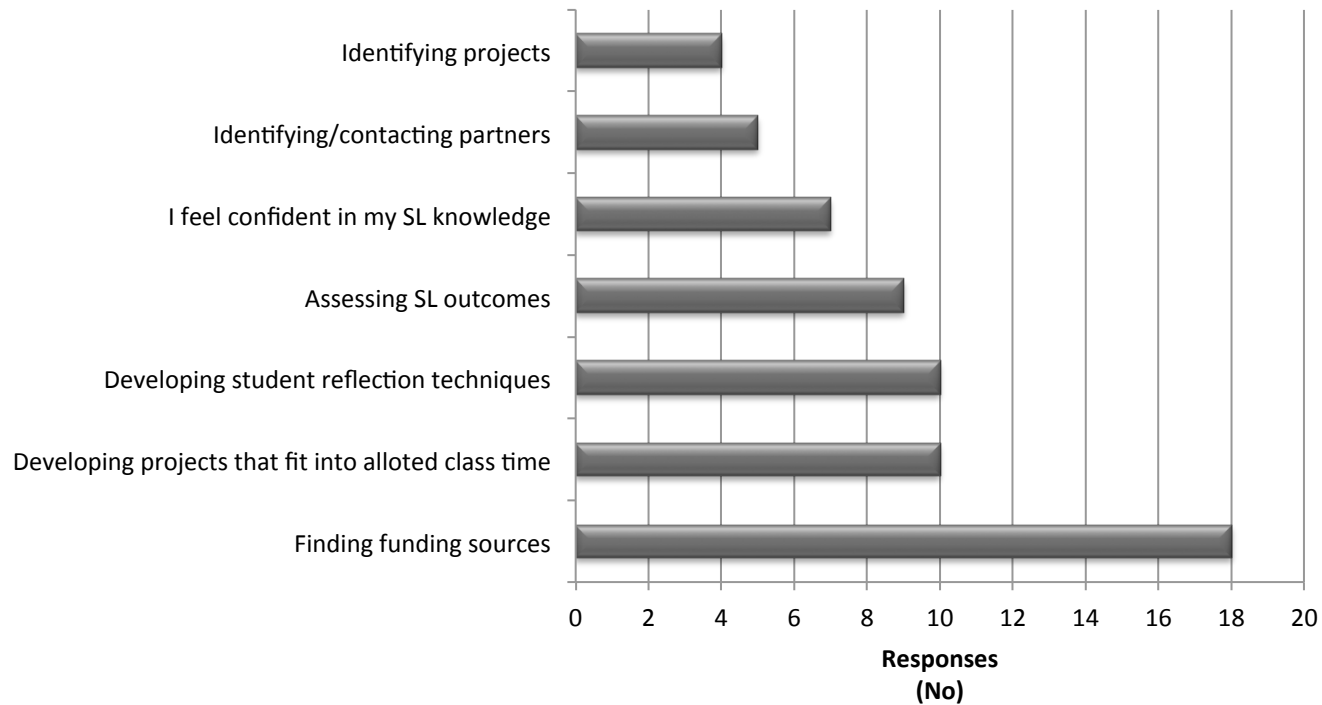


Specific Support

- Does your institution offer training on implementing SL?
 - 41% Yes
 - 59% No
- Have you participated in institutional sponsored training?
 - 19% Yes
 - 81% No

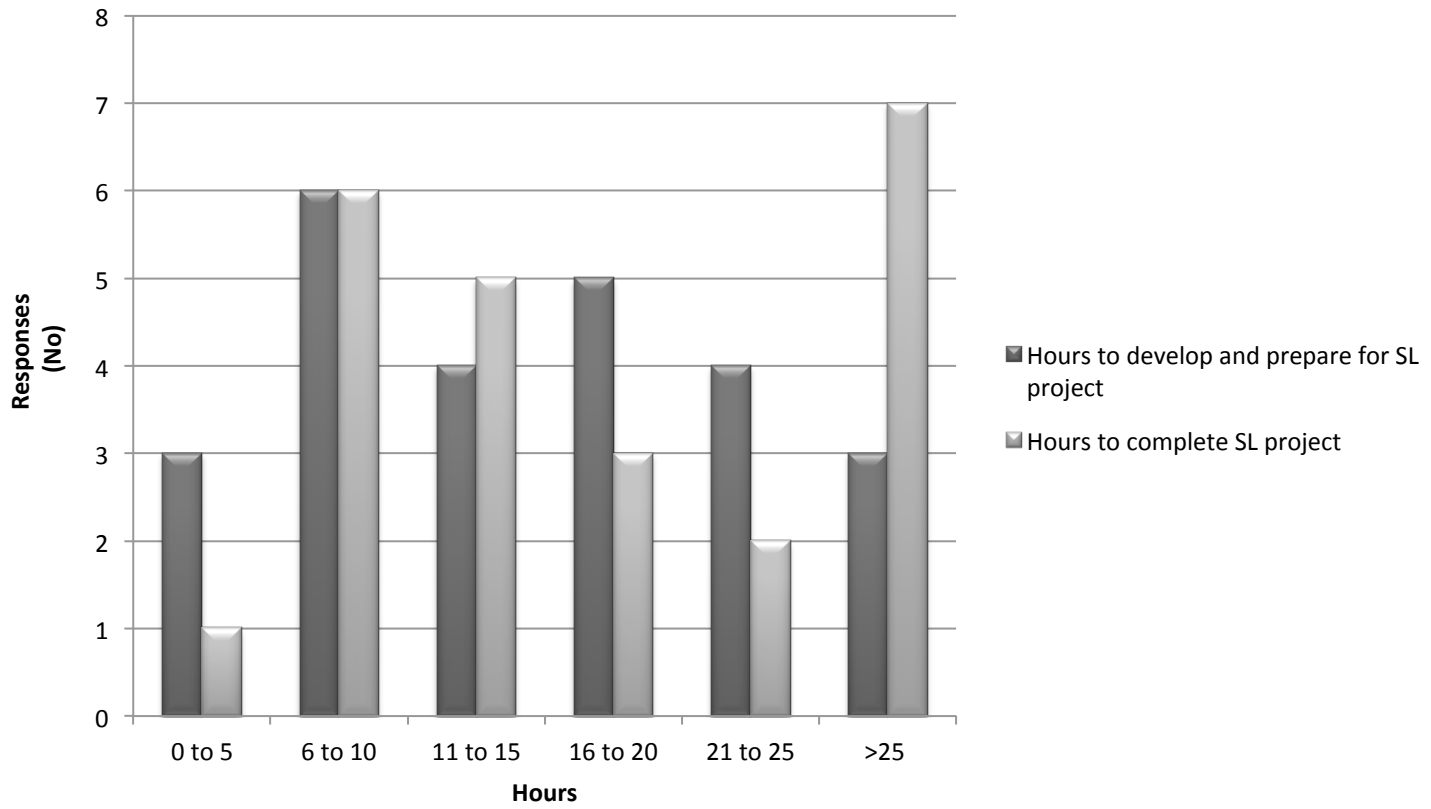


Additional Training Needed





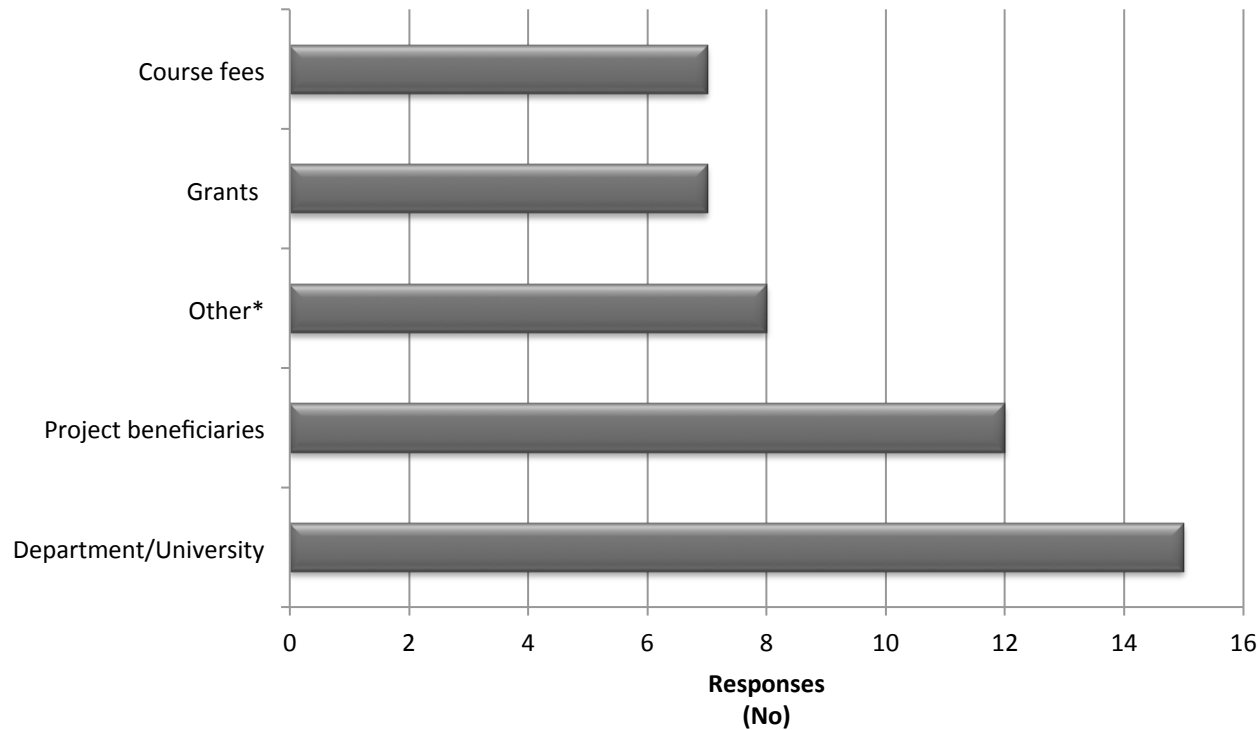
Barriers: Time





Barriers: Resources

How are expenses related to SL covered?





Barriers: Credit

- Do you receive credit for SL as part of your annual performance evaluation?
 - Yes: 30%
 - No: 70%



Credit vs. Support

- Only 30% reported receiving credit for SL work
- Majority felt 'supported' in doing SL work



Why do Service-Learning?

“You empower students by getting them involved in community based activities that directly connect to the curriculum. When there is a tangible end goal with a purpose students retain the info better and become more engaged in the activity.”



Special acknowledgement:

Jen Leptien, ISU Center for Excellence in Learning and Teaching for assistance with the survey development and data collection

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