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# SERVICE LEARNING SHOWCASE



GET ACTIVE!  
CHANGE THE GAME!

Husky Sport  
Department of Educational Leadership  
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## What is Service Learning?

Bringle and Hatcher (1996) define service learning a “a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and then reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility” (p. 222).

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# Making The Case

## Challenge:

An effective service learning structure requires intensive commitment of time and energy from faculty and students that does not always align with institutional demand for research, publication, and traditional coursework. Findings of a recent study with Husky Sport service learning alumni shed light on structural practices that helped overcome these obstacles, enabling service learning students to engage diverse communities and enhance their worldview

## Outcomes

### Intentionality of Structure

From logistics to coursework, intentional organizational structures enabled students to overcome the burdensome commitments of time and energy inherent in service learning.

*"There is something about the atmosphere that the Husky Sport class sets up that is so different than any other class that you will take...You're completing reflections, having these really meaningful conversations and experiences as an entire class. That gives you a bond, or at least more so than my statistics class."*

*"I was a certified van driver... I would pick up the keys at the Union, pick up the van, go to Hartford, do what we had to do, drive back, and the responsibility and the fact that it was all set up unbelievably efficient."*

*"At first I remember Dr. Bruening saying I think 40 hours and it seemed like so much. And then by the end of the year I think me and my friend I took the class with, we ended up doubling or tripling that time because it was fun and exciting."*

### Community of Engagement

Consistent community interactions engendered inclusive, respectful, and mutually beneficial relationships between students and community members.

*"I've definitely formed relationships with the children that we worked with... And I think a lot of it has to do with - and we talk about it a lot in class - the way you approach a situation, not acting like you are better than them, but almost acting like you're on the same page as them. I want to have fun with you and just make it not 'we' and 'them' but like an 'us' environment."*

*"To me it was such an awesome experience working with Husky Sport because I felt as impacted as the people I was trying to make an impact on."*

*"I learned a whole lot about communities, working with people, making connections, and building relationships through the Husky Sport program."*

### Enhancement of Worldview

Service learning reduced negative stereotypes as well as promoted growth in students' understanding of self, diverse others, and the larger social world.

*"I remember learning from what we read and how we applied it to our experiences—from home and in Hartford. I remember it being very engaging from the service aspect but even more so for me with the internal learning processes. It was a big growth experience for me."*

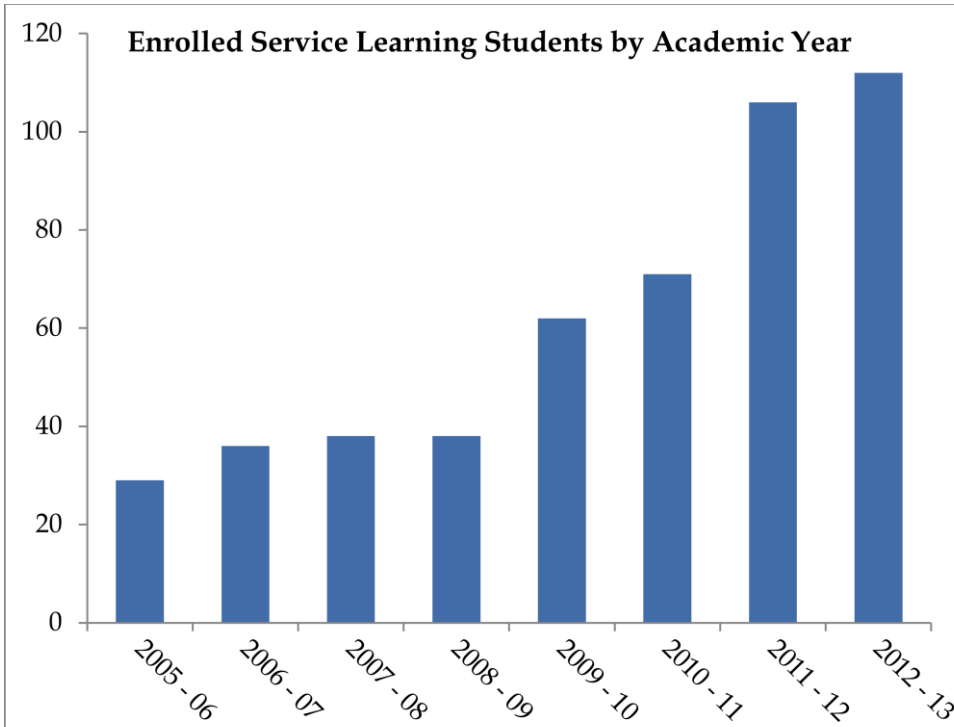
*"In taking the class, you really received a lot of information about poverty in the community. Not just how people in the community are impoverished and face challenges, but more about how kids and families in the community have valuable assets and potential."*

*"You gain an understanding of how people scrape and claw to get by. You realize that it is not all rainbows and butterflies. Husky Sport really opened my eyes to that and I'm now able to react to certain situations based off of experiences that I have had."*

## Husky Sport and Service Learning

		Husky Sport Courses				
		ECE	EKIN 1160	EKIN 3547	EKIN 4300	EKIN 5518
Course Rigors	Service Hours	15	15	40	40	40
	Reflection Papers	2	2	5	5	5
	Online Discussions	4	4	0	0	0
	In-Class Participation	20%	20%	10%	10%	10%
	Media Shareout	-	1	2	2	3
	Event Project Roles	-	Supplemental	Station Leader	Event Planning	Event Oversight
	(W) Course Option	No	No	Yes	Yes	No

Husky Sport has taught 37 service learning courses since 2006, currently offering five with varying degrees of commitment and responsibility to accommodate all undergraduate and graduate students at the University of Connecticut.



**Current and Former  
Husky Sport Instructors**

Dr. Jennifer Bruening  
*Professor, UCONN*

Dr. Vernon Percy  
*Professor, CCSU*

Dr. Rhema Fuller  
*Professor, Alfred State*

Dr. Rachel Madsen  
*Professor, Niagra University*

Dr. Lauren Silverstein  
*Founder, Jr. Apprentice*

Dr. Justin Evanovich  
*Asst. Director, Husky Sport*

Carrie Graham  
*Learning Communities, UCONN*

Leah Ward  
*Asst. Director, Husky Sport*

Loren Fuller  
*Admissions, Alfred State*

Brittany Agne (Perotti)  
*Community Programs, New York Cares*

Xaimara Coss  
*Global Licensing Finance, NBA*

Ashley Combs  
*Community Responsibility, NBA*

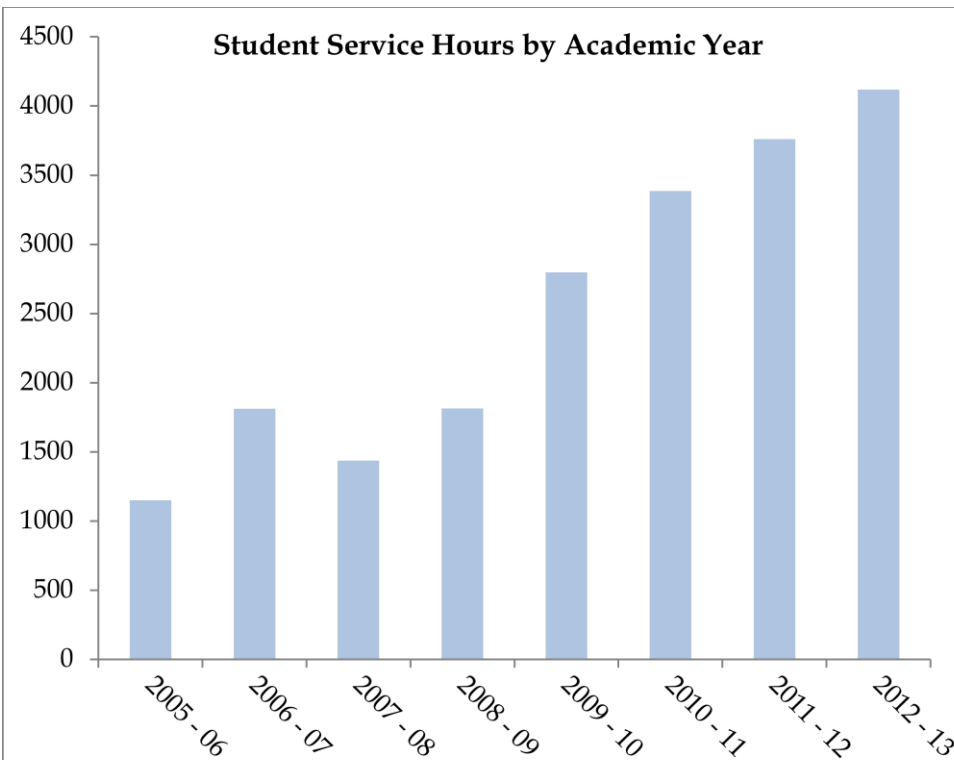
Gianna Smith  
*Community Responsibility, NBA*

Danielle DeRosa  
*Asst. Director, Husky Sport*

Evan Timme  
*Graduate Assistant, Husky Sport*

Alexander Piñeres  
*Graduate Assistant, Husky Sport*

Terry Lynch  
*Teacher, Capital Prep Magnet School*



Husky Sport service learning students have collectively performed over 20,000 hours of community service.