

Balancing the Consumer & Citizen: Service Learning & Social Marketing Education

Dr. Christine Domegan

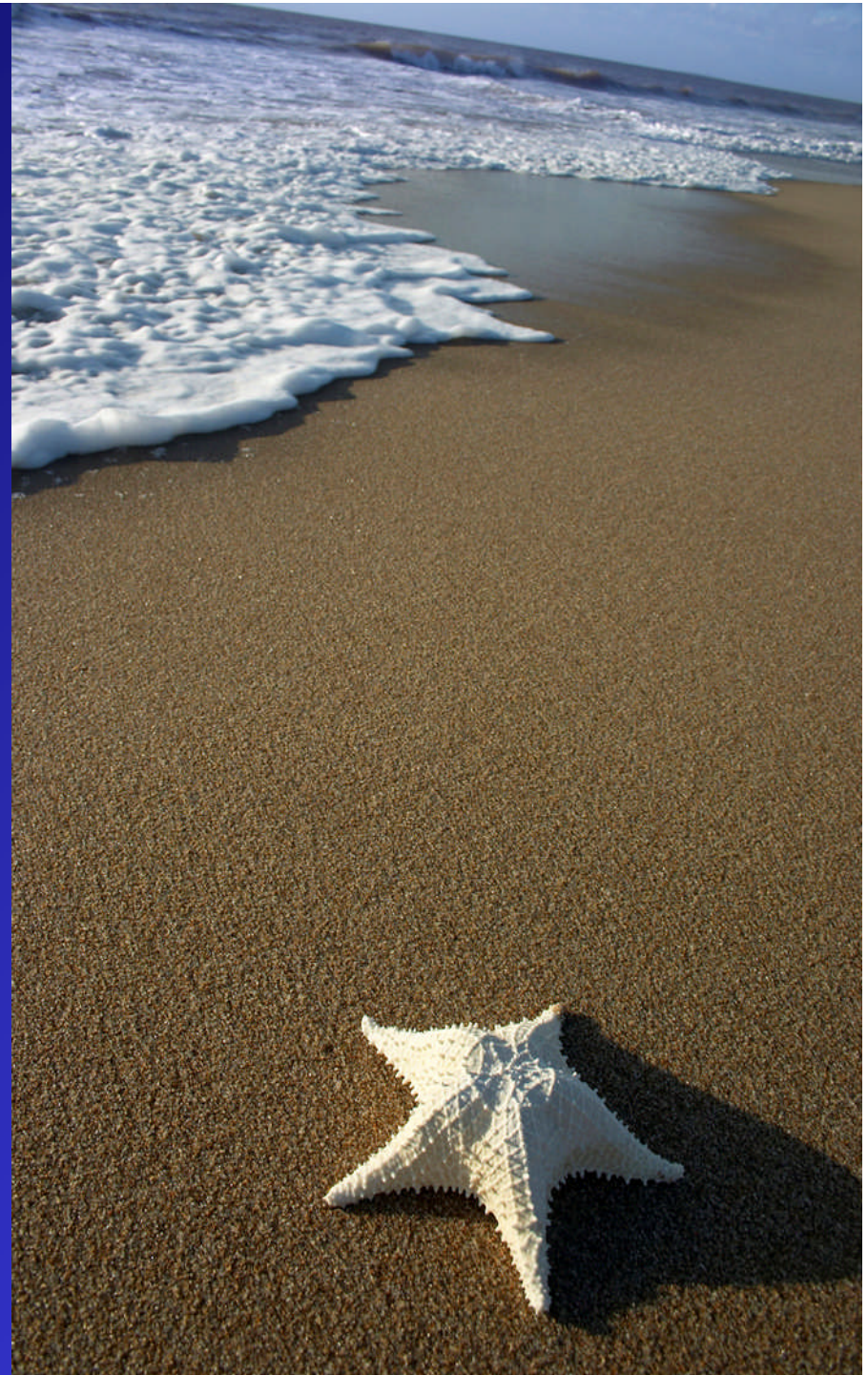
Lorraine McIlrath

National University of Ireland, Galway

A young boy walking along a beach one morning came across an old man throwing starfish into the sea. The boy asked the old man what he was doing and the old man explained he was saving the starfish.

There were so many starfish on the beach, the boy told the old man he could not possibly make a difference. The old man bend down, picked up a starfish, threw it back into the sea, and said

“To that one, I made a difference”



Making a Difference

1. Historical Development of Service Learning

2. Service Learning in a Business & Marketing context

3. Service Learning in Social Marketing

Historical Development – Role of the university

Swing of Pendulum – moving from economic contribution to civic contribution
dependent on contextual forces

Role of the University pre and post the 19th Century

- Teaching and Scholarly Institutions
- Response to change – public v's private good (land grant universities)
- Recent focus on economic contribution
- Rise in debate and embedding of civic engagement functions
- Avowed mission statements (NUIG Research)

International Context

European Context

- Bologna Process and Diploma Supplement (Declaration signed in June 1999 – now 40+ signatories)
- European Year of Citizenship 2005
- Council of Europe Declaration – Higher Ed & Democratic Culture: cit. HR & Civic Responsibility

US

- US Movement in 1960's
- Creation of Campus Compact by US Presidents
- Wingspread Declaration
- Highly evolved practice and research dimensions

Global

- Campus Compact (USA)
- CHESEP (South Africa)
- AUCEA (Australia)
- HECP (UK)
- Talloires Declaration & Network



National Context Policy - Ireland

Celtic Tiger 1990s & level of Social Capital

“I have a sense that many people are bothered about changes in social and cultural attitudes and behaviour....it is not just about the practical, day-to-day pressures which shape how we live. There is a concern that we have become more materialist, maybe even more selfish. And if we have, I believe many people would conclude that, for all our new wealth, we are much the poorer.”

Former Taoiseach Bertie Ahern, 14th September 2006

Governmental Commitment

Task Force on Active Citizenship 2006

Recommendations for Higher Education



Campus Engage

HEA should lead an initiative with appropriate resources, to promote, support and link together citizenship initiatives across the Higher Education sector, including 'service learning' and volunteering by students.

Service learning defined in the Report as:
'building community service and volunteering into curriculum and assessment.'

Campus Engage

Led by NUI Galway in partnership with UL, UDC, DCU and NUI Maynooth

Inaugural international conference: June 4th and 5th 2009

Croke Park Conference Centre

www.campusengage.ie/conference

Exploration of Philosophy, Policy, Practice and Partnership

Higher Education & Civic Engagement Partnership



NUIG Vision Statement

“The National University of Ireland Galway is a student-centred and research-intensive university of international standing with a faculty and staff committed to academic excellence, providing leadership at national, regional and local levels, and with a particular commitment to the Gaeltacht regions and the Irish language Community.”

Academic Plan

.....important aspect of learning at NUI Galway is the possibility to engage in non-traditional or service based learning through the CKI...making a contribution to the wider community.

...In its teaching and research the University plays a leading role in responding to international, national, regional and community needs...



Community Knowledge Initiative

CKI aims to:

- Place communities at the centre of debate
- Educate students for civic engagement

Funded by Atlantic Philanthropies 2001
CKI Board
International Advisory Board
Independent Evaluations
NUIG Quality Review
2004 Campus Compact
2008 Talloires Network



Community Knowledge Initiative

- **Student Volunteering:** promoting and harnessing voluntary activity, serving the community and giving of time, effort and skills;
- **Service Learning:** embedding community engagement activities with academic programmes through the integration of theory & practice, giving recognition to the academic potential of such service and encouraging deeper engagement and understanding of the context of programmes of study;
- **Research:** with, by and for the community: exploring issues in community and rural development, social participation, volunteering and the roles of higher education;
- **Knowledge Sharing:** wider dissemination of results of research and scholarly activity, events with community focus, outreach work, collaboration, etc.



CKI/NUIG Community Partners 2008-2009

Ability West
African Internship, Placement & Exchange Programme
Age Action Ireland Galway
Alzheimer Society of Ireland - Galway
Amnesty International - Galway
Ballinfoyle Youth Development Project
Ballybane Organic Garden
Ballybane/Mervue Community Development Project
Barretstown Gang Camp
Big Brother/Big Sister
Bohermore Youth Development Project
Brothers of Charity
CD's Helping Hands
Ceifin Centre
Childline
Children in Hospital Ireland
Circles
Clare Youth Service
Community Workers Cooperative
Comhlamh
Concern
Console
COPE - Waterside House Childcare Unit
Croí
Cullairbaun Community House Project
Dochas, Orphanage in Kenya and Harambee Charity Shop
EIL Intercultural Learning
Enable Ireland
Foróige
GAF Youth Café
Galway City Community Forum

Galway Volunteer Centre
GOAL
Gorta
Gorta
Habitat for Humanity Ireland
c/o Student Union
Home-Start
Irish Kidney Association
Irish Wheelchair Association
ISPCC
Le Chéile & Ragoon Youth Group
Lifestart
Mercy Secondary School
Multiple Sclerosis Society
National Association for Deaf People
Positive Mental Health
Presentation Secondary School
Ragoon Family Centre
Galway Diocesan Pastoral Centre
Galway Rape Crisis Centre
Rehab Care
Riding for the Disabled Association of Ireland
Samaritans
School Completion Programme Westside
Scoile Bhríde
Galway Diocesan Youth Services
Galway Dyslexia Association
Galway Refugee Support Group
Galway Simon Community
Galway Traveller Movement
Galway Society for Prevention of Cruelty to Animals

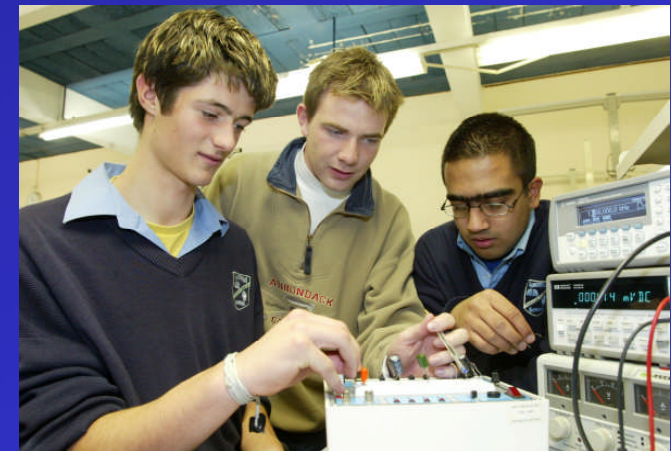
Scouting Group Knocknacarra
Scouting Ireland
Seirbhísí I bhForbairt Pobail
Society of St. Vincent de Paul
SPARK - Support Project for Adolescent Refugee Kids
Special Olympics Connaught
Spirit Centre
SpunOut.ie
Suas Educational Development Ltd.
Survival International
The Friends Club
Ulster Community Investment Trust (Ireland) Ltd.
UNICEF
VEC - Galway City
Viatores Christi
VOICE Ireland
Voluntary Service International
Westside Community Resource Centre
Youth Information Centre - Galway
Youth Work Ireland - Galway – Westside



Service Learning

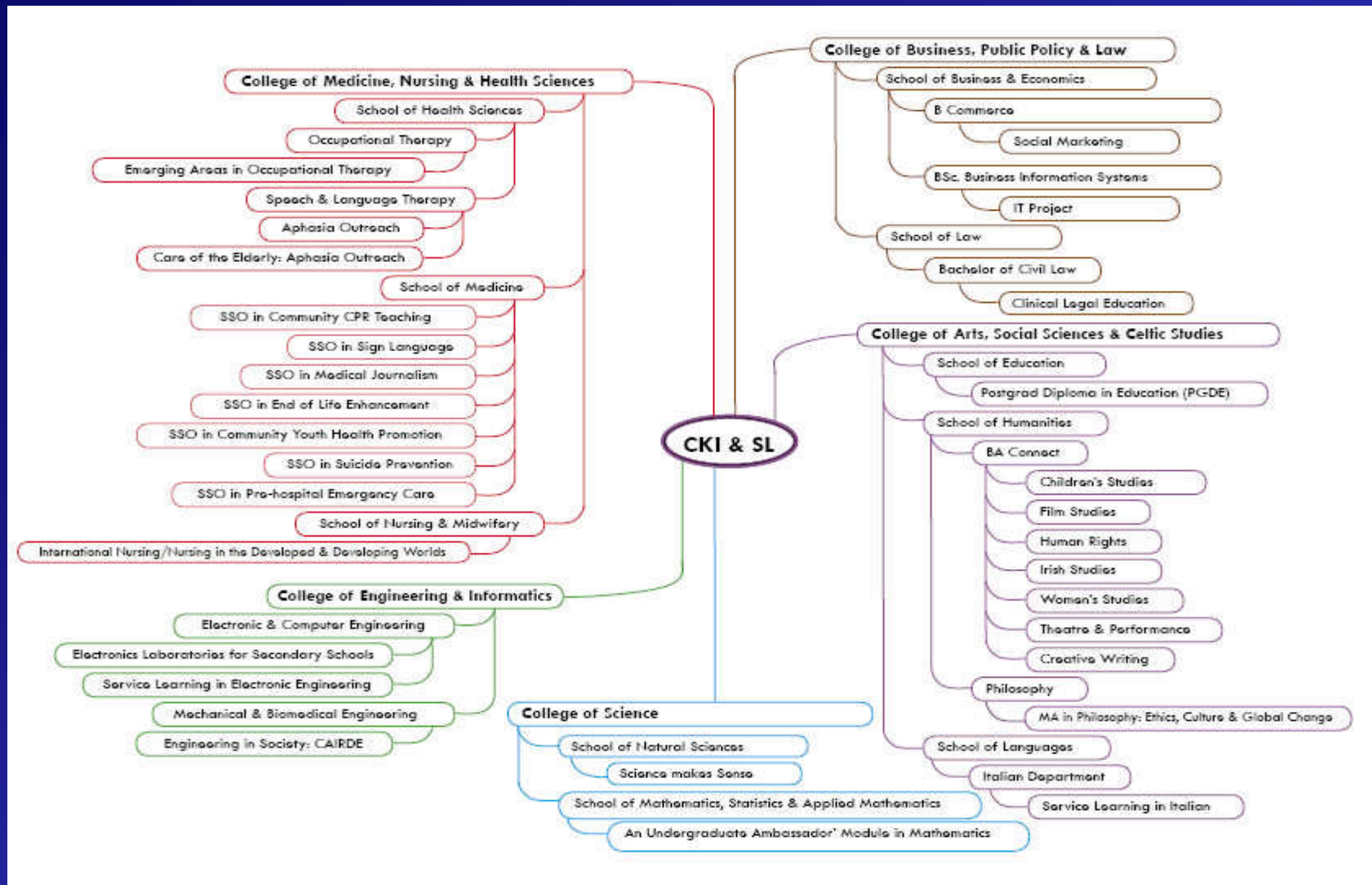
A definition - "... an academic strategy that seeks to engage students in activities that enhance academic learning, civic responsibility and the skills of citizenship, while also enhancing community capacity through service." (Furco and Holland, 2004, 27)

'seeks to develop in students an ethos of civic and social responsibility – an understanding of the engaged role individuals must play if communities and democracies are to flourish' (Zlotkowski, 2007:43)



NUI Galway
OÉ Gaillimh

SL Offerings Across Departments and Schools at NUIG



Exemplars

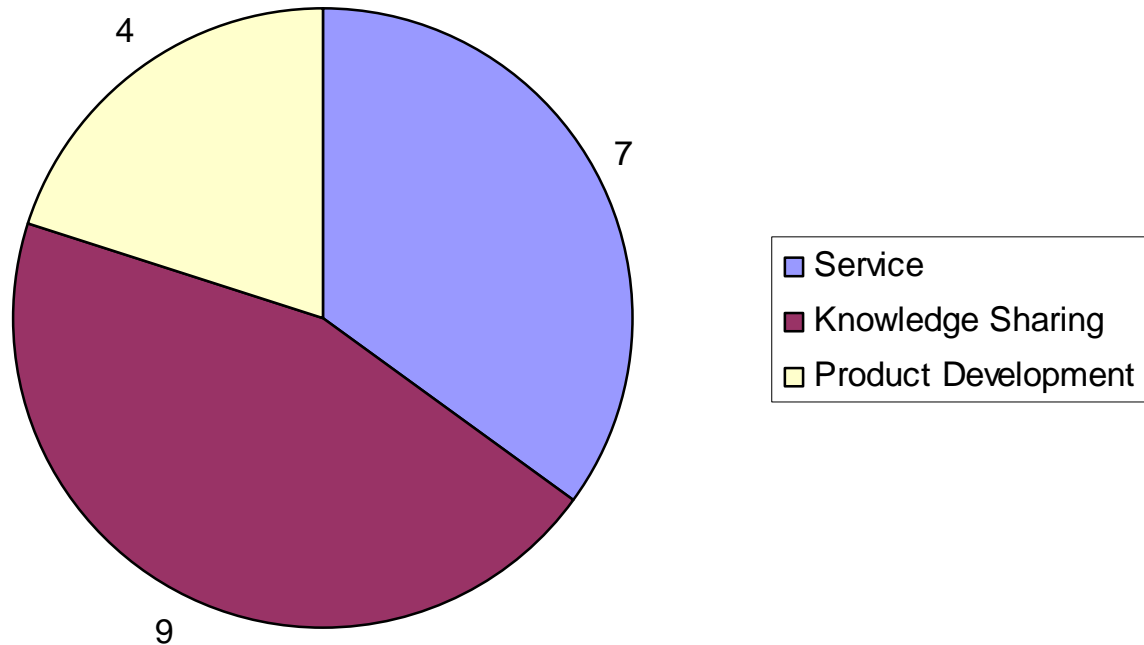
- **Social Marketing**

- IT Project
- Nursing in the Developed and Developing Worlds
- Clinical Legal Education
- Emerging Areas in Occupational Therapy
- Aphasia Outreach Project
- Learning to Teach for Social Justice

Service Learning Needs Analysis Matrix

Range of Service Learning Activities

Service Learning Type of Activity



•Movement can occur over time (OT), others dovetail the typologies...

Service = OT, SLT, Medical Journalism, Nursing, Education, Philosophy

Knowledge Sharing = Sign Language, End of Life, Youth HP, Suicide Prevention, Emergency Care, Electronic Labs, Science Makes Sense, Mathematics, Italian

Product Development = Electronic Group Project, Mechanical and Biomedical Engineering, Social Marketing, IT,

Community Findings

- Real research needs and assistance on funding strategies
- University is a maze & CKI becoming the gateway
- Relationships are student based
- Some community/university collaboration
- Discourse and understanding emerging on SL versus Volunteering
- Need for more strategic work within higher education in Ireland (CKI type programmes)

Source: McIlrath, L & Tansey L (2006) Community conceptions on the role of higher education – interim findings

Making a Difference

1. Historical Development of Service Learning

2. Service Learning in a business & marketing context

3. Service Learning in Social Marketing

The Business World & Service Learning

1. Least used
2. Most needed
3. Change happening with Corporate Social responsibility; Non-profits; Social accounting; Philanthropy; Cause related marketing;

Social Marketing - Basic Principles

Commercial marketing ideas and tools
can be used to tackle social and health
problems

Wiebe, (1951)

“Can we sell brotherhood like soap?”

Basic Principles

Yes!

- *“design, implementation and control of programmes seeking to increase the acceptability of a SOCIAL IDEA or PRACTICE in a target group(s)”*
(Kotler, 1975)

Making a Difference

1. Historical Development of Service Learning
2. Service Learning in a business & marketing context
3. Service Learning in Social Marketing

The Challenge

- **Purpose/Behaviour**

Seeking older people (over 65+, particularly those with no family member with dementia and/or those with dementia related stigma) to be more proactive in seeking help/medical advice if required.

- **Course Grading**

(1) A Social Marketing Plan Proposal	5%
(2) Alzheimer's Society of Ireland	30%
(3) Poster Showcase of SM Plan	5%
(4) Journal Reflection	10%
(5) Written Examination:	<u>50%</u>
Total	100%

- **Independent Evaluation**



Finding # 1

- Combine community service with reflection - making the connection between practice and theory; between service and academic coursework, thereby developing critical thinking.
- Memory Booklet
- Glasses strap with ASI number
- Parish priests visit from ASI
- Calendar

“I have a greater knowledge about the importance of moving upstream and looking at the bigger picture and the social side of things”

“Coming up with an idea that I knew could actually be used by this service provider, which could help and make a difference in society made this experience so different than usual coursework”

“This wasn't merely a report on a hypothetical situation that we were required to do for our lecturer for marks; it was so much more than that. We worked closely with the Society and could appreciate how much our effort meant to them. It gave me a sense of empowerment and importance, something I cannot say I have felt from any other type of learning experience”

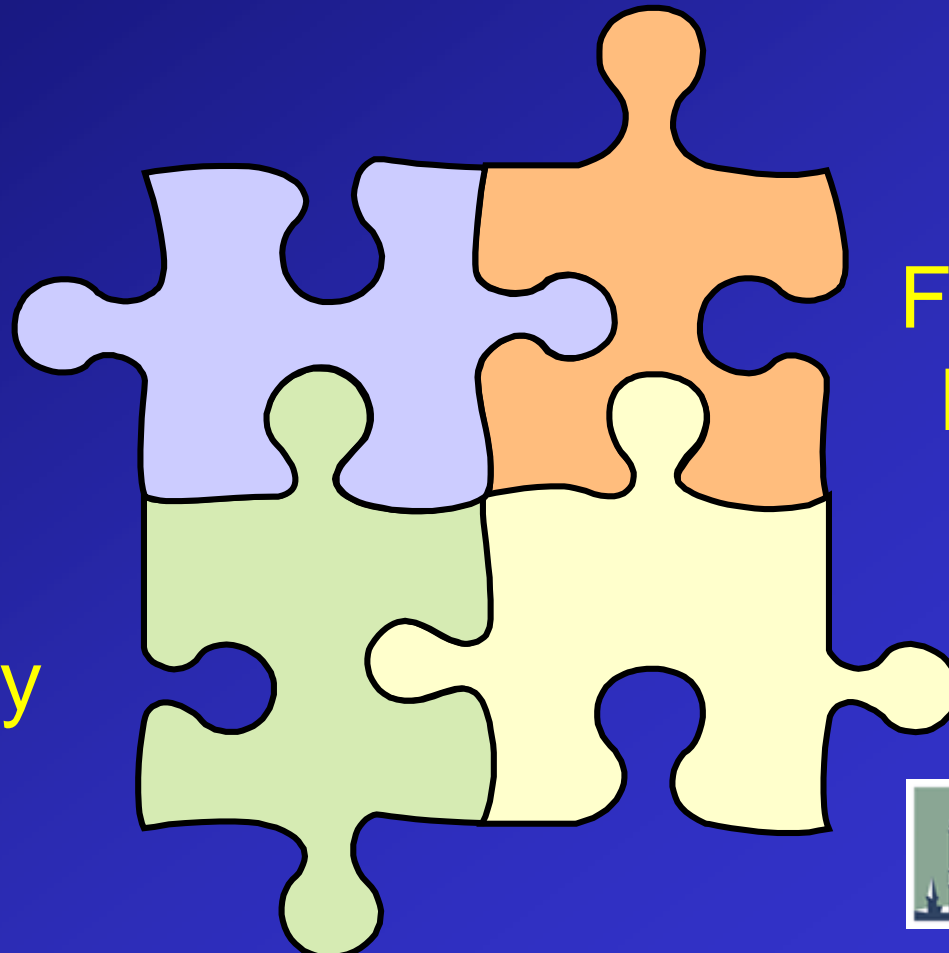


NUI Galway
OÉ Gaillimh

Finding # 2

- reciprocal learning – where we learn from each other and the traditional boundaries of ‘teacher’ and ‘student’ are consciously blurred.

Community
ASI



Facilitator/
Lecturer

University
CKI

Students



NUI Galway
OÉ Gaillimh

“Learning within each course
and across courses”

“Structured interaction
needed between students &
community”

*“Trialling interventions
important for the community”*

“Partnership of substance”

“The class was more of a
conversation than a lecture
with our views considered
just as important as that of
the lecturer”

*“Time commitment – not just
here to get something for
nothing”*



NUI Galway
OÉ Gaillimh

Finding # 3

- Appreciate the active role we can play being an innovative, informed, active and participating citizen in a developing knowledge based society.

“I found that there are many good things that marketing can do, it is constantly being frowned on for forcing things on the consumers but invoking a positive change in behaviour is something good ”

“It added a completely different dimension to marketing”

“I definitely think the idea of service learning is fantastic, it is about time all courses should consider it”

Finding # 3

“The consumer in each of us can learn from the citizen, and the citizen can learn from the consumer.

Marketers must learn from both”.

Quelch & Jocz, 2007, p.227



NUI Galway
OÉ Gaillimh

Conclusions

“To that one, we made a difference”

1. Service Learning works
2. Social Marketing works
3. The consumer and citizen have a home in education
4. We are changing lives for good
5. Nationalising efforts within HE

