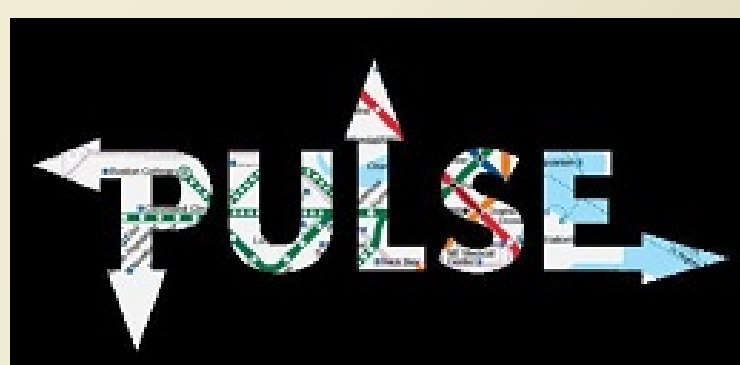
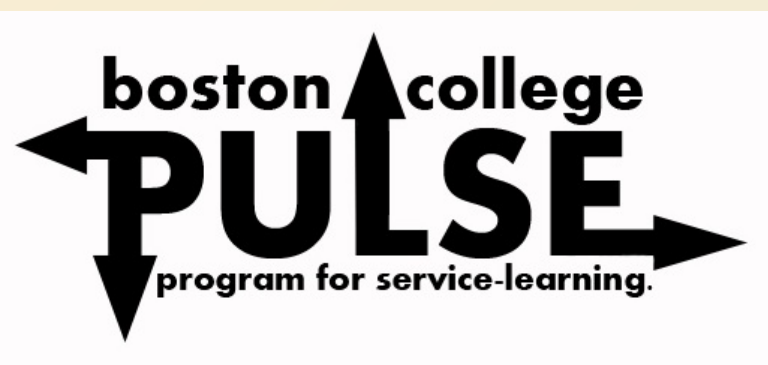
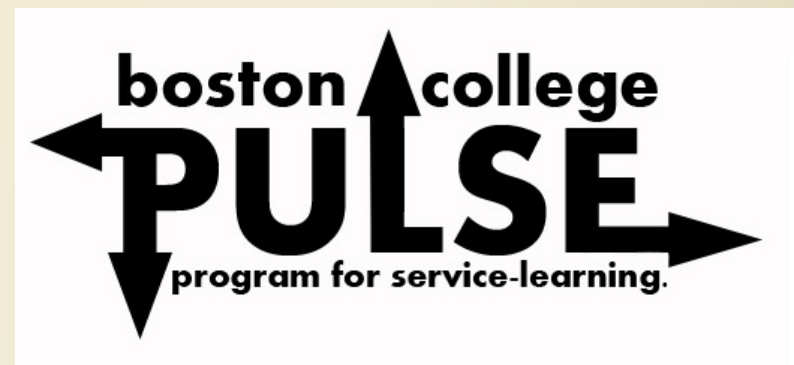
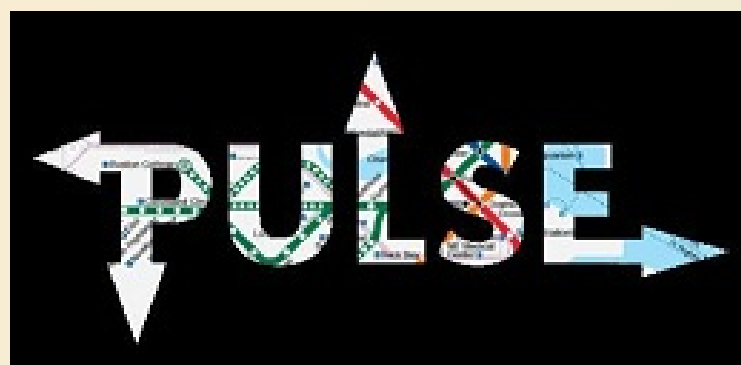
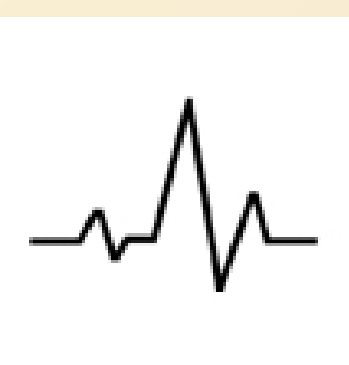
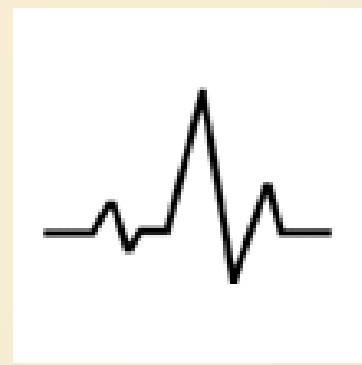


-The PULSE Program for Service Learning at Boston College-
Presentation on TEACHING and LEARNING in PULSE
to UNIVERSITY CENTRE SAINT-IGNATIUS ANTWERP
December 13, 2016



TEACHING and LEARNING in COMMUNITY SERVICE LEARNING

TEACHING and LEARNING in The PULSE Program for Service Learning at Boston College

By: Professor Meghan T. Sweeney, PhD
Cooney Family Director,
PULSE Program for Service Learning

www.bc.edu/pulse

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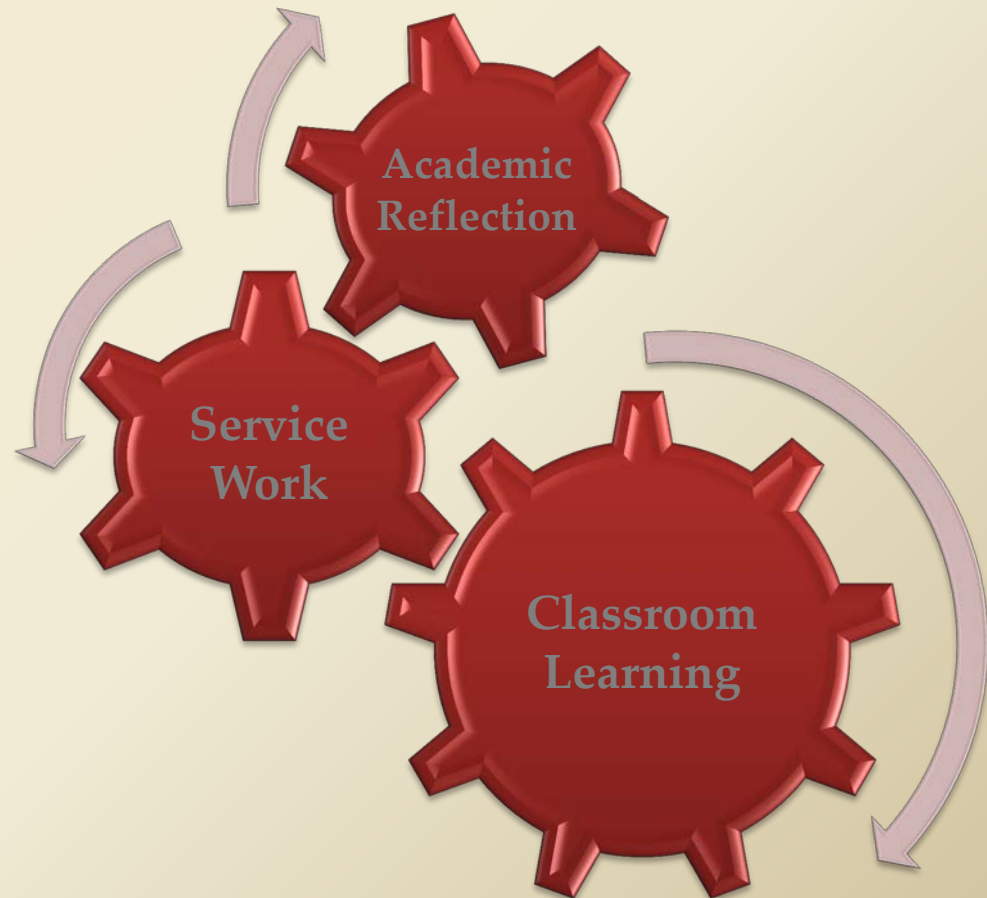
PULSE

Overview

- Basic Structure of PULSE
- Curricular Structure
- Teaching in PULSE
- Learning Goals and Learning in PULSE
- Grading
- Core Survey Results
- Challenges and Joys
- Workshop Questions

What is the PULSE Program?

An interdisciplinary academic program with a service learning component.



Boston College

Core Curricular Requirements

- All Boston College undergraduates must take:
 - One year of philosophy
 - One year of theology
- **The PULSE Program for Service Learning is *one* of several ways that students can satisfy these core requirements**

PULSE Core Course

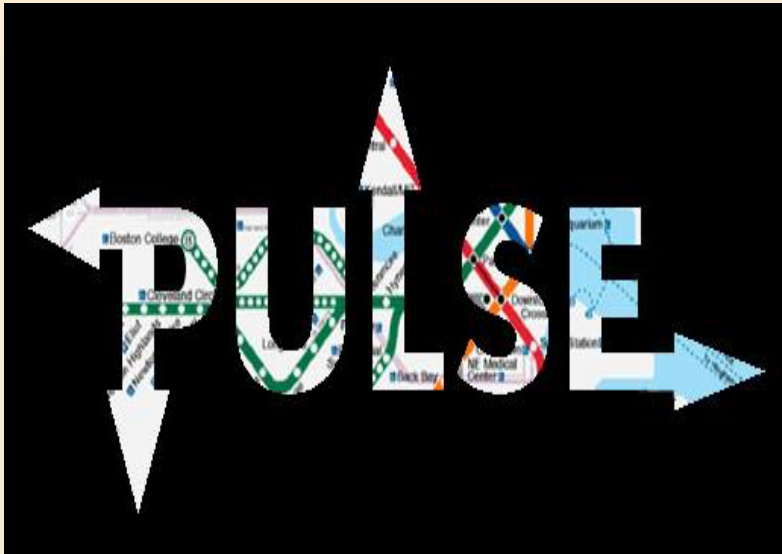
- PULSE Core:
 - 16 Sections of the course,
“Person and Social Responsibility”
(accommodating 416 students)
 - Two semesters, twelve credits total
 - Course counts for *both* Philosophy *and*
Theology credit
 - Faculty come from Philosophy and
Theology Departments

PULSE Elective Courses

- PULSE Elective Courses:
 - 9 courses total
(accommodating ~ 90 students / year)
 - One semester, three credits total
 - Courses count as *either* Philosophy *or* Theology credit
 - Faculty come from Philosophy and Theology Departments, as well as part-time professionals in the field

PULSE Core is an academic program...

- 12 credits
- Entire academic year
- Fulfills Philosophy & Theology core requirements
- Counts as 2 (out of 5) classes each semester
- Taught by a professor from the Philosophy or Theology departments

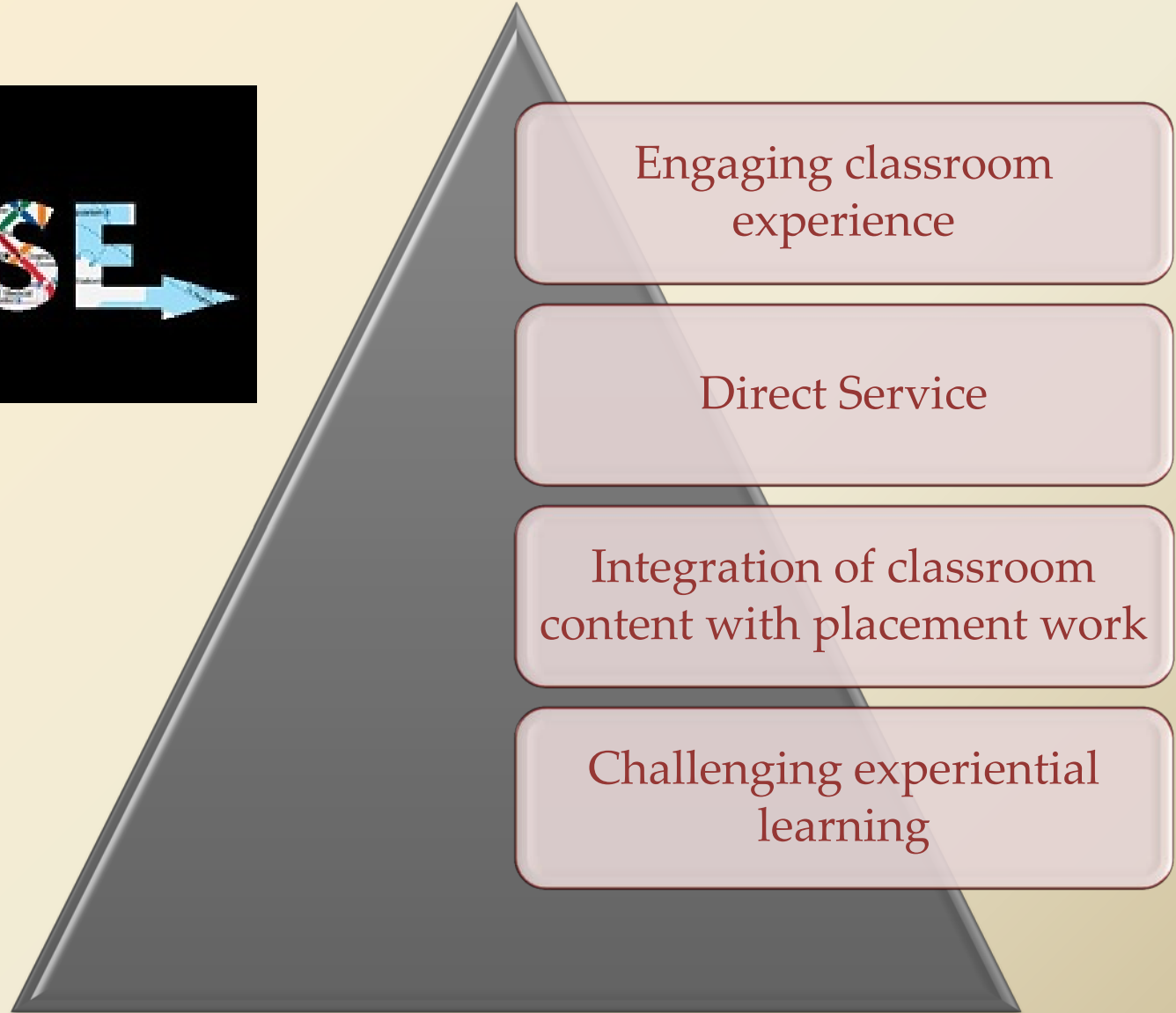
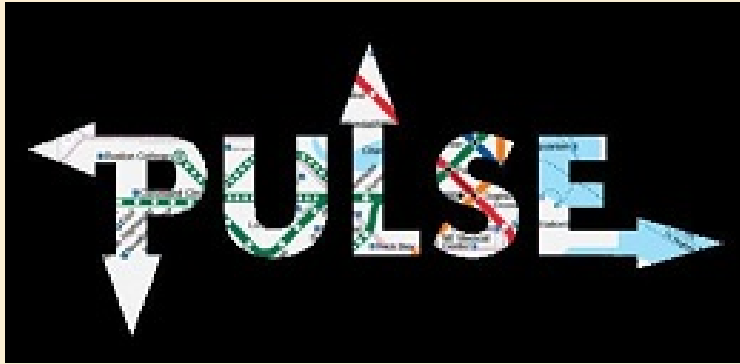


...with a service learning component.



- Serve at one of our 50+ local community partner agencies
- 12 hours weekly time commitment (including travel)
- Onsite supervisor
- Engage in direct service & advocacy

What Students Can Expect



Curricular Structure

THREE COMPONENTS

- 1) Classroom Lecture
- 2) Discussion Hour
- 3) Weekly Service

Curricular Structure, *cont.*

The Classroom Lecture (26 students)

- Students are asking and exploring *basic philosophical and theological questions*
- *Readings and assignments* are consistent with core courses in philosophy and theology
- Some assignments focus on *integrating* classroom and service placement

Curricular Structure, *cont.*

The Discussion Hour (13 students)

- Focused critical reflection on the intersection and integration of classroom and placement
- Opportunity for students to tell stories, share experiences, ask for help, and learn from their classroom peers
- Relationship building, trust building

Teaching in the PULSE Program

CLASSROOM and DISCUSSION DYNAMICS

- Small class size
- Discussion-based lectures
- Small breakout groups for students
- Ample opportunity for students to ask questions of professor and each other
- Relationships can be developed among students and professor

Teaching in the PULSE Program, cont.

ACADEMIC CONTENT

- Material consistent with introductory courses in philosophy and theology
- Material also chosen to provide insight into sociological concerns
- Professor designs her/his own syllabus and can adapt as necessary
- PULSE end-of-year Faculty Days

Teaching in the PULSE Program, cont.

EXAMPLE – Texts in my PULSE fall course:

- Rachel Remen, “In the Service of Life”
- Jane Addams, “The Subjective Necessity for Social Settlements”
- Martin Luther King, Jr., “I Have a Dream” and “The Most Durable Power”
- Seamus Heaney, *Burial at Thebes (Antigone)*
- Plato, *Republic*
- Aristotle, parts of *Metaphysics* and *Nicomachean Ethics*
- David Shipler, *The Working Poor*
- Jonathan Sacks, *To Heal a Fractured World: The Ethics of Responsibility*
- Kelly Brown Douglas, *Stand Your Ground*
- Albert Nolan, *Jesus Before Christianity*
- *The Bible*

Learning Goals for the PULSE Core

PULSE Core Goals

Students completing the PULSE core will be able to:

- 1) Have an understanding of the ways in which service and the study of philosophical and theological traditions inform each other;

Learning Goals for the PULSE Core, *cont.*

PULSE Core Goals

Students completing the PULSE core will be able to:

- 2) Demonstrate the ability to employ an ongoing praxis methodology in which they *encounter* challenging social realities, critically *reflect* upon them in conversation with philosophical and theological traditions, and *act* with informed and critical agency;

Learning Goals for the PULSE Core, *cont.*

PULSE Core Goals

Students completing the PULSE core will be able to:

- 3) Develop a critical understanding of intersectionality and interlocking structures of privilege and oppression, especially race, class, gender, sexuality, and ability;

Learning Goals for the PULSE Core, *cont.*

PULSE Core Goals

Students completing the PULSE core will be able to:

- 4) Demonstrate moral development through a growth in compassion, a sense of responsibility and agency in response to injustice to contribute to the common good and social justice, and engagement in questions about the divine-human relationship.

Learning in the PULSE Program

Jesuit Educational Goal: *Cura Personalis*

- to educate the *entire person*
- educating persons, not just communicating content

Learning at Boston College and in PULSE is about:

- Academic excellence and understanding
- Formation of students who will become women and men *for* and *with* others

Learning happens for students:

- Intellectually
- Morally
- Spiritually

Learning in the PULSE Program, cont.

EXAMPLE – Assignments in my PULSE courses:

Weekly Questions

Weekly Sentences

Creative Writing Assignment

Exams: Midterm and Final

Papers

Journals

Process Notes

Art Project

Co-Curricular

Pod Preparation and Facilitation

Class Participation

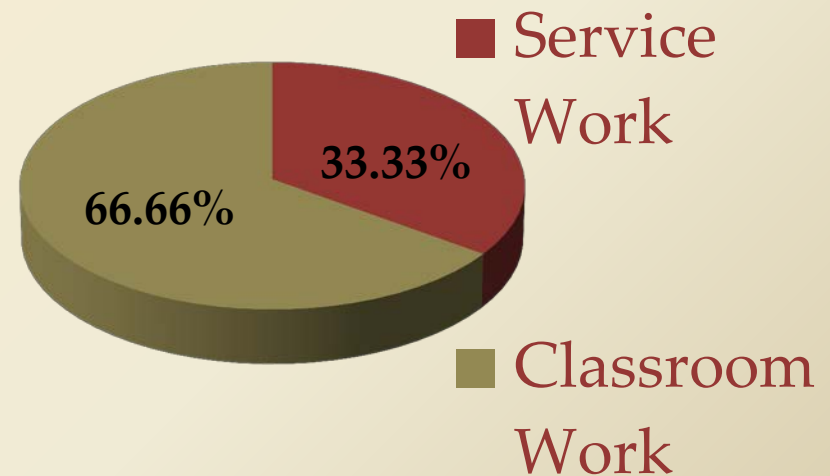
Institutional and Social Analysis Project

Grading

Classroom Grade (2/3 final grade)

Placement Grade (1/3 final grade)

- Based on Learning Work Agreement
- Expectations at all placements include *reliability, professionalism, courtesy, respect, & enthusiasm*
- Supervisors assign grade



Core Goals Survey Results

On a scale of 1-5:

1 = Strongly Disagree, 5 = Strongly Agree

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total	Weighted Average
I can consider issues of religious faith from an intellectual or scholarly perspective.	2.22% 5	0.89% 2	4.89% 11	50.67% 114	41.33% 93	225	4.28
I have an appreciation of the theological enterprise as a disciplined reflection on religious faith.	2.67% 6	1.33% 3	12.44% 28	50.22% 113	33.33% 75	225	4.10
I can reflect on the relationship between faith and reason.	1.78% 4	1.33% 3	6.67% 15	50.67% 114	39.56% 89	225	4.25
I have attained a basic familiarity with and appreciation for at least one faith tradition.	1.78% 4	2.22% 5	4.00% 9	41.33% 93	50.67% 114	225	4.37
I can articulate a range of basic philosophical questions fundamental to human inquiry and the variety of perspectives from which these questions have been approached.	0.89% 2	1.34% 3	5.80% 13	45.98% 103	45.98% 103	224	4.35
I can demonstrate an awareness of the social and political as well as individual dimensions of human nature and human existence.	0.90% 2	1.35% 3	3.59% 8	38.57% 86	55.61% 124	223	4.47
I understand the historical development of the values and principles that guide your life, and that I am able to reflect critically on those values and principles.	0.90% 2	1.35% 3	5.41% 12	51.35% 114	40.99% 91	222	4.30

Core Goals

Student Learning in PULSE

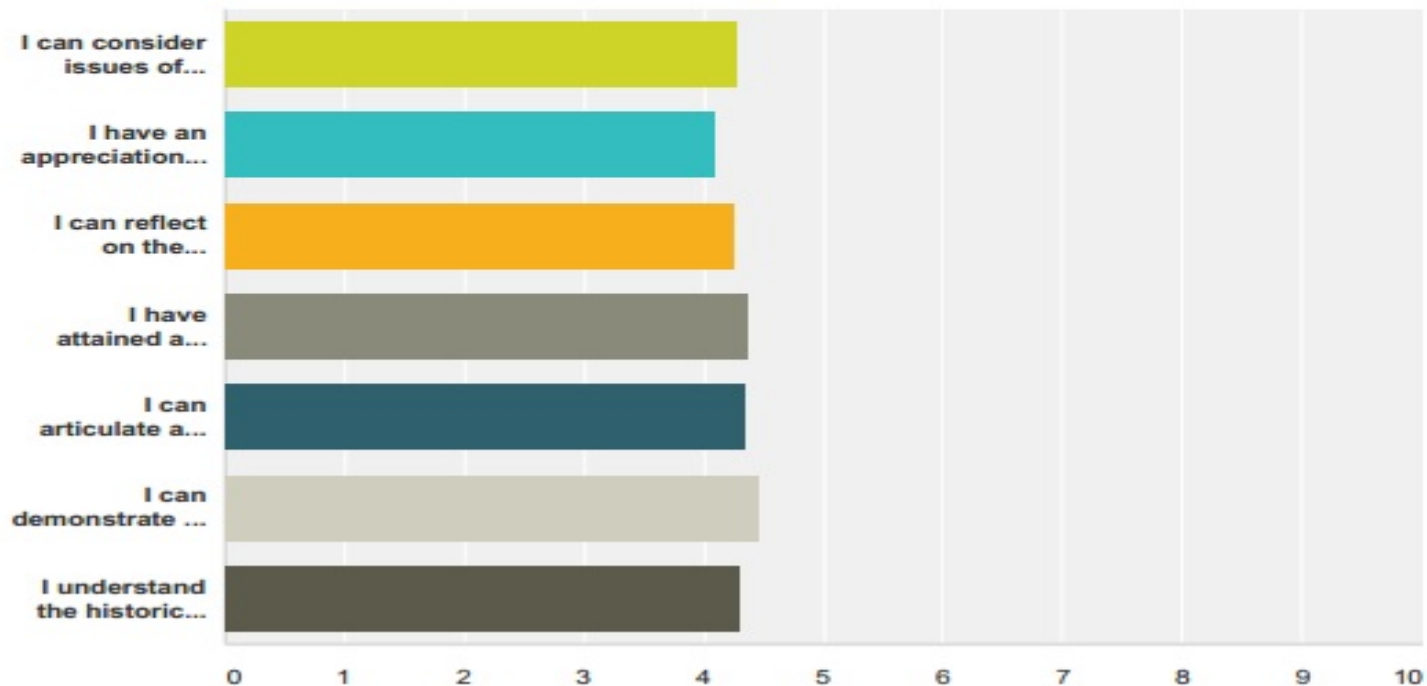
On a scale of 1-5:

1 = Strongly Disagree, 5 = Strongly Agree

PULSE YEAR END SURVEY 2014-2015

Q1 Please indicate your agreement with the following statements using the rating scale below. Because of this course...

Answered: 225 Skipped: 0



Challenges of Teaching in PULSE

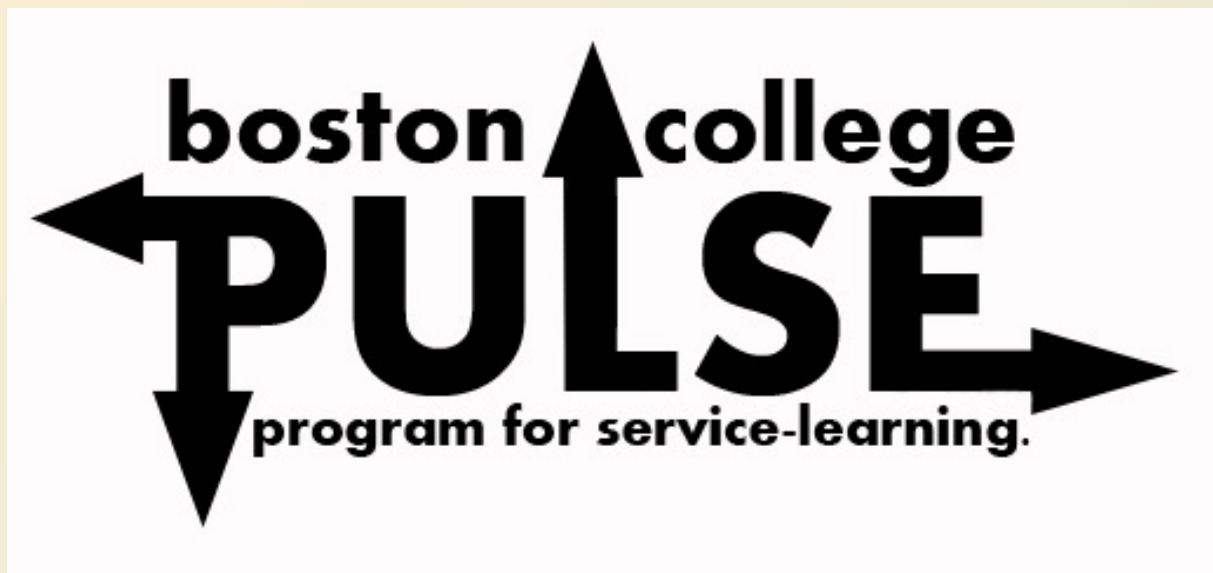
- Students often have difficulty with idea of getting anything less than an A or A- for service grade
 - Feels like a character judgment
 - A “bad” grade = they’re a “bad person”
- PULSE is often harder than students expect it will be
 - Some students think that religion classes should be easy
 - Significant time commitment
 - Can’t “cut” placement hours

Joys of Teaching in PULSE

- Same students for an entire year (relationship building)
- Observing students living into the PULSE learning goals
 - Academic and personal “A ha!” moments
- Observing students growing to genuinely care about the people with whom they’re serving
- Being able to engage deeper analysis of topics because the course is year-long
- Developing the arc of a course for a year, not just a semester
- Observing students change majors and career paths

*QUESTIONS and COMMENTS
about PULSE?*

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**WORKSHOP
QUESTIONS
for
PARTICIPANTS
*(hand-out)***

Please break into Small Groups