

Service Learning in Interpreter Education:

A Sense of Place

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April 26, 2007

Service Learning: A Sense of Place

- Interpreter Education
 - “shifting positionality”
- Service Learning - What it is
 - And what it isn't!
- Service Learning at NTID
 - Student Comments
- Questions...

Service Learning: A Sense of Place



John Dewey

1859-1952

Pragmatist Philosopher

Social Critic

The School and Society
(1902)

Service Learning: A Sense of Place

...No number of object-lessons, got up as object-lessons for the sake of giving information, can afford even the shadow of a substitute for acquaintance with the plants and animals of the farm and garden, acquired through actual living among them and caring for them...

John Dewey, *The School and Society*

Service Learning: A Sense of Place

...No training of sense-organs in school, introduced for the sake of training, can begin to compete with the alertness and fullness of sense-life that comes through daily intimacy and interest in familiar occupations.

John Dewey, *The School and Society*

Service Learning: A Sense of Place

Language competence (read: Literacy) is foremost among the deficiencies found in substituting curriculum for community.

It is what we are losing as Deaf people are no longer the “gate keepers”



Proficiency Levels Needed in the Work World

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Superior	Discuss topics extensively, support opinions and hypothesize. Deal with a linguistically unfamiliar situation.	Interpreter, Accountant, Executive, Lawyer, Judge, Financial Advisor	Educated native speakers; students from abroad after a number of years working in a professional environment.

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr.

Elvira Swender of the American Council on the Teaching of Foreign Languages (ACTFL)

Proficiency Levels Needed in the Work World

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Advanced	Narrate and describe in past, present and future and deal effectively with unanticipated complication	University professor of foreign languages ----- Doctor, Social Worker, Police, schoolteachers, salespeople	Students with M.A.s or Ph.D.s ----- Native speakers who learned in the home environment

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr.

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Proficiency Levels Needed in the Work World

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Intermediate	Create with language; initiate, maintain, and close simple conversations by asking and responding to simple questions	Aviation personnel, telephone operator, receptionist ----- Tour guide, cashier	Graduates who have not lived in native environment ----- After 6 years of academic instruction

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr.

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Proficiency Levels Needed in the Work World

Proficiency Level	Functions	Corresponding jobs/professions who	Who has this level of proficiency?
Novice	Communicate minimally with formulaic and rote utterances, lists, and phrases	----- -----	After 2 years of academic (generally high school) instruction

From the paper La Enseñanza de Español y Otras Lenguas Extranjeras en los Estados Unidos: Cantidad y Calidad (The Teaching of Spanish and Other Foreign Languages in the United States: Quantity and Quality) presented at the II Congreso de la Lengua Española in Valladolid, Spain, October 18, 2001 by Dr.

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Service Learning: A Sense of Place

What is Service Learning?

...a form of experiential learning that emphasizes students' need to reflect on the dynamic relationship between self and community...

...an approach to teaching and learning that combines credit-bearing academic work with active reflection on the relationship between self and society.



Service Learning: A Sense of Place

What is Service Learning?

**Reflections made
on actions taken!**



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What is Reflection?

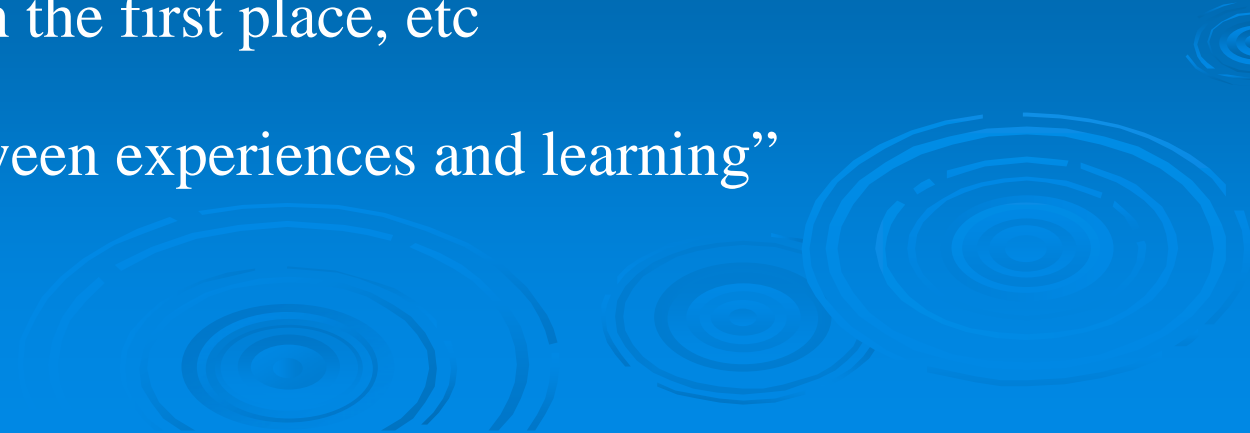
Latin *reflectere* - to bend back

- “just as a mirror makes visible what is apparent to others but a mystery to us” (what our faces look like)



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What is Reflection?

- “To bend the metaphorical light of their experiences back onto their minds
 - To make careful considerations about what their experiences were all about
 - What did they see, who did they meet, why is there a need for such services in the first place, etc
 - A bridge between experiences and learning”
- 

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➤ Writing improves thinking...

- Requires practice to improve
- The very process of putting thoughts to paper forces clarification;
- Seeing them facilitates our own evaluation
- Receiving comments from peers or teachers provides additional help
- Writing facilitates learning and thinking
- Thinking results in animated and thoughtful discussions

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What is Reflection?

The 4 C's of Reflection...

➤ **Continuous**

- Before, During, After the service

➤ **Connected**

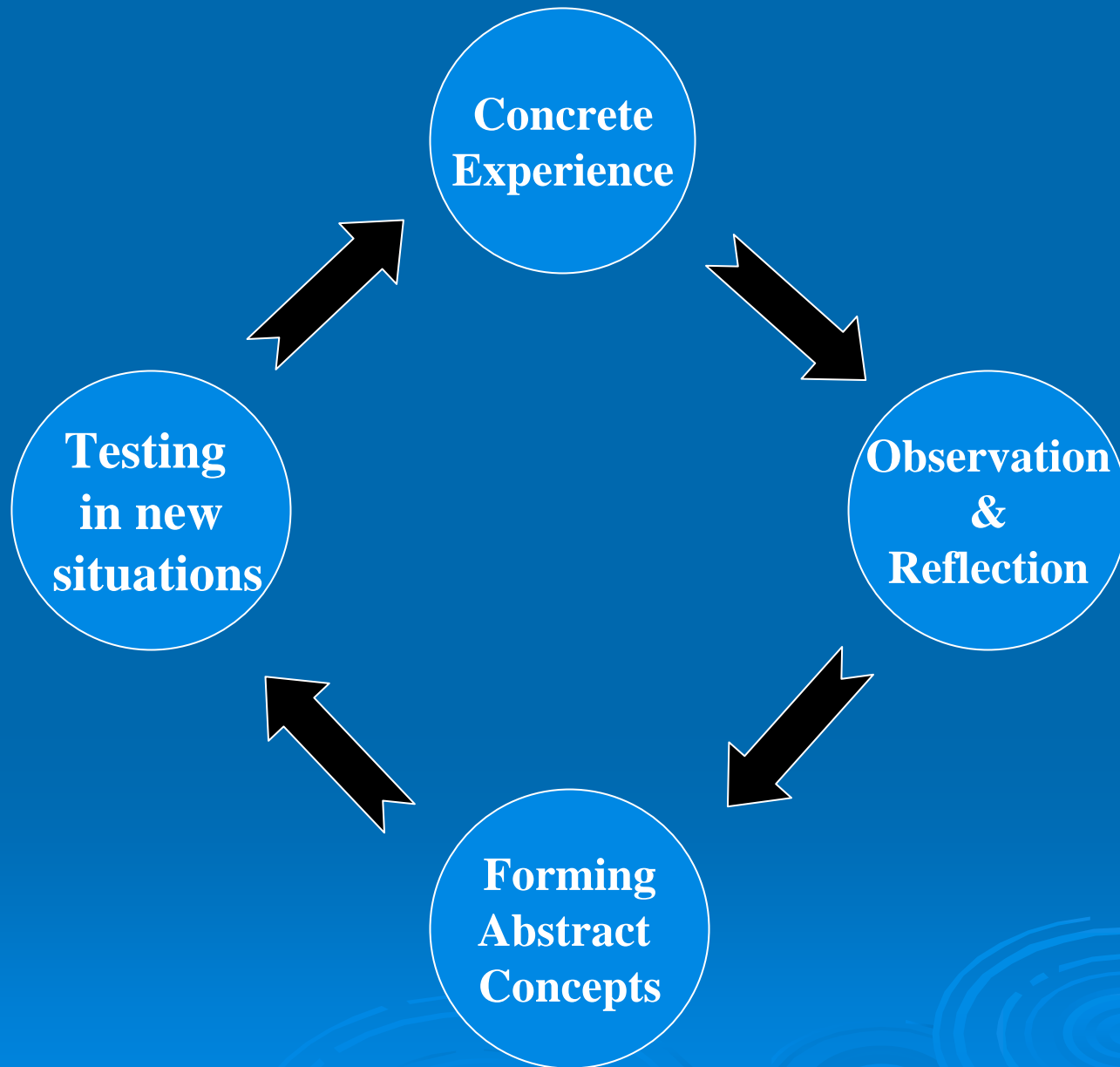
- Linked to academic pursuits

➤ **Challenging**

- Promotes critical thinking

➤ **Contextualized**

- Tailored to topics and coursework



Kolb & Fry's Experiential Learning Cycle

Service Learning: A Sense of Place

What is Service Learning **not**?

- It is **NOT** community service
- It is **NOT** volunteer “interpreting”
- It is **NOT** pro bono work

Service Learning: A Sense of Place

Service Learning is *similar* to community service in that...

- Community is seen as a valuable source of “real world” perspectives
 - Experiential learning
 - Proving the curriculum

Service Learning: A Sense of Place

Service Learning is *dissimilar* to community service in that...

- In Service Learning, community needs have priority over student needs
- Students are required to participate in (get credit for) active reflection on the nature of their role (how they do and do not fit into the Deaf community)

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Service Learning is **similar** to volunteer “interpreting” in...

➤ **NO WAY WHATEVER!**

- Volunteer “interpreting” in the absence of direct on-site supervision is a disservice to both student and community

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Service Learning is **dissimilar** to volunteer “interpreting” in that...

- Students are not permitted to “interpret” in service learning settings until they have established a high level of competency and then only with supervision

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Volunteer interpreting...

- “Whenever a more powerful group undertakes to assist a less powerful one, whenever benefactors create institutions to aid beneficiaries, the relationship is fraught with peril.”

➤ Lane 1992

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➤ Volunteer Interpreting

- “a different relationship with members of the community”
- Suggests a “paternalistic one-way relationship in which the community is the sole beneficiary of services, while not recognizing the benefits received by students”

Valerius and Hamilton 2001

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Service Learning is *similar* to pro bono work in that...

- Students' competencies are contributed to the common need
 - From each, **according to his ability**, to each, according to his need

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Service Learning is *dissimilar* to pro bono work in that...

- “Do the work you do to earn a living, do it just as well, but just don’t get paid for it this time.”

Cokely 2000

- NOT something students are capable of doing!
- Supervised interpreting experiences (e.g. Practicum) are not the same, do not have the same pedagogical goals

Service Learning: A Sense of Place

@ NTID

Four one-credit courses, in sequence:

- Two hours “on site”
- One hour “reflection”
- 30 hours total per quarter for one credit hour

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- SL I - in the greater Rochester community
- SL II - guided activities (Deaf club, RSD)
- SL III - more flexibility
 - Assist with annual Deaf Awareness week committee
 - Dependent upon events (Halloween party, Euchre tournament, etc.)
- SL IV - independent, self-directed
 - Clerical support at referral agency, time with Deaf elders, RSD, etc.

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Online reflections:

Two postings per week are required

- SL I and II - instructor prompts
- SL III and IV - student directed

What we required:

- 2 hours per week "time on site"
- Selected readings
- two online postings per week (the "reflection" part of the course)

Why online???



Why online?

- 1 - does not require a face-to-face meeting (i.e. a typical seminar class), allowed for more freedom in everyone's schedule.

Why online - continued

- 2 - traditional classroom participation requires students to perform in front of peers, on cue from the instructor. The online format gave students time to think about their responses; they thought and wrote at their own pace.

Why online - continued

- 3 - all the discussions were visible to all the students. They created their own community where they developed trust in their peers and an appreciation for each other's experiences.

"Why does writing improve thinking? Skill in thinking is like musical and athletic skills. It takes practice to improve - particularly practice that enables one to see what works and what doesn't. Much of our thinking remains in our minds, where it is not exposed to review. The very process of putting thoughts to paper forces clarification; seeing them on paper (or on the computer screen) facilitates our own evaluation; and receiving comments from peers or teachers provides further help."

McKeachie

Students' thoughts

➤ Some examples...



Questions?



➤ Thank you so much!!



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