ABSTRACT

                This paper summarizes a round table discussion entitled
"Translating Our Scholarship into Practice," which was presented at the 2001
Western States Communication Association meeting. The paper highlights the
presentation of four California speech instructors--in their classes the
instructors encourage students to participate in activities that require
learning from the community, service learning requirements added to existing
courses, and consultation of speech faculty to the community itself. It
describes the following learning activities: a role reversal project; a
discussion activity to teach students the difference between presentations
and discussions; a student volunteer work project; and a 2-day communication
training session with the employees of a Southern California police
department. Appended is a sheet with evaluation criteria for the role
reversal project. (NKA)

Translating Our Scholarship into Practice

by

Michael Brydges, Ginger Mayhew, Charmaine Kaimikaua, and Donna Gotch

BEST COPY AVAILABLE

510 559

2

1

Translating Our Scholarship into Practice

Submitted by:

Michael Brydges, Cypress College; Ginger Mayhew, Golden West College; Charmaine Kaimikaua, Golden West College; and Donna Gotch, California State University San Bernardino.

This paper is a combined summary of a round table discussion, "Translating our Scholarship into Practice," presented at the Western States Communication Association in Coeur d'Alene, Idaho, March 2001. This paper highlights the presentation of four California instructors that encourage students to participate in activities that require learning from the community, service learning requirements added to exiting courses, and consultation of speech faculty to the community itself. The brief summaries are in order of appearance:

Michael Brydges, Speech Faculty and Puente Mentor, Department of Speech, Cypress College

When teaching Interpersonal Communication, one project I have found to be most successful is a Role Reversal project that I first learned about from a fellow adjunct instructor back in 1993 (See Appendix 1).

The assignment is an excellent way for students to experience empathy, immediacy, openness, and most importantly to check out their own assumptions about a role that they do not fully understand. I identify for my students that community can be thought of in three ways. I find that this assignment can work directly with community service projects.

The first area I see community is within a work force or public services (i.e., police department ride-a-longs, fire department, librarian, instructor, etc.). I strongly encourage the student that the role chosen can be that position the students are interested in for their own future career or major. An example of this area included a student interested in knowing what was involved for a Legal intern for a Law office. Presently, she serves as a Secretary for the Law firm. This student was able to report that taking on the role of a Law Intern provided her with insights of the possibility of a

1

career she was definitely interested in pursuing, however, she became aware that the role of an intern is more work than she imagined. She commented that research was always being conducted and that their role was really one of a "gopher", more importantly, the student commented that by going through the role reversal project more recognition for her role was identified after the project was completed. Before the project, not too many people in the office would even acknowledge her presence, but after her project, people would address her on a first name basis and were much more inclusive.

Because a big community and service learning is the home, students are encouraged to seek out a family member where they can "walk a mile in their shoes" for a day. With previous experience as a Summer Bridge Instructor for Cal Poly Pomona and as a present mentor for the Puente Program at Cypress College, it is evident that making the family involved in the students learning leads to success. Therefore, this role reversal provides the opportunity for family members to get involved with the student project. Students have approached the role reversal by switching roles with husbands, wives, fathers, mothers, siblings, etc. Some examples that I remember were most successful included a young man who decided to take on the role of his mother. His initial perception about his mother's role was to question, "What does she do all day?" He could not understand why his mother always seemed to look tired when he would return home from school. When this student informed his mother of the activity, his mother was thrilled to partake in the assignment. The mother actually lived out the role as child for the day. On the day of the activity, when everyone was requesting mom to make lunches or help prepare him or her for school, the student's mom stated that she was not the mother but that they need to look to the new mom (student doing the role reversal). Needless to say, my student learned that many of the little things that his mother does for him and the family clearly go unnoticed. After the assignment, this student indicated that he was more certain to thank his mother for the little things she does and also make certain that he is more active in helping his mother with some of the tasks that are so easily overlooked within a day.

The final area where students can get out into the community and share their knowledge and learn about their own communication patterns is the neighboring cultural influences due to race, ethnicity, religious or sexual orientation. Students are asked to study a culture or sub-culture different from their own.

A few years ago, I had a student who wanted to learn more about the Lesbian culture. Her goal was not to change her sexual orientation, only to better understand why some of her friends found this lifestyle so appealing. On the evening of her role reversal, she was concerned about what to wear because her initial thoughts about attending a Lesbian bar was that certainly someone would pick up on her. In other words, "I didn't want to look to good."

4

2

This student discovered that everyone was there to have a good time and that no one was out to pick up on anyone. Even though her initial concerns were put at ease, later during the evening she needed to use the restroom and her anxiety began to increase again. She was very concerned about having to use the restroom. Her initial thoughts were that she might be attacked and that the rest rooms were somehow dirty. As she went to the restroom with one of her friends, she found the restroom very clean, in fact, cleaner than many heterosexual bars she is more accustom to attend. She commented that what amazed her most was the amount of advertising and health related issues that were presented on the walls; materials included issues focusing on the concerns of breast cancer, cervical cancer, birth control, rape hot lines, and many other women related health issues. Overall, this student reported that she developed a better understanding and much more insight about her friends and was pleased she had the opportunity to check out her perceptions.

In closing, this role reversal project is a great way for student to extend their knowledge of communication to the community. The most important aspects are for students to report on how communication serves in the role. As stated above, students are provided the opportunity to check out their own assumptions of others, whether it be, to better understand their supervisor's role; clarify their relationships with family members, or overturn stereotypes which degrade a certain culture (For the Role Reversal Assignment see Appendix 1).

Ginger Mayhew, Speech Faculty, Department of Speech Communication, Golden West College

GROUP *DISCUSSION* IN
INTERPERSONAL COMMUNICATION

VIRGINIA B. MAYHEW

I developed this Discussion activity to teach students the difference between presentations and discussions. They are allowed between 45 – 60 minutes. In that time, they must give an explanation of what their topic is, give out their handouts and involve the whole class in an activity. For example, one group introduced Intimacy by asking the group what they thought "Love" meant. They continued by having us all sit on blankets and pillows on the floor. They brought in candles. They introduced a game called "Scruples." They carefully picked the questions as to not embarrass anyone.

The students are to turn in a report on Discussion Day that includes:
1. **One chapter outline**
2. **Articles from the library** (not the Internet)
3. **Works cited page** (MLA format only)

3

4. **One outline showing their plan for the day**

I grade them on:
1. **Organization** – they are to have a creative introduction, in depth body and a "wow" conclusion.
2. **Content of Material** – They must lead the discussion into areas the students would not find in their books.
3. **Activity** – I believe in experiential learning. I want the whole class involved in an activity that lasts for at least 20 –30 minutes. Every student must be involved.
4. **Interpersonal Skills** – I expect group members to use interpersonal skills through out the discussion. They might ask an "open question" of someone who has not spoken. They are to use perception checking skills and listening skills.
5. **Discussion Report** – the report must be turned in a three - pronged folder (not a binder). I grade the report on grammar, spelling, neatness, coherence, in-depth reporting, handouts, and creativity.

I believe this one activity helps students relate to the community. During our life we are involved in more discussions than we are presentations. If you belonged to a Book Club, you would need to take your turn leading the group in a discussion. A good leader would know to encourage a quiet member while keeping a talkative member under control. A good leader knows active listen and perception check skills.

Chari I. Kaimikaua, Speech Faculty and Amnesty International Club Advisor, Golden West College

Speech Communication 110-Student Volunteer Work Project
Chari I. Kaimikaua-Golden West College

This exercise is either mandatory or given as extra credit for the course you will incorporate this in. Any Speech Communication course can adapt this project as part of the curriculum as this exercise stimulates critical thinking but in conjunction, students become consciously aware of their own environments and are social activists for a greater cause. There is a realization for most students that humanity is interconnected with other sentient beings and the planet. A connection that we are all part of something bigger and what we do for others, we do for ourselves. The time-line for this project should be an entire semester or adjusted for several weeks as part of a particular unit of the course.

Objective: The course work for the argumentation class is to become consciously aware of your social, cultural and political environments. Critical thinking and evaluation is dependent upon this awareness. Therefore, part of your workload is to volunteer for a social or political non-profit organization that requires activism on your part.

Examples of non-profit organizations can include: volunteering for the Red Cross; building homes for the homeless (Habitat for Humanity); volunteering for a women's battered shelter, working with troubled youth, volunteering for the Salvation Army or joining political movements such as Amnesty International or International Rivers Network. Volunteerism is on a minimum bi-weekly or monthly activities; however, as part of your obligation these must be on going activities. Social activism is as simple as letter writing on behalf of prisoners of conscious or taking part in a social movement for a particular cause for the environment, or establishment of a student group activity such as a monthly food drive for the homeless. Some of these non-profit organizations have internships or paid positions, you may want to inquire about this.

Project requirements:

1. **Identify the non-profit organization:** Within the first two weeks of the semester/quarter, you will need to identify the non-profit organization you wish to work or volunteer for.
2. **Proof of membership:** You will need to prove you are part of a non-profit organization by copying either a current or new membership (with date) card and/or a letter from the organization verifying your membership. This is due by the third week of class. If you are having difficulties choosing an organization, I will place you in one. Also, stipulate and give me the name of the person/s in charge along with some form of contact that I may verify your membership.
3. **Proof of volunteerism:** You will report to me bi-weekly or monthly on the activities your non-profit organization. I usually gather lists or will contact the organization of events that are coming up and ask you for verification of your volunteerism in these activities.
4. **Paper:** A three to five page paper due by the end of an overall prospectus of your organization, the volunteer work that you have done and the future of the organization's work and your involvement with them.

Donna Gotch, Basic Course Director, Communication Studies Department, California State University, San Bernardino

Donna Gotch, Basic Course Director, Communication Studies Department, California

State University, San Bernardino

This presentation stems from a two-day communication training session with the employees of a police department in Southern California. The name of the police department is being withheld in respect for the participants involved in the training. What follows is a description of the presentation provided for WSCA.

When I think of the word community, "a sense of belonging" comes to mind. I am sure you can all think of communities of which you belong. Some of the communities which I am a member include, a neighborhood community, a volunteer community, and, of course, the academic community. But what makes a sense of community? A sense of community is derived from perception of membership, influence, fulfillment of needs, and emotional connection. Although these aspects will not be addressed in this paper I will address how a two-day training session with a community of police department employees directly helped to build a sense of community and in turn assisted them with understanding their neighborhood community at large.

I was invited to present a two-day communication training session to the employees of a local police department in Southern California. I was contacted by their Human Resources Department because many of the police department employees were not communicating effectively with the public and many lacked the appropriate communication skills to do so. Police Officers were not part of the training sessions. The participants ranged from police cadets to front office personnel.

I, therefore, was being asked to "translate our scholarship into practice"; hence the title of this panel. I was provided with some descriptions of the employees, which included Employee #1: has a period when she thinks everyone is out to get her. She may think this training session was set up for the purpose of sending her a message. Employee #2: very condescending, she made a co-worker cry to prove she was right about something. Employee #3: not very friendly or helpful.
Employee #4: okay people skills but tend to "not notice" people at the front counter.
Employee #5: doesn't appear to like people, condescending, mean, rude, interrupts, poor eye contact, abrupt,
(this employee's main job is to assist people on the phones and at the front counter, and Employee #6: sometimes unprofessional with her vocabulary. These are some of the descriptions I was provided.

By the descriptions noted above, I focused the training session on three areas: 1. Communication Process, 2. Listening, and 3. Perception. Although many of the skills presented were basic skills taught in any interpersonal communication course, the employees had not been exposed to this type of information. After reviewing the communication process models, many employees were able to see how as

communicators we experience communication breakdowns. When discussing listening, the participants were provided with specific ways to improve their listening skills.

Most important and most beneficial to the participants were our discussion about perception. First, I asked each participant to list three perceptions they had about me. These ranged from responses that were correct to completely inaccurate responses. This was a simple exercise that demonstrates to anyone how quick we are to judge others. This exercise lead into a discussion about why the employees perceive others the way they do. They openly contributed to a discussion about their perceptions of members of their community. They expressed their frustration with "having to deal with" non-native community members. Most of these comments demonstrated their lack of knowledge about aspects of cultures other than their own. The participants were also asked to provide perceptions they believed co-workers had about them, as well as perceptions community members had about them. Finally, as a result of all the negative publicity many large police departments had received in Southern California, the training concluded with a discussion of how they believe the community perceives the police department.

I would like to make special note of the fact that I was an outsider (faculty) going into an organization (police department) to assist them directly with improving their communication skills with the community. This was not an easy task. Pitfalls that can occur include, gathering which become gripe sessions and participants may fail to stay focused on tangible results as well as some members' participation being characterized by cynicism, hidden agendas and/or competitiveness. Although the results of my training sessions with the above mentioned employees could not be immediately recognized, I have to believe that the community benefits from our scholarship.

In conclusion, my work with the police department employees provided me with an opportunity to disseminate traditional classroom information to a community of people. I look forward to a follow up session with the participants to discuss their progress (one is being planned for this summer). The structure for our research and scholarship is changing, tending more toward teamwork, collaborative learning, and the bringing together of disciplines. The expectations of our faculty, students and publics are changing. We collectively understand and are ready for greater social relevance in all that we do. So I invite everyone to go out into the community to take an active role in translating our scholarship into practice.

APPENDIX 1

CYPRESS COLLEGE
MICHAEL BRYDGES
ROLE REVERSAL PROJECT
for
INTERPERSONAL COMMUNICATION

The project is evaluated in two main parts: (A) Oral Presentation and (B) Typed summary report.

 I. The oral presentation should be completed in 4-6 minutes (approximately).

 II. The typed portion should be between 1-3 pages in length.

III. This "role reversal" assignment is designed for you to "take on" the role of another person. It is suggested that you discover some "role" that you might be interested in but do not fully understand. Find a way to "assume" that "role" for a specific period of time so that you might actually "walk a mile in his/her shoes."

IV. The oral and written report should be completed in three parts:

    A. How/why you decided on this role reversal project.

    B. The actual experience explained.

    C. Afterwards – what you learned from the overall experience.

 V. Some examples of past projects:

    A. Police department ride-a-longs
    B. Blind experience
    C. Deaf experience
    D. Mute experience
    E. Handicapped (various types)
    F. "Homeless/street person"
    G. Son/father, mother/daughter exchange for a day
    H. Sibling exchange for a day
    I. Day care instructor
    J. Wheelchair experience in a mall

8

K. Gay bar/ Straight bar for an evening
L. Hospital emergency room walk-a-long
M. Welfare office experience
N. Terminal ill patient
O. Professional entertainer/musician/performer

VI. Note: These are only a few of many that you might come up with. Check with me about approval of your idea BEFORE you complete it. Use your imagination on this assignment and have fun with it.

VII. **WARNING: DO NOT DO ANYTHING THAT WOULD BE DANGEROUS TO YOU!!!**

* Assignment provided by:
John Rude, Ph.D., Adjunct faculty member, Department of Communication, Pasadena City College, 1993.

11

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release

CS 510 559

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: "Translating Our Scholarship into Practice through Service Learning"	
Author(s): Michael Brydges, Ginger Mayhew, Chari I. Kaimikaua, Donna Gotch	
Corporate Source:	Publication Date: 6/28/01

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY _____ TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
↑ [X]	↑ [ ]	↑ [ ]
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproductic and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche, or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made

for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: *Michael E. Brydges*	Printed Name/Position/Title: MICHAEL BRYDGES, Speech Faculty	
Organization/Address: Cypress College 9200 Valley View, Cypress, California 90630	Telephone: (714)484-7169	Fax: (714)229-1856
	E-mail Address: MEBrydges @ aol.com	Date: 6/28/01

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

V. WHERE TO SEND THIS FORM:

Send this form to the following ERIC Clearinghouse: ERIC Clearinghouse on Reading, English and Communication

ERIC/REC Clearinghouse
2805 E 10th St Suite 140
Bloomington, IN 47408-2698
Telephone: 812-855-5847
Toll Free: 800-759-4723
FAX: 812-856-5512
e-mail: ericcs@indiana.edu
WWW: http://eric.indiana.edu

EFF-088 (Rev. 9/97)