HOW TEACHER EDUCATORS CAN INTEGRATE SERVICE-LEARNING IN THE CURRICULUM

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ABSTRACT

The need for teacher education to address community service has been highlighted by multiple organisations and reform efforts. Service-learning in teacher education, which integrates community service with the curricular experiences of future teachers, has become a burning issue in South Africa.

Service-learning may be described as both a philosophy of education and a teaching method. As a philosophy of education, service-learning reflects the belief that education should develop social responsibility and prepare students to be involved citizens in democratic life. As a teaching method, service-learning involves a blending of service activities with the academic curriculum in order to address real community needs while students learn through active engagement. Service-learning appears to have considerable potential as a method to achieve important goals of both early childhood to grade 12 education and teacher training.

The benefits of combining community service with teaching of future teachers include fostering the knowledge and skills of future teachers, enhancing social and civic responsibility, cultivating critical reflection skills and the ability to synthesize information, early exposure to teaching and learning assessment methods, the development of human service-oriented teachers and greater opportunities for student teachers to use newly acquired skills and knowledge in real life situations.

The purpose of this paper and /workshop is to provide a training programme (theory) and experience (practice) for teacher educators and teachers in **how** to integrate service-learning in the curriculum of their discipline / module in a learning programme / course / learning area. This will also include the what, where and who.

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At the end of this workshop you should have be able to achieve the following outcomes:

- Demonstrate an understanding of how scientific knowledge, skills and attitudes contribute to the integration of service-learning in the curriculum of a module / course of an academic learning programme.
- Acquire the necessary knowledge, skills and attitudes to prepare (plan, develop, design), implement, monitor, assess and evaluate a service-learning module in an academic learning programme.
- Demonstrate how service-learning can be integrated in the curriculum of a module /course by implementing the four phases and thirteen activities of the Service-Learning curriculum model.
- Enhance reflective practices and reciprocity in learning (perform activities).
- Design appropriate mechanisms for assessment of student learning (assess).
- Collaborative plan, implement, assess and evaluate with partners in the service sector and the community (interact with others).
- Ensure that the service-learning module / course meets the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements, assessment regulations, etc.

2   Introduction

Service-Learning is a pedagogy that academic staff could choose to develop and implement into the curriculum. As a relatively new pedagogy, one that is quite different from traditional classroom teaching, academic staff development appears to be a very important and appropriate area that could be used in service-learning implementations. Furco (2001) reports that a University of California-Berkley study found that the "strongest predictor for institutionalizing service-learning on college campuses is faculty involvement in and support for service-learning" (Furco, 2001:69).

Academic staff plays a key role in the institutionalisation of service-learning in institutions of higher education (Holland, 1999; Driscoll, 2000). It is the academic staff/lecturers who design and offer the service-learning modules/courses, and who are ultimately responsible for curricular reform. Therefore academic staff involvement and development is crucial to the long-term success and institutionalisation of service-learning (Bringle & Hatcher, 1996).

Research suggests that academic staff members, who do not use service-learning do so because they lack knowledge of service-learning, don't know how to implement a service-learning experience, are concerned about logistics and student outcomes (Hammond, 1994; Mundy, 2004; Abes, Jackson & Jones, 2002).

The purpose of this chapter is to assist academic staff in modifying a module or course to include service-learning or to develop a new service-learning module in an academic learning programme. The focus is on the "*How to*" of Service-Learning in the curriculum.

3 Conformity to institutional curriculum development requirements

The new education model and related legislation make it imperative to correctly follow a specific procedure for, e.g. the introduction/discontinuation/name changes of modules, the changing of syllabi, the introduction of or the changing of the designation of new programmes/ qualifications, the discontinuation of programmes/qualifications, etc.

University modules/courses that meet specific criteria, which include opportunities for direct student involvement in community-based learning, can be designated as service-learning modules/courses. This may imply that a specific designation process should be followed as required by an institution.

Purposeful civic learning is informed by a traditional alignment process. In this process one starts with curriculum alignment which refers to the principle of ensuring that the purpose of a programme (or module) is supported by the content selection (syllabus), learning outcomes, teaching-learning methods and assessment methods and practices used to deliver it.

 The following could be institutional requirements for integrating service-learning in the curriculum:

☞ The course/ module should meet the institution's curriculum planning and design requirements such as module size, credit ratings, rules of combination, entry requirements, assessment regulations, etc.

☞ It is evident that the specific learning outcomes and content of the module/course contribute to students' attainment of the programme's exit-level qualification(s).

☞ The contribution of the module/course to the programme in terms of the development of a knowledge base and academic or professional skills and their sequencing is evident.

☞ The relationships and rules of combination between this module/course and other modules/courses on the programme are clear.

☞ The module/course design and its implementation ensure that the module/course content (syllabus), teaching and learning content and methods and materials, and student support provide students with a fair chance of attaining the learning outcomes specified for the module/course and of demonstrating this through assessment.

 Self study activity: Gather the specific procedures for, e.g. the introduction/name changes of modules, the changing of syllabus, the introduction of or the changing of the designation of new programmes/ qualifications etc. at your institution. Prepare the documents for the submission of a module which integrates service-learning (in an academic learning programme) for approval by the faculty programme committee, faculty board; unit for quality assurance and the senate (Module/Course approval).

 The following are criteria which are also valuable for the South African context; propose what modules/courses should address in order to be considered for designation as a service-learning module (Stephenson, Wechsler & Welch, 2003):

1. Students in the module provide a needed service to individuals, organisations, schools, or other entities in the community.
2. The service experience relates to the subject matter of the module/course.
3. Activities in the lecture hall provide a method or methods for students to think about what they learn through the service experience and how these learnings relate to the module

content.

4. The module/course offers a method to assess the learning derived from the service. Credit is given for the learning and its relation to the module/course, not for the service alone.

5. Service interactions in the community recognise the needs of service recipients, and offer an opportunity for recipients to be involved in the evaluation of the service.

6. The service opportunities are aimed at the development of the civic education of students even though they may also be focused on career preparation.

7. Knowledge from the discipline informs the service experiences with which students are involved.

8. The lectures offer a way to learn from other student members as well as from the lecturer.

9. Module/Course options ensure that no student is required to participate in service which creates a religious, political and/or moral conflict for the student.

4   Service-Learning as pedagogy and evaluate your teaching style

Service-Learning is a teaching strategy that integrates theory with relevant community service. Through assignments and class discussions, students reflect on their service in order to increase their understanding of module/course content, gain a broader appreciation of a discipline, and enhance their sense of civic responsibility. As a lecturer you should have a theoretical and conceptual framework of Service-Learning. You also have values and assumptions about learning and teaching which affect your teaching style.

Activity: Evaluate your Teaching Style

Using service-learning in a module/course demands a teaching style and different skills than traditional lectures or classroom instruction. While some lecture may be necessary, the students' voices must also be heard. The lecturer has less control of the material learned each day because students will bring experiences to share and to relate to module/course content. Students become a resource in the classroom; the lecturer needs to recognise that fact and to draw upon it. The lecturer is no longer the sole expert who imparts knowledge but rather a facilitator who draws information out from the students (Stacey, Rice & Langer, 2001:11).

Howard (2001) identified ten principles of good practice concerning service-learning pedagogy. These principles can serve as a worthwhile checklist for an academic staff member /lecturer who are considering implementing service-learning in a module/course.

Service-Learning Pedagogy: Principles of Good Practice

Principle 1: Academic credit is for learning, not for service.

Principle 2: Do not compromise academic rigor.

Principle 3: Establish learning outcomes for students.

Principle 4: Establish criteria for the selection of service/community placements.

Principle 5: Provide educationally-sound learning strategies to harvest community learning and realise module learning outcomes.

Principle 6: Provide supports for students to learn how to harvest the community learning.

Principle 7: Minimise the distinction between the student's community learning role and the classroom learning role.

Principle 8: Re-think the academic staff (lecturer's) teaching role.

Principle 9: Be prepared for uncertainty and variation in student learning outcomes.

Principle 10: Maximise the community responsibility orientation of the module/ course.

(Adapted from Howard, 2001)

In addition to the ten principles, some important questions to ask yourself are (Stacey, Rice & Langer, 2001:12):

✎ Can I share control of the learning/teaching experience with students and service provider / community agency representatives?

✎ Can I handle uncertainty and not always having the answers?

✎ Can I adapt to the situations and experiences that the students will have as part of their service-learning experiences?

✎ Can I foster discussion and students sharing their experiences?

✎ Can I say: "I don't know, but I'll try to find out?"
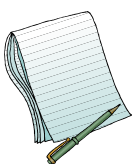
What other questions do you have as you evaluate your own teaching style?

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5 A Curriculum model for Service-Learning

Service-Learning helps academic staff to integrate the context with content, explore competing definitions of the common good, question the uses of knowledge, and confront the multiple layers of meaning. It makes sense to place service-learning in the core of our institutions and that is curriculum development. Curriculum has both narrow and broader definitions. Narrow definitions are limited to formal descriptions of either academic offerings of specific programmes or the whole range of programmes on offer. Broader definitions might encompass both the intentional plan(s) and design(s) for learning across an institution and what is actually accomplished and experienced by students and teachers (CHE, 2004).

In this manual a specific model for curriculum development is also advocated for service-learning (see figure 8.1). The proposal is based on the theoretical and conceptual framework for service-learning (chapter 4) and theoretical models on curriculum development. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning of experience. The explicit intentions usually are expressed in the written curricula and in the modules/courses of study. The implicit intentions are found in the "hidden curriculum," by which we mean the roles and norms that underlie interactions in the lecture hall and service in the community. Curriculum is regarded in this manual as a body of knowledge to be **transmitted**; as an attempt to achieve certain ends in students – **product**; as **process** and as **praxis**. The focus is on the curriculum development of a module within an academic learning programme. If an academic learning programme should be development, the proposed model may also be used as guideline. The Logic *model* could also be applied but due to the main focus of this manual will not be discussed. The websites: http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html or http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf could be visited for more information on the *Logic model*.

The development of a curriculum is an ongoing process, as shown in Figure 1. Although, in practice, this cycle can start anywhere, we will describe its components in the following order: Development and design, Implementation, Reflection and Assessment, and Evaluation.
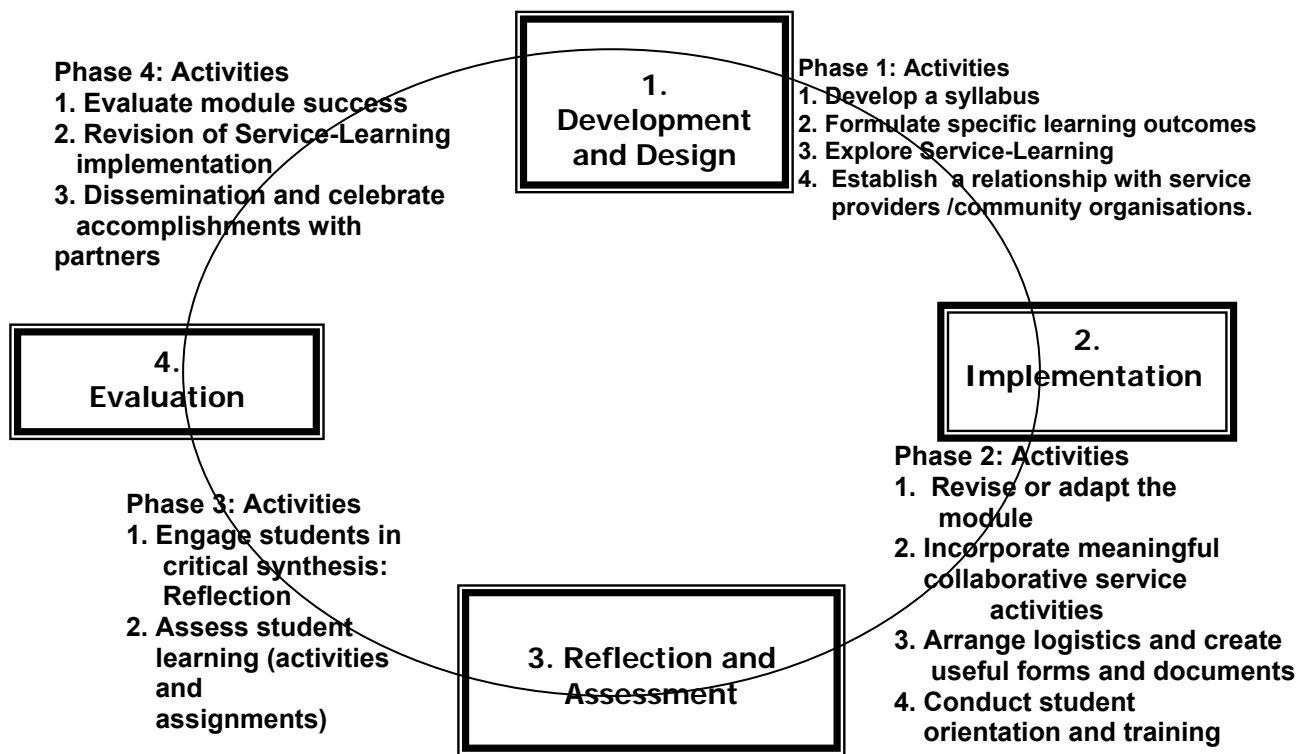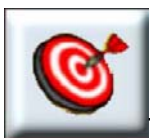
Phase 4: Activities
1. Evaluate module success
2. Revision of Service-Learning implementation
3. Dissemination and celebrate accomplishments with partners

1. Development and Design

Phase 1: Activities
1. Develop a syllabus
2. Formulate specific learning outcomes
3. Explore Service-Learning
4. Establish a relationship with service providers /community organisations.

4. Evaluation

2. Implementation

Phase 2: Activities
1. Revise or adapt the module
2. Incorporate meaningful collaborative service activities
3. Arrange logistics and create useful forms and documents
4. Conduct student orientation and training

Phase 3: Activities
1. Engage students in critical synthesis: Reflection
2. Assess student learning (activities and assignments)

3. Reflection and Assessment

Figure 1: Curriculum model for Service-Learning

There are four basic principles that should guide academic staff in planning and designing a service-learning module (Heffernan, 2001:1):

Engagement – Does the service component meet a public good? How do you know this? Has the community been consulted? How? How have campus-community boundaries been negotiated and how will they be crossed?

Reflection – Is there a mechanism that encourages students to link their service experience to module/course content and to reflect upon why the service is important?

Reciprocity – Is reciprocity evident in the service component? How? "Reciprocity suggests that every individual, organisation, and entity involved in the service-learning functions

as both a teacher and a learner. Participants are perceived as colleagues, not as servers and clients (Jacoby, 1996:36).

Public Dissemination – Is service work presented to the public or made an opportunity for the community to enter into a public dialogue? For example: Do the need and asset assessment students do return to the community in some public form? Is the data students collect on the housing project or poverty project made public? How? To whose advantage?

Once academic staff /lecturers have addressed these four principles, they should begin to plan the manner in which the service component will be presented in the syllabus. The presentation of service in the syllabus can be critical in shaping the educational outcomes for the module/course. Service cannot be presented as a mere sidebar to the module/course; rather, the syllabus should explain why this kind of service is a part of the module/course.

This requires lecturers to think about the explicit connections between their module/courses and departmental objectives, between the university's mission and the community's expectations, and, perhaps most importantly, between their goals and their students' expectations. These connections are further clarified for students in how lecturers structure the service component in the syllabus. This is most often evident in how academic staff conceptualise the module/course within a specific service-learning model and relate to community partners.

5.1 Phase 1: Module development and design

There are **four basic activities** in the development and design phase:

 Activity 1: Develop a syllabus (module /course content /descriptors) as part of the curriculum

■ Prepare the syllabus: The fundamentals of module development

Syllabus refers to the outline of module/course content and is usually published in the year books of universities. As we are develop a service-learning curriculum within the outcomes-

based education system, the term *syllabus* should be replaced with *module descriptors*, but the concept *syllabus* is still widely being used at institutions.

Nowhere does the description of a syllabus as a "guide" or "contract" become more important than in a service-learning module. To avoid confusion, academic staff must clearly spell out the integration of service within a module/ course. To be truly effective and to minimize the potential for harm, service-learning must be well planned and integrated into the module / course syllabus with a clear sense of how to structure the service component and why this service activity is being utilised in this module / course.

How to structure the service component: Define the nature of the service and introduce a service model for the module/course. For example, will students perform discipline-based service-learning, community-based action research, problem-based service-learning, pure service, capstone modules/courses or service internships? (See discussion later on the six models)

Why this service activity in this module/course: Define the service placement or project in the context of the module/course and the discipline.

Pedagogical questions for academic staff integrating service-learning in the curriculum of a module/course
(Gettysburg College, A Guide for Faculty members, 2005)

- ✍ What do you want your students to get out of the service experience?
- ✍ How does a service-learning component tie into your module/course outcomes?
- ✍ How will those outcomes be supported by module/course activities, readings, and assignments?
- ✍ How will students be oriented to community engagement, the service-learning component and the specific service-learning placement site?
- ✍ How will the service-learning experience be monitored (checking that students show up, complete the required hours, and are responsible and appropriate)?

- ✍ What types of activities will help students think about their service-learning experience throughout the semester?

? What types of activities will make connections between the service-learning experience and the module/course materials?

? What types of activities will assist students in articulating the impact of the service-learning experience on their lives?

? How will the service-learning experience and module/course material address community issues?

? How will the service-learning experience factor into your assessment of the students' learning?

Components of an effective Service-Learning module /course

• Heading, that includes the university name, department, module/course title, module code, semester/year, and academic staff /lecturer contact information (including rank, office hours, email, office and/or home phone, and office address)

• Module/Course description that introduces the service component

• Module/Course introduction that articulates the relevance of service to the course

• Module/Course goals that articulate the critical and specific learning outcomes for the module/course

• Module/Course outcomes that clarify for students what service-learning outcomes the academic staff member will measure

• Required texts/ readings (prescribed books /articles)

• A weekly semester schedule

• An overview of module/course assignments

• A description of the service-learning assignments that includes specific information about the service placement.

• An overview or explanation of the assessment policy (that includes a discussion of who will evaluate the students' community work.) This overview should connect module outcomes to the allotted percentage points that academic staff assigns projects, papers, journals, presentations, etc.

See Appendix A: Checklist for the compilation of study guide for a course   /module integrating service-learning

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Activity 2: Formulate specific learning outcomes

Learning Outcomes: Students learn best when academic outcomes are clear, specific and linked to the educational issues that emerge when students meet a community need through service activity. These learning outcomes should be broad enough to illuminate the social, economic, cultural and political issues underlying the origins of the community need while they encourage students to consider questions of moral, ethical and civic responsibility.

Principles of effective learning outcome formulation

The first step in the process of integration is the discussion of service-learning within the context of outcome formulation. While specific learning outcome formulation is unique to each learning situation, there are some general principles that can be applied:

1. The selection or formulation of outcomes goes hand-in-hand with the selection of the service activities themselves. Select and structure service experiences and formulate specific learning outcomes for the experiences which comport well with the academic outcomes for the module and which are achievable within the particular service setting available.

2. The outcomes need to be explicit in showing students how to relate service experiences and academic module/course content. Without such direction, many students will not make the connection at all, some will see the connection vaguely, and only a few will see the connection clearly.

3. The specific learning outcomes need to be expressed simply and clearly...Use quantification whenever it helps clarity.

4. Learning outcomes need to be written so that the lecturer as well as the student can tell when they have been achieved.

5. If a service provider or a community agency (or school) is involved in the service experience it should be informed of the outcomes; if the agency (or school) wishes to be, it should be involved in the formulation of the specific learning outcomes as well.

6. Learning outcomes need to be selected with consideration of the well-being of the service client as well as the student.

   (Adapted from Jackson, 1994).

■ Types of outcomes

It is impossible to achieve all the proposed outcomes formulated for service-learning.

The number of learning outcomes you select will depend on the amount of time students will be involved in service. The following types of outcomes are provided to help stimulate thinking (compare Beane, 1995; Hay, 2003:186):

Formulate a learning outcome for each of the following types of outcomes

 Knowledge/Understanding: Knowledge about the specific discipline and module-related information and the acquisition-related information, concepts and ideas. Knowledge about specific community problems/issues, e.g. major aspects and characteristics of the issues, causal and correlated factors, associated issues: skills related to the particular module or subject-matter.

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_____

 Cognitive skills beyond information acquisition: Critical thinking, applying information to problem-solving situations, analysing information and concepts, seeing patterns and relationships, data analysis, preparing reports and tacit learning skills are all relevant.

_____

_____

 Procedural skills: Information-gathering skills, appropriate and accurate application of information for goal-attainment and, specifically, how course-related information applies to a specific community issue.
Verbal proficiency in articulating, presenting information related to community issues, research information.

_____

_____

 Social Skills: Concern for the welfare of others, a broader circle for people about whom one feels concern and responsibility, leadership, cooperative collaboration, conflict resolution, the ability to establish and maintain productive and constructive working relationships with off-campus organisations, public speaking.

Attitudes/Values/Self-Confidence: Conscious formulation and/or clarification of personal values or feelings, value and strive to be persistently reflective, value and support social justice, engage in active and lifelong learning, a high level of altruism, broad and consistent tolerance of others, and willingness to accommodate them via mutually acceptable compromise, sensitive towards social constructivism.

 Personal growth: Self-esteem, sense of personal worth, competence and confidence, self-understanding, insight into self, Self-direction, personal motivation, sense of usefulness, doing something worthwhile, ability to make a difference, openness to new experiences, ability to take responsibility, acknowledge and accept' consequences of actions, willingness to explore new identities, unfamiliar roles. (Beane, 1995; Hay, 2003:186).

Most of the above-mentioned types of outcomes are in line with the well-known critical outcomes stipulated for outcomes-based education in South Africa and with the South African Qualifications Authority. The call for integration of naturalistic inquiry into the curriculum is a request to develop a coherent curriculum, one that involves creating and maintaining visible connections between purpose and everyday learning experiences (Beane, 1995). The underlying assumptions of critical qualitative inquiry require that students will continuously connect the service-learning with some overriding context – a constant effort to derive meaning from the experiences gained in the community and in the lecture hall (compare Hay, 2003:187)

Learning outcomes: WORKSHEET INSTRUCTIONS
 (Adapted from Howard, 2001: 27)

■ What are the possible ways that student involvement in meaningful and relevant community service can enhance academic learning in a service-learning module?

The addition of community service to an academic module/course can strengthen the realisation of existing academic learning outcomes as well as offer a myriad of new academic learning possibilities. To strengthen the realisation of existing academic learning outcomes, service in the community is an opportunity to apply, contrast, or complement more traditional module/course learning resources. To enable new academic learning opportunities, the possibilities are almost limitless.

In the following worksheet, Howard (2001:27-29) has identified five general academic learning outcome categories in which service-learning can enhance academic learning in a module/course:

     1) Module-Specific Academic Learning

     2) Generic Academic Learning

     3) Learning How to Learn

     4) Community Learning

     5) Inter- and Intra-Personal Learning

The worksheet identifies some possible learning outcomes for your service-learning module/course. The learning outcomes specified in this list, far from exhaustive, may stimulate your thinking about other possible academic learning outcomes that are not included in the list.
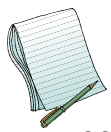
 Your assignment is to determine specific learning outcomes that will enhance student academic learning in your module/course. Review the entire list and then select ones that fit your particular module/course. If you have a curriculum for your module/course, refer to it as you work on this activity.

Some readers may find it useful to follow the order of learning outcome categories in the worksheet. Others may find it useful to start at various other places in the list. Please proceed with this worksheet in any manner that is conducive to your setting of learning outcomes that will enrich academic learning in your service-learning module/course.

Please note that, generally speaking, in traditional modules/courses, learning outcomes are focused on what Howard (2001:27) labelled "Course-Specific Academic Learning" and "Generic Academic Learning." Learning objectives or outcomes in these goal categories are to be included in service-learning modules/courses, too, but may be re-shaped in ways that consider the addition of the community service assignment. We also recommend that you consider at least one from the other three general learning goal categories (which, in general, are precluded in module/courses in which there is no community service assignment).

WORKSHEET 1: Formulating specific learning outcomes
(Adapted from Howard, 2001: 28-29)

I. Module-Specific Academic Learning

Learning objectives under this goal category include knowledge, skills, attitudes, and behaviours that are particular to your module/course. Write your current module/course learning outcomes in the numbered spaces below, reflect on how service in the community might strengthen one or more of them or enable new ones, and then jot these revised and/or additional outcomes in the unnumbered spaces below. (See section III below to stimulate your thinking.)

✍ Current Specific Learning Outcomes

1. _____

2. _____

3. _____

4. _____

✍ Revised Specific Learning Outcomes

_____

_____

II. Generic Academic Learning (Critical outcomes)

Learning outcomes under this goal category include knowledge and skills that are learned in and are instrumental for all university modules/courses.

✍ Which ones of these (or similar ones) are important in your service-learning module/course? (Some of these may have been identified in the list above.)

1. Critical thinking skills

2. Problem-solving skills

3. _____

4. _____

III. Learning How to Learn

Learning outcomes under this category include knowledge and skills that build learning capacity.

✍ Which ones of these (or similar ones) are important in your service-learning module?

1. Learning to become an active learner

2. Learning to be an independent learner

3. Learning how to extract meaning from experience

4. Learning how to apply academic knowledge in the real world

5. Learning how to integrate theory and experience

6. Learning across disciplines

7. _____

8. _____

IV. Community Learning

Learning objectives under this goal category include knowledge and skills that can only be learned in the community.

✍ Which ones of these (or similar ones) are important in your service-learning module?

1. Learning about a particular community or population in the community

2. Learning about a particular social issue (e.g. poverty; illiteracy)

3. Learning about the provision of social services in a particular community

4. Learning about a particular service provider / community agency or grass-root effort

5. _____

6. _____

V. Inter- and Intra-Personal Learning

Learning outcomes under this outcome category are critical to the development of the whole learner.

✍ Which ones of these (or similar ones) are important to include as learning outcomes for your service-learning module?

1. Learning how to work collaboratively with others
2. Learning about other groups and cultures (diversity)
3. Exploring personal values, ethics, and ideology
4. Learning about self
5. Strengthening personal skills (e.g. listening, assertiveness)
6. Developing a sense of appreciation, awe, and/or wonder
7. _____
8. _____

Once you have concluded this worksheet you are in a position to know whether student involvement in community service can enhance academic learning in ways that you deem important for your module. If it can, then the next step is to identify methods to realise and assess students' learning. If it cannot, then it is appropriate to question the advisability of service-learning for this module.

■ **Goal Categories for Purposeful Civic Learning**

Jeffrey Howard (2001:40-46) provides in the *Michigan Journal of Community Service-Learning, Service-Learning Course Design Workbook* **very** valuable and useful goal categories for purposeful civic learning which you may apply in your service-learning module. The following question can be posed: What categories of learning can strengthen students' civic learning?

While neither exhaustive nor completely distinct, Howard (2001) states seven categories of learning that contribute to civic learning:

📖 **Academic Learning** – learning that are academic in nature that help students understand and be prepared for involvement in the community

📖 **Democratic Citizenship Learning** – learning related to being an active citizen that prepare students for involvement in the community

📖 **Diversity Learning** – learning related to multi-culturalism that prepare students for involvement in diverse communities

📖 **Political Learning** – learning related to the political arena that prepare students for involvement in the community

📖 **Leadership Learning** – learning about leadership issues that prepare students for community accomplishment

📖 **Inter- and Intra-Personal Learning** – learning about oneself and others that prepare students to work better with other citizens

📖**Social Responsibility Learning** – learning that teach people about their personal and professional responsibilities to others

We recommend that you study the following source and complete the worksheets: Howard, J.   (Summer 2001)**.** *Michigan Journal of Community Service-Learning, Service-Learning Course Design Workbook***.** University of Michigan: Edward Ginsberg Centre for Community Service and Learning (pp.41-46)

Activity 3: Explore Service-Learning

See PowerPoint Presentation**: Why Service-Learning?**

One way to begin the process is by contacting colleagues who have incorporated service activities into one or more modules/courses. Find out first-hand how it worked for them and begin brainstorming a few ideas for your module/course. Contact the Centre /office/unit for Community Service / Service-Learning on your campus for guidance or for names of colleagues. In addition, you can use the Internet to contact other universities.

■ **Six Models For Service-Learning**
   (Heffernan, 2001:2-7, 9)

Whether designing a new module/course or reconstructing an existing module including service-learning, academic staff should explore the appropriate model.   Answering the following question might guide you in selecting an appropriate model:

Which model is most appropriate for you?

1. Consider connections between your module / course outcomes and your departmental objectives

2. Consider connections between the institutional mission and the community's expectations

3. Consider your teaching and learning goals and the potential expectations of your students.

While one could argue that, there are many models of service-learning, Heffernan (2001) states that service-learning modules/courses can be described in six categories (see Figure 8.2):

1. "Pure" Service-Learning. These are modules/courses that send students out into the community to serve. These modules/courses have as their intellectual core the idea of service to communities by students, volunteers, or engaged citizens. They are not typically lodged in any one discipline.

General education is normally addressed using a "Pure" Service-Learning model (1) whereas discipline specific courses are addresses by the other five models (2-6) as depicted in the following diagram. (See Figure.2)

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                    ┌──────────────────────────┐
                    │   Six Basic SL Models    │
                    └──────────────────────────┘
        ┌──────────────────────┴──────────────────────┐
┌──────────────┐                          ┌──────────────┐
│   General    │                          │  Discipline  │
│  Education   │                          │   Specific   │
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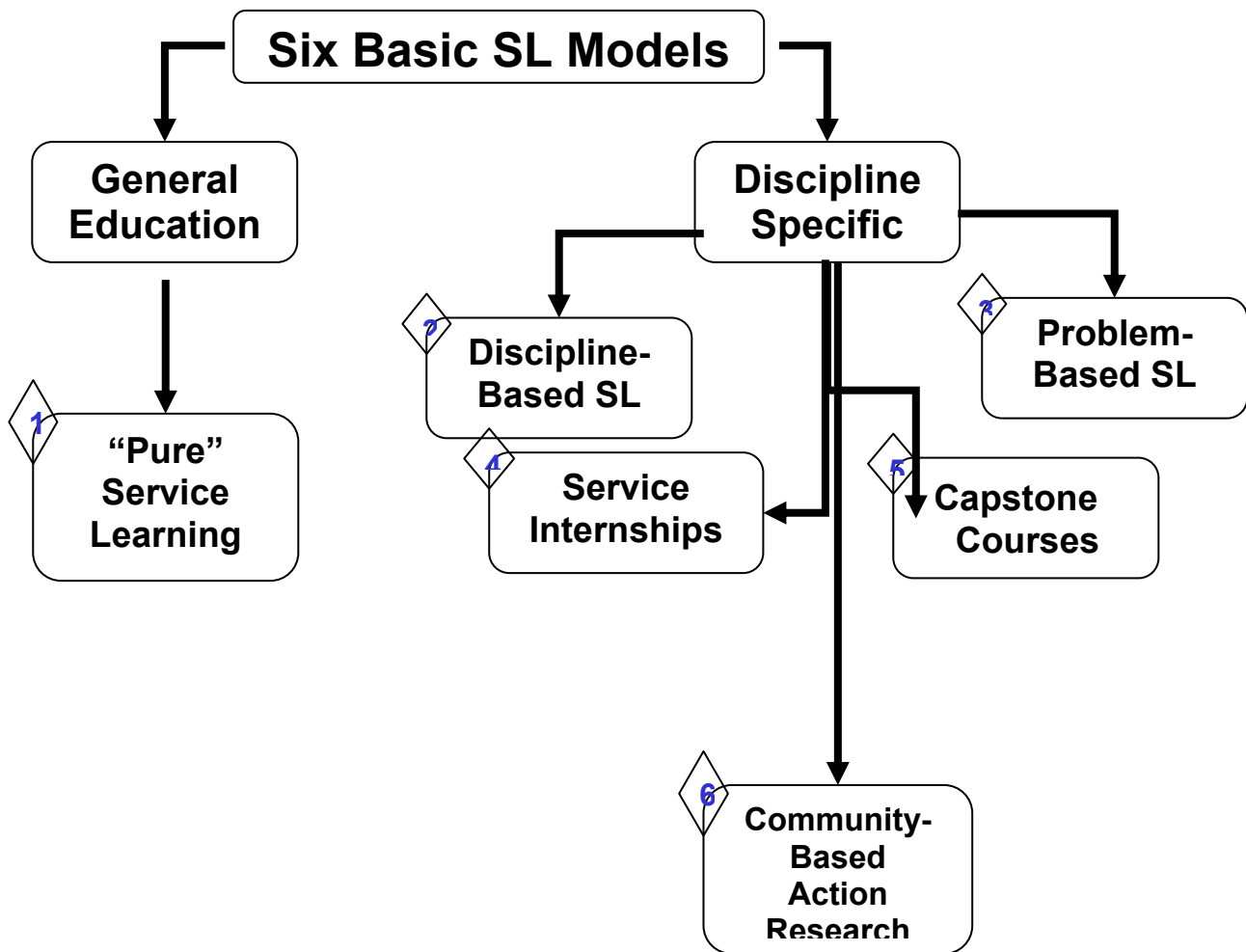
Figure 8.2: Six Basic Service-Learning Models

(Lund (2003) adapted from Heffernan, 2001)

2. Discipline-Based Service-Learning. In this model, students are expected to have a presence in the community throughout the semester and reflect on their experiences on a regular basis throughout the semester using module/course content as a basis for their analysis and understanding.

3. Problem-Based Service-Learning (PBSL). According to this model, students (or teams of students) relate to the community much as "consultants" working for a "client." Students work with community members to understand a particular community problem or need. This model presumes that the students will have some knowledge they can draw upon to make recommendations to the community or develop a solution to the problem: architecture

students might design a park; business students might develop a website; or botany students might identify non-native plants and suggest eradication methods.

4. Capstone Modules/Courses. These modules/courses are generally designed for fundamental and/or core modules in a given discipline and are offered almost exclusively to students in their final year. Capstone modules ask students to draw upon the knowledge they have obtained throughout their module work and combine it with relevant service work in the community. The goal of capstone courses is usually either to explore a new topic or to synthesize students' understanding of their discipline. These modules offer an excellent way to help students make the transition from the world of theory to the world of practice by helping them establish professional contacts and gather personal experience.

5. Service Internships. Like traditional internships, these experiences are more intense than typical service-learning modules, with students working as many as 10 to 20 hours a week in a community setting. As in traditional internships, students are generally charged with producing a body of work that is of value to the community or site. However, unlike traditional internships, service internships have regular and on-going reflective opportunities that help students analyze their new experiences using discipline-based theories. These reflective opportunities can be done with small groups of peers, with one-on-one meetings with academic staff advisors, or even electronically with a academic staff member providing feedback. Service internships are further distinguished from traditional internships by their focus on reciprocity: the idea that the community and the student benefit equally from the experience.

6. Undergraduate Community-Based Action Research. A relatively new approach that is gaining popularity, community-based action research is similar to an independent study option for the rare student who is highly experienced in community work. Community-based action research can also be effective with small classes or groups of students. In this model, students work closely with academic staff members to learn research methodology while serving as advocates or researchers for communities. We think about the Action learning cycle and Lewin's model of action research adapted by Zuber-Skerrit (1992): Plan, Act, Observe, and Reflect; and the three phase model of Clawson & Couse, (1998): Research (situation analyses), implementation and reflection.

For your module/ course, what type of service-learning model will you choose? Why?

_____

_____

The following questions may help stimulate some ideas for service-learning experiences in your module (Stacey, Rice & Langer, 2001):

• Could your students teach what they have learned to others (elderly, younger children, those with special needs, etc.)?

• Could the results of your students' effort be a contribution to someone (community, an organisation, a school, etc.)?

• Could the lecture time be used to address a real concern? (Could we use what we're learning to address an environmental, educational, or social concern; or develop some materials that would be helpful to people in the community?)

• Could the skills learned be used to help people in another setting (reading to others, writing letters for someone, helping make a playground safer, providing services, or addressing hunger)?
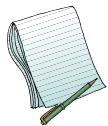
What might be some service-learning experiences from your module/course?

_____

_____

It will be difficult to make any decisions about how to include a service-learning component in your module/course until you have identified and partnered with a service provider / community agency.

Activity 4: Establish a relationship with service provider/ community agency.

Refer to **PowerPointPresentation**:

5.2   Phase 2: Implementation (Action)

The second phase of teaching a service-learning module/course consists of **four basic activities:**

Activity 1: Revise or adapt the module

This section is linked to **Phase 1 of the Curriculum model: Module development and design.**

Now that you have identified a service provider or community agency and determined that your learning outcomes fit with the needs and resources of the agency, you will still have to make some important decisions about how to adapt your module/course requirements and assessment to include service-learning.

Consider the following questions when making these decisions and revising your module (Stacey, Rice & Langer, 2001: 20-22)

? **Will the service-learning component be required?**

When a module or course has been described in the university year book or catalogue as including a service-learning component, then you should expect that all students will complete that requirement.

An advantage of requiring a service-learning experience is that it provides a common ground for module assignments and discussion. If students are given alternative assignments to the required service-learning experience, then it is important to integrate these assignments with the service experience required of the other students. If a student is unable to work a service-learning experience into his/her schedule, you may want to provide alternative assignments or activities.

? **How many hours of service-learning will be required?**

A common format is for students to perform services for 3-4 hours per week for 8-10 weeks. We recommend a minimum total of 20-40 hours per quarter. When determining the required time commitment, it is useful to keep in mind the agency's needs and your student population. Does the agency need a lot of student hours in a short period of time or does it need a few hours each week on a continuous basis? Do your students have a number of other obligations (work and family)? Will some lecturer time be on-site? If your students are producing a product (brochure, financial plan), how much time do you expect them to devote

to this assignment? Make sure the product is something that can be accomplished during the module.

It is important to remember that if you are going to require a service experience, you will need to reduce or eliminate a project, assignment, reading, or lecturer time that are usually required. It is important to *resist the temptation to just add the service experience on top of everything else*. Doing so will only create frustration for the students and the agency and possibly strain your and/or the university's relationship with the service provider.

How much time will you require per week of your students?

_____

What is your rationale?

_____

_____

✍ How will you connect the service activity to module content during lecture time?

When a service-learning component is integrated into a module, there must be a commitment to allocate lecture time to discuss what students are seeing, feeling, and thinking about that experience – in short, to synthesize their experience. See below for ideas to integrate the service and module content.

How much lecturer time will you devote to service-learning? Why?

_____

_____
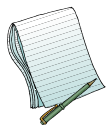
✍ How will you assess the service-learning component?

A general rule is not to evaluate the service-learning experience itself, but to evaluate what learning students take away from the experience. Thus, you would not give credit for merely accumulating hours performing the service (although it is important to verify the student service hours). You would construct an assignment that allows the student to demonstrate what s/he learned from the hours spent doing service work. This assignment could include

written or oral analysis of how the course concepts relate to the experiences gained working for the agency.

For example, in a marketing class, students could keep weekly journals of the impact their marketing strategies had upon the community agency. Toward the end of the course, the students could present a written and oral summary of their findings along with a personal assessment of their attitudes toward the people served by public agencies before and after this assignment.

In certain modules, you may want to evaluate the actual service, especially if you observed it or rely on the evaluation by service provider personnel that observed it.

How will you assess the academic service-learning activity? Why?

_____

_____

✍ What deletions or adjustments will you make in your module / course?

Something must go when you add service-learning – perhaps one of your favourite 50-minute lectures or activities. Students will feel overburdened if you simply add service-learning requirements without adjusting your module requirements and how you spend time in the lecturer hall. Be realistic about how much work your students can accomplish in a quarter or semester. You cannot add on community service and never mention it in lecture time. So, you need to give careful consideration to how you will spend lecturer time and what you will require your students to do.
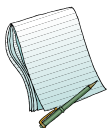
What lecture, activity, or assignments will you delete from your current curriculum to make room for a service-learning experience?

_____

_____

✍ How will you adapt your module curriculum?

It is important to provide students with a clear description and picture of the place service-learning has in the module. Consider the following.

1. **Incorporate community-based service-learning into the module's outcomes.**
   Be sure that your list of learning outcomes includes those that will be promoted through the service-learning experience and related assignments. Remember, if you are trying to convey the message to students that the service-learning component is relevant to learning concepts, it should be evident in your module outcomes.

2. **Describe in detail the service-learning requirements and related lecturer hall activities and assignments.** You may want to have handouts describing
   ● Lecture venue-based activities and assignments.
   ● Activities at the community site including student, lecturer, and service provider / agency responsibilities and anticipated time commitment.

3. **Describe how the service-learning experience will be evaluated.** Remember that just performing a community service may not constitute learning.
   ● Students must generate some product or documentation that illustrates what meaning they have gained from the experience and its connection to module content.
   ● It is important to clarify with students early in the semester the assessment criteria.

4. **Specify the contribution of the service-learning component to the module assessment.** To be seen by students as an integral part of the module, rather than as an add-on, the learning generated by service should contribute significantly (from 20 percent to 25 percent or more) to the overall module assessment.

5. **Include a calendar of service-learning events.** A quarter-long / semester-long calendar that specifies the service-learning experience and due dates is a useful tool for students. You may also wish to include these activities on your quarter-long / semester-long reading assignment list.

How will you adapt your module syllabus?

_____

_____

Remember, the curriculum is a formal contract with students. It is a valuable tool for the agency site supervisor as well.

📖 **Important aspects to remember about your module**

The following is required:

? A clear description of the connection between the academic content and the service component: participant observation; practicing newly acquired skills; learning through teaching

? Stated module/course outcomes: Performance-based (students will develop data-base programmes for agency) or knowledge-based (students will submit end of term papers which analyse some specific social problem from both a theoretical and applied perspective)

? **A description of the service requirements:**

How much total number of hours is required or how many hours per week for how many weeks?

What does the timeline for the semester look like?

? Specific information about placements:

Required paperwork; deadlines for getting started; orientation requirement

? Clear information about requirements for the reflective process: To what extent will regular and routine written reflection be required?

? A concise description of the assessment structure: Will assessment be graded? What is the relative weight of the different components?

Activity 2: Incorporate meaningful collaborative service activities

This section is linked to **Chapter 7**: **Partnership development for Service-Learning**

Meaningful collaborative designed service refers to the nature of the service-learning activity that you have students perform in your module. The service provider or community-based organisation should identify and articulate a genuine community need; this need determines what type of service your students will perform.

Design the service-learning experience collaboratively with the service provider or community-based organisation's staff, the recipients of the service, or both. This means meeting face-to-face with the agency representative to discuss your module outcomes,

specific community resources and needs, and activities students can perform to address them. In answering the following questions can help ensure a meaningful collaboratively designed service-learning experience (Stacey, Rice & Langer, 2001:25).

■ Meaningful Collaboratively Designed Service

The following questions can be used as a checklist (Stacey, Rice & Langer, 2001):

? Are   academic service-learning experiences designed around community-identified needs?

? Is the service activity engaging, challenging, related to key module outcomes, and meaningful to the students?

? Are the organisation's site supervisors and the instructors significantly involved in defining and designing the academic service-learning experience?

? Are the organisation's site supervisors knowledgeable of and committed to the module outcomes and willing to work in partnership to achieve them?

? Are the organisation's site supervisors willing to assist, orient, train, and   supervise students.

Activity 3: Arrange logistics and create useful forms and documents

A major issue in integrating service-learning into a module is making the logistical arrangements. These arrangements include transportation, scheduling, monitoring student attendance, and liability. The Community service / Service-Learning Centre on campus can assist in these logistics.

■ Transportation

In choosing sites, the Community service / Service-Learning Centre will attempt to use sites accessible to public transportation (but this is difficult). The ideal sites for your module may not be that accessible by public transportation. At many campuses university transportation are being provided to service-learning sites. University cars and buses are often difficult to

arrange and coordinate but the safest recommended way. Sometimes students arrange their own transportation.

■ Scheduling

It can be quite a challenge making sure that everyone knows where to go and when. The students will need to coordinate their schedules with the needs of the organisations/agencies, and the agencies need to know when to expect students for help.

Scheduling can be handled in one of two ways.

1. It can be handled in a centralised manner with the Centre Service-Learning Coordinator making all of the arrangements. Before the quarter /semester begins, the community coordinator will find out the days and times that the agency needs your student. At the first or one of the first lectures, the community coordinator can match the student to the site based on availability and interest. With a formal schedule that shows who is going where and when, everything is much more organised. When students make their own schedules, it is easier for them to decide not to show up and attendance often tapers off as students get involved with the rest of the quarter's / semester's modules and activities.

2. The other method is to have students make their own arrangements. This allows for students to take greater responsibility and learn professionalism. Also, it eliminates one step in the communication between the organisation/agency and students. We discourage this method since the students may not start at the site right away and the agency may not know when to expect them.

■ Monitoring student time and work

During the quarter /semester, it is important to monitor the students' level of involvement in the project. On-site projects will require closer monitoring. If students are not keeping their commitment to provide a certain number of hours of service, then you need to know this. When students go on-site, they should sign in and out using a time log.

The service-learning time record form is a useful tool for documenting student hours. Two options may be provided, one that is signed by the site supervisor after each visit and one that is signed by the supervisor at the end of the quarter. Having the supervisor sign the form

after each visit and collecting the forms regularly will allow you to catch problems early; however, this may be too burdensome.

If the students are producing a product for the agency, it is still worthwhile to monitor their progression throughout the quarter/semester. You could have the students turn in rough drafts or divide the final product into smaller subparts which could be turned in periodically throughout the quarter/semester. You should not necessarily rely on students' testimonies that they are making adequate progress. Many times they will underestimate the scope of the project or overestimate their ability to accomplish a great amount of work in a short time. Help your students to stay on track and meet deadlines. You can also require students to keep time records, showing what they did and how much time they spent doing it.

■ **Create useful forms and documents**

To assist with the design, implementation and evaluation of your service-learning (SL) module/course there are some basic forms or documents frequently used by established programmes. Academic staff at some South African universities will have developed forms for their own programmes. We have not solicited specific examples to add as appendixes to this manual. However, you may decide to directly contact a campus to ask for permission to view samples of forms to adapt for your own purposes.

Listed here are some recommended forms to effectively support a Service-Learning programme. In addition, suggestions are provided for key elements to consider including.

DESIGN FORMS	Suggested Elements to Consider/Include:
Module/course Description	learning outcomes for service experience, evaluation techniques for learning through service, expected time required for service placement, frequency/type of planned reflection activities, additional academic learning requirements and/or resources
Service Placement Description	required time commitment, available time schedule, training provided, orientation sessions, service goals, service activities, organisation contact information.

Guide for Community Partners	Lecture hall learning outcomes, campus contact information, suggested service activities, needs assessment guide, lecture time schedule, opportunities to participate in lecturer hall, academic background/year/etc. of students, research interests of academic staff member, resources required or to be provided, required staff time commitment
IMPLEMENTATION FORMS	**Suggested Elements to Consider/Include:**
Student Contracts	Clear statements of learning outcomes, service outcomes/goals, organisation expectations, training requirements, time commitments, campus and community contact information
Reflection Journals	models for reflections, statement starters, specific questions to consider, opportunities to use multi-sensory reflection (e.g. drawing, photography, video and audio recordings)
EVALUATION FORMS	**Suggested Elements to Consider/Include:**
Student Learning	understanding of module/course content, demonstration of critical thinking skills, ability to connect experience to theoretical concepts, writing skills, oral communication skills
Personal Development	awareness of social issue(s), leadership skill development, commitment to civic engagement, motivation and sense of personal direction for the future including career choices
Service to Community	agency/issue awareness, organisation goals, client wellness, staff motivation/recognition
SL Partnership	effective communication, role clarity, levels of trust, resource sharing, willingness to participate in the future

Activity 4: Conduct student orientation and training

Refer to **Chapter 7**: **Partnership development for Service-Learning**

5.3 Phase 3: Reflection and Assessment

There are **two basic activities** in this phase:

Activity 1: Engage students in Critical Synthesis: Reflection

■ Why Reflect?

According to John Dewey, "truly educative" experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity and create a demand for new information, and take sufficient time to foster development. Reflection is an essential process for transforming experiences–gained from the service activities and the module / course materials–into genuine learning. It is crucial for integrating the service experience with the lecture or study units. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. It enhances students' critical understanding of the module study units and their ability to assess their own values, goals, and progress (Eyler & Giles, 1994).

■ What is Critical Reflection?

Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is "a process by which service-learners think critically about their experiences." It is the process of looking back on the implications of actions taken - good and bad - and determining what has been gained, lost, or achieved and connecting these conclusions to future actions and larger societal contexts (Bringle & Hatcher, 1999).

Through reflection students analyse concepts, evaluate experiences, and postulate theory. Critical reflection provides students with the opportunity to examine and question their beliefs, opinions, and values. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning.

■ What Are the Benefits of Reflection?

Reflection improves basic academic skills and promotes a deeper understanding of module subject matter and its relations to the non-academic world; it improves higher level thinking and problem solving and students' ability to learn from experience. Critical reflection promotes personal development by enhancing students' self-awareness, their sense of community, and their sense of their own capacities (Bringle & Hatcher, 1999).

■ How can Reflection be facilitated in the Classroom /lecture venue

Effective reflection depends on appropriate contexts and real problems and issues. The culture of the class community must be one in which students feel included, respected, and safe. The dialogue between lecturer and students must be meaningful to the students. Students are helped to feel respected and included in the class community through small groups in which they can exchange concerns, experiences, and expectations about the service and the class (Bringle & Hatcher, 1999).

By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them.

■ Effective Service-Learning Reflection should:

• Clearly link the service experience to the module content and learning outcomes;
• Be structured in terms of description, expectations, and the criteria for assessing the activity;
• Occur regularly during the semester so that students can practice reflection and develop the capacity to engage in deeper and broader reflection;
• Provide feedback from the lecturer about at least some of the reflection activities so that students learn how to improve their critical analysis and develop from reflective practice;
• Include the opportunity for students to explore, clarify, and alter their values.
  (Bringle & Hatcher, 1999)

■ Purpose of Reflection

The overall purpose of reflection is to increase understanding. Effective reflection practice helps ensure a powerful service-learning experience where students gain an apply knowledge, think critically and solve problems, and make connections to real world situations.

In order to stimulate academic and intellectual growth, students must:
    ☞ Think about their own experience (What?)
    ☞ Develop in-depth understandings of related issues; (So What?)
    ☞ Have opportunities to apply new knowledge (Now What?).

Reflection is the process of thinking about our experiences and attributing meaning to them. It occurs naturally for all human beings and is the key to learning new things. When students are engaged in a meaningful reflection process that pushes them to make specific connections between what they know and what they have done, opportunities for even more in-depth learning can occur.

In good service-learning programmes, reflection is well-organised, intentional, and continuous. It should occur before, during, and after students' service experiences (and all throughout the entire process). Eyler, Giles and Schmiede (1996) suggest four comment themes or principles of good reflection practice in table 1.

Table 1: Principles for Effective Student Reflection

Continuous	Must be an ongoing part of a learner's education and service involvement over the course of his/her educational career. Should include reflection *before* the experience, *during-the* experience, and *after* the experience.
Connected	Links service to the intellectual and academic pursuits of the students. Academic pursuits add a "big picture" context to the personal encounters of each isolated experience and help students to search for causes and solutions to social problems.
Challenging	Requires intervention on the part of a teacher or colleague who is prepared to pose questions and propose unfamiliar or even uncomfortable ideas for consideration by the learner.
Contextualized	The environment and method of reflection corresponds in a meaningful way to the topics and experiences that form the material for reflection.

(Eyler, Giles, & Schmiede, 1996)

■ **Reflection Models**

📖 **A three-step model**
One model for reflecting upon experience is to ask yourself, "What," "So What," and "Now What". This is a three-step model (Toole & Toole, 1995).

● **What? [Analysis]**
Step one asks for a statement of facts and occurrences. Asking "what" starts the reflection process through descriptive questions:
What do I expect to get out of this experience (goals, purpose, ideas)?
What did I observe during my first visit?

What is the agency's mission? Its goals?

Are there other agencies in the community that have similar goals?

What part was the most challenging? Surprising?

What roles am I taking on?

What of myself did I share with others?

What happened to me today?

● **So What? [Critical thinking]**

Step two pertains to the difference the experience makes to you, the individual. It looks at the consequences of the day's action and asks the significance. This step challenges you to interpret the meaning of your experience?

What did this experience mean to me?

What did I do that was effective? Why was it effective?

What am I learning about others and myself?

What did I do that seems to be ineffective? How could I have done it differently?

What values, opinions, decisions have been made through this experience?

● **Now What? [Decision Making]**

Step three is the process of applying the lessons you have learned to other situations and contexts.

Is it important for me to stay involved in the community?

What will the final results of my efforts be?

How will my efforts working with this agency contribute to social change?

How can I use what I learned in my module work / coursework or in a future career?

What changes would I make in this experience if it were repeated?

Will I continue to be of service? Why or why not?

How does this experience exemplify or contradict course materials?

 (Toole & Toole, 1995)

NOW WHAT?

(Decision making)

SO WHAT?

(Critical thinking)

WHAT?

(Analysis)

New Application

New Understanding

Analysis

Post-Service
Reflection

**Identify Service Goals
and Learning Goals**

Pre-service Reflection
Experience

Reflection
During Service

Observation

**Planning and
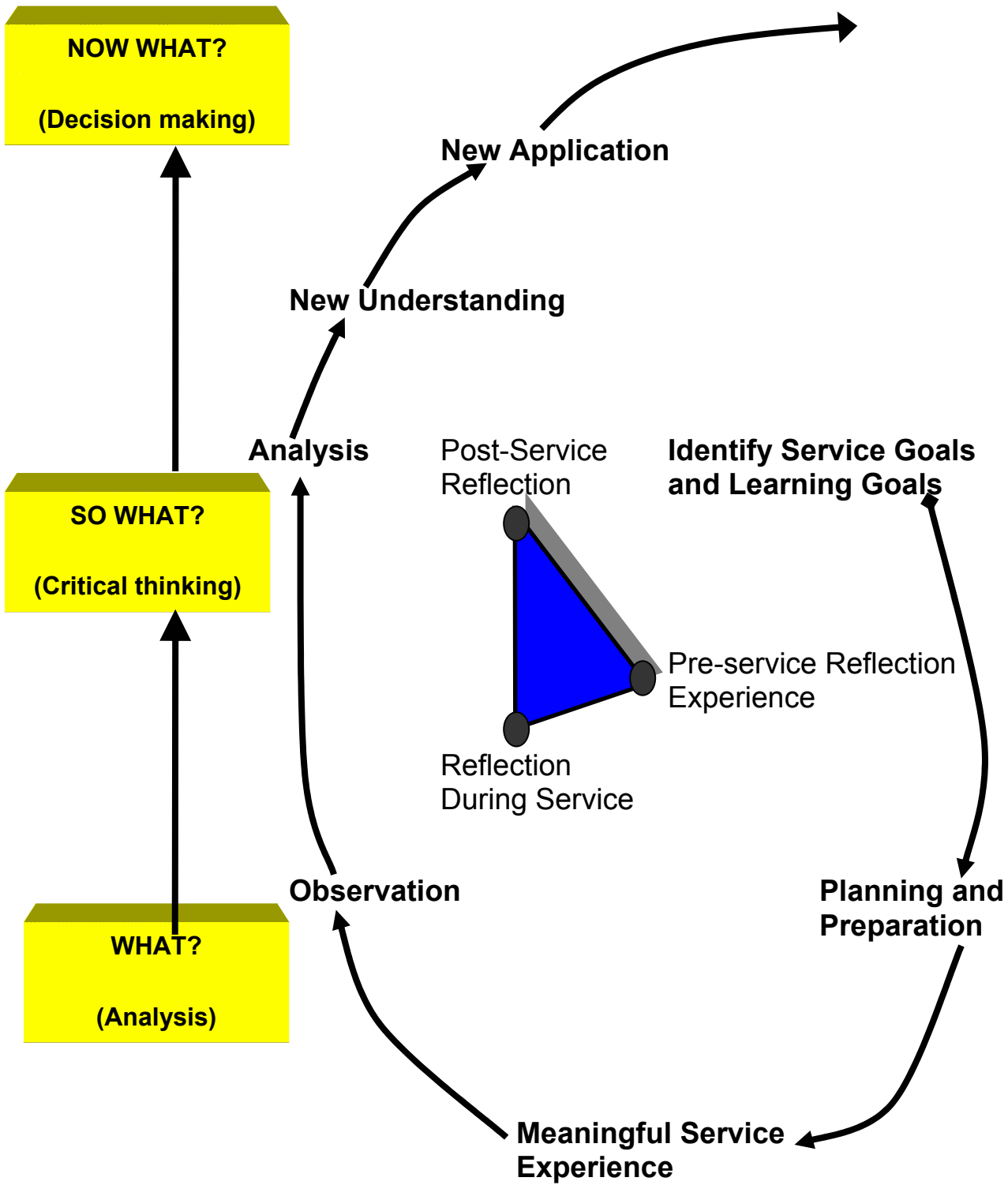Preparation**

**Meaningful Service
Experience**

Figure 2: Reflection Cycle in Service-Learning
(Toole & Toole , 1995)

📖 The ORID Model

The **ORID model** provides a progression of question types designed to move students from reflecting on the concrete experience to analytical and subjective reasoning. It mirrors the Kolb learning cycle and may be used to create journal or discussion questions and to guide assignments and activity types. The progression may be completed within one assignment and/or over the whole semester.

- **Objective**: Begin with questions related to the concrete experience. What did students do, observe, read, and hear? Who was involved? What was said? What happened as a result of their work?
- **Reflective**: Next introduce questions that address the affective experience. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable?
- **Interpretive:** Then ask questions that explore their cognitive experience. What did the experience make them think? How did it change their thinking about…? What did they learn? What worked?
- **Decisional:** Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What will they do differently next time? What decisions or opinions have they formed? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology? (Colorado State University Service-Learning Faculty Manual, 2005: 27)

We recommend that you study the following source about the reflection planning matrix for service-learning projects:

Eyler, J. Giles, D.E. & Schmiede, A. (1996). *A practitioner's guide to reflection in service-learning: Student voices and reflections.* Nashville, TN: Vanderbilt University.

The following website is very informative: http://www.uvm.edu/~dewey/reflection_manual/

📖 Other methods

There are a number of ways to provide students an opportunity to process their service experience and the material in the module/ course. In choosing reflection methods, be

creative and include a variety of activities keeping in mind different learning styles. Don't take on more than you can do thoroughly.

Multiple intelligences: Howard Gardner has identified nine intelligences – verbal-linguistic, logical-mathematical, spatial, musical, interpersonal, intra-personal, bodily-kinetic, naturalistic, and existential (Bender, 2002:46-61). Educators in service-learning have found it helpful to address these domains in reflection exercises, thus allowing students to process their experiences in ways that address their strongest intelligence and in a variety of ways.

Thinking hats: Edward de Bono (2004) an authority in the field of lateral thinking, has identified six "thinking hats", each symbolising a different thinking style. Using these different thinking styles can stimulate creative thinking about a situation. During reflection activities students can be encouraged to apply the different hats in order to develop different perspectives on the service-learning experience.

HAT	STYLE
White	Information / Neutral
Red	Emotional
Black	Critical
Yellow	Positive
Green	Creative / Innovative
Blue	Facilitative

■ **Reflection Activities and Questions**
   (Hatcher & Bringle, 1997;   Bringle & Hatcher, 2001)

When facilitating reflection, vary the activities to accommodate multiple learning styles; create a reflective classroom - don't just add a reflective component.

⬜ **Journals**

Students may be asked to keep a journal as they engage in the service experience. The journals should not merely be simple inventories of events. They should address situations objectively, subjectively, and analytically. Academic staff may provide questions to guide students in addressing issues and should review the journals periodically. It is helpful to offer written comments, questions and feedback that will encourage, challenge and essentially

provide a dialogue that deepens the students' thought process. Taking up an entry each week or reading a weekly online posting can ameliorate problems at the worksite and challenge students to rigorous intellectual inquiry.

Group Discussions

The groups may involve either the entire class or just small numbers of students. If they are small groups, the instructor may allow students to choose their own group members, or s/he can set criteria for group composition (e.g., no groups composed of a single ethnicity or gender), or s/he can assign students to groups. The group members exchange ideas about the module study units /course topics and/or the service experiences. The lecturer may either pose general or narrowly focused questions for discussion. A scribe may be assigned to submit a summary of the discussion to the lecturer or to the rest of the class.

Analytic Papers

Analytic papers provide students with an opportunity to describe their service experience, to evaluate the experience and what they learned from it, and to integrate their experiences with course topics. If the papers are assigned at the end of the module, students can make use of ideas derived from class discussion, journals, and other reflective activities provided during the course. Papers may include traditional library research, interviews, or other quantitative and qualitative methods.

Portfolios and Notebooks

Students may be asked to compile materials relevant to the service-learning experience and the module /course of which it is a part. These materials may include: journals, analytic papers, scripts/notes for class presentations, items created or collected as part of the service, pictures, agency brochures, handbooks, time-sheets, service agreement and training materials. Portfolios provide a focus for reflection on the service experience and its documentation. Introductory letters or papers addressed to the reader can help students to discover meaning through writing.

Presentations

Students may be asked to make presentations to their classmates (and/or to broader audiences) describing their service-learning experiences, evaluating them and integrating

them with the course topics. Community partners may be invited and/or students may present at the work site. Presentations may be videotaped to share with other audiences.

☐ Reading Responses

Students may be asked to write responses to module / course readings, connecting them with service experiences. Students can be allowed greater or less freedom in how they respond, by posing either general or more focused questions.

☐ Electronic Forum

Students may be asked to contribute to electronic discussion on the service-learning and module study units / course topics using email or a listserv. They may respond to either questions posed by the instructor, to points raised by other students, or to readings posted on the site. They may prepare websites that document and reflect on their work.

☐ Simulations and Role Playing

Students may problem-solve by acting out potential problems or issues at the worksite.

☐ Games can simulate challenging situations.

☐ Letters

Students may write letters to community partners, parents, or other appropriate audiences to help them process their learning.

☐ Engaging the Community

Enrich reflection activities by inviting community partners to participate in class reflection or to suggest topics. Ask partners to share in the teaching role by reflecting informally with service-learners on the site when the opportunity arises. Invite community partners into the classroom during the course to reflect on ongoing projects. Invite community partners into the classroom at the end of the course to reflect on the events of the semester. Meet with service provider / community partners after the semester is complete to reflect and discuss the service-learning partnership experience. (Hatcher & Bringle, 1997; Bringle & Hatcher, 2001).

☐ Examples of Reflective Questions

☞ What will/have you been doing? Who have you been serving?

☞ So what will/have you been learning? Why is your service work needed?

☞ Now what should others do about it? What are you going to do about it?

☞ Can you talk more about that? Why do you think that happens?

☞ What evidence do you have about that? What does this remind you of?

☞ Do you see a connection between this and ___?

☞ How else could you approach that? What do you want to happen?
    (Hatcher & Bringle, 1997)

■ **Reflective Teaching Strategies**

The appropriate use of reflective teaching strategies represents the most critical aspect in assuring the effectiveness of service-learning. Harry Silcox, in his *A How to Guide to Reflection* (1995), provides a useful description of the various means for reflective teaching. The lecturer must identify the learning outcomes first and then match the most salient reflective strategy to the desired outcome. Table 8.2 provides a brief description of the various types of reflective teaching that may be used with service-learning.

Table 2: Reflective Teaching Strategies (Silcox, 1995)

TYPE	PRIMARY RESULT	DESCRIPTION
Readings/creative Projects	Foster group bonding and leadership; facilitates directed learning	Specific assignments include essays, music, videos, artwork, etc.—both in class and out.
Journal writings	Foster personal growth	Student maintains a regular journal that the academic staff member reads and responds to.
Directed writings	Foster directed learning	Student produces essays that address specific questions or issues required by the instructor.
Feelings-oriented. Oral reflection	Fosters group bonding and trust	Class members participate in a group discussion regarding their service experiences.
Student as expert. Oral reflection	Fosters citizenship, leadership, and cognitive learning	Student leads a classroom session providing a critique of a reading assignment or presenting a

		solution to a problem.
Cognitive Teaching. Oral Reflection	Fosters leadership, directed learning, cognitive learning, personal growth, and critical thinking	The faculty member leads a teaching session that fosters critical thinking skills and problem solving.

■ Reflection Plan

To get the most out of students' reflection opportunities, lecturers may want to consider developing a reflection plan that will serve as a guideline for reflection activities during the service-learning experience. To develop the plan,

☞ Think about the learning and reflection outcomes you have for the students;

☞ Prioritise those that are most important to you and your students and are most relevant
to the project itself;

☞ Think about the different learning styles your students have;

☞ What are some activities that are conducive to students' learning styles?;

☞ What are some that are not?;

☞ Include an equal number of both (conducive and non-conducive) in the plan, so that
students have opportunities to both excel and be challenged.

■Tips for Facilitating Reflection

☞ Schedule regular time periods for discussion and other reflection activities.

☞ Prepare a framework for guiding the discussion
Speakers should be respectful, open-minded, and not aim to put anyone down.

☞ Integrate times for reflective techniques throughout the experience.

☞ Allow for spontaneous reflection at the time that issues arise. These "teachable
moments" often create the most profound learning.

☞ Offer students options for responding. Lead the group by actively engaging each
student.
Set the tone by establishing norms of behaviour such as:
Anyone in the group may speak at any time—no hand raising is required, but the
rules of polite conversation should be followed.
Profanity and sexual innuendoes are not necessary to make a point.

Insist that responses are clear, coherent sentences, not just a few words.

☞ Link reflection with other reading, writing, discussion, and assignments so students can relate service experience to academic skills.

☞ Provide an environment for rigorous intellectual work. "Rigor arises from a willingness to disagree, to engage in honest questioning, to challenge current thought, and in acknowledgement of what one does not know. Rigor can only occur when students feel the environment is hospitable to such dynamics" (Parker, 1998).

☞ Clarify students' responsibilities and expectations (write them down and copy for all).

☞ Arouse interest and commitment to the service-learning.

☞ Assess the values, knowledge, and skills that each student brings to the project.

☞ Develop background information about the people and problems the students will encounter in the service situations to sensitize them and help to revise any misconceptions.

☞ Develop and practice any skills that will be required, including being active observers and questioners of experience.

☞ Get closure on emotional/affective issues by the end of each reflective session.

☞ Leave some cognitive/topical issues open until the next session to give group members an opportunity to think more about them.

☞ Caution students about protecting the confidentiality and integrity of persons at their worksite. (Cairn (1993) in Stacey, Rice & Langer, 2001).

■ **Role of site supervisor in promoting reflection**

When students go on-site to provide services to agencies, it is important that the site supervisor be available to assist with student questions, orientation, and supervision. You can see how important it is for this person to understand the content being taught in the module and how the service-learning experience enhances learning. Where you have a site supervisor with such an interest, you might ask that person to emphasise a few main ideas you are trying to get across during lectures. You could also invite the service provider personnel to some lectures / classes (Stacey, Rice & Langer, 2001:32).
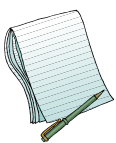
What type of critical synthesis or reflection would you require?

See suggested readings and references for more resources

Activity 2: Assess student learning activities and assignments

■ Recommendations for student assessment

In order to ensure academic integrity, it is essential that service-learning be used in conjunction with rigorous evaluation. Assessment should be based on students' demonstration of how they are integrating the service experience to course content--not for service performed. The following recommendations are guidelines for how to conduct assessment of service learners (Troppe, 1995).

- An assignment or activity, such as a journal, is needed to provide evidence of how the student connects the service to the course content.

- By helping students to distinguish between description and analysis, between emotional reactions and cognitive observations, academic staff help them to transform service experiences into learning experiences.

- Evaluation of service-learning occasionally makes use of subjective evaluation in the same way that traditional modules / courses sometimes make use of subjective evaluation.

- There is not a one-to-one correspondence between hours served and knowledge gained or credit earned.

- Nevertheless, a certain minimum of service hours may be needed to provide an experience of significant depth.

- Effective credit programmes require a component that explicitly links the service to the module / course, for example, a learning contract and / or a journal assignment.

- To preserve the academic integrity of service-learning, credit is not awarded for hours of service but rather for demonstrated learning based on service.

- Extra hours of service should not necessarily yield extra credit.

- Giving early and regular extended feedback on students' journal entries is a critical part of teaching students how to develop their reflection skills.

Table 3: Sample tools and criteria for assessing learning (Troppe, 1995)

Sample Tools for Assessing Learning	Sample Criteria for Assessing Learning
- Service-Learning agreement - Guided journals - Reflection papers - Lecture hall discussions - Class presentations - Portfolios - Group projects - "Product" of service - Case studies - Incident reports It is recommended that you use two or more assessment tools in a module.	Are specific module / course concepts clearly identified and accurately defined? Are the concepts discussed in relation to the students experiences at the site? Does the student reveal new insights or pose new questions as a result of their experiences at the site? Does the student use skills of analysis and critical thinking when discussing their experiences at the site?

Remember assessment methods and strategies should comply with the assessment policy of your institution.

We recommend that you study the following source and complete the worksheets: Howard, J.   (Summer 2001)**.** *Michigan Journal of Community Service-Learning,   Service-Learning Course Design Workbook***.**   University of Michigan: Edward Ginsberg Centre for Community Service and Learning (pp.49-53).

See suggested readings and references for more resources

5.4   Phase 4: Module Evaluation

There are **three basic activities** in this final phase.

Activity 1: Evaluate module/course/ programme success

In this final phase, conduct module evaluation. Assessing the impact of service-learning modules at all levels is critical. The lecturer needs to determine what indicators and methods might be used to measure impact (Gelmon, Holland, Driscoll, Spring, & Kerrigan, 2001). A survey using Likert-type response formats is a relatively easy quantitative method to gather mean ratings on various aspects and components of the service-learning experience. This type of survey can be used with students and service providers / community agencies. Focus groups and interviews are qualitative approaches that demand slightly more time and energy but provide rich information. Finally, examination of written reflection journals is another useful, qualitative method for assessing student impact.

The evaluation process includes assessing impact on students, academic staff, department and professional disciplines and community (adapted from Stephenson, Wechsler & Welch, 2003):

■ Student Impact

Most lecturers use departmental or institutional module / course evaluation instruments to assess the module. These instruments can serve a useful purpose; however, it is important to consider if the existing evaluation tool can target the impact *of* service-learning. Consequently, lecturers are encouraged to also use the module evaluation tool developed by their Centre for CS /SL on their campus. It is possible that the staff of the centre distributes, collects, and analyses the instruments, and provides the results of these evaluations. Please communicate with your centre on campus.

Students' cognitive understanding of module content, civic behaviour and personal growth are essential factors to consider in assessing the complete service-learning experience.

■ **Academic staff Impact**

Lecturers should revisit their motivation and determine if the module did, in fact, accomplish the intended outcomes which they expressed in their module curriculum. Similarly, lecturers should consider what professional skills were acquired or developed. This might include gaining new insight into community issues and needs or new knowledge about various agencies. Recognising that the service-learning module contributed to their teaching skills, or to other aspects *of* their scholarly work, is paramount. It can be documented within the personal statements of their professional portfolio during their retention, performance management and promotion review.

■ **Department and Professional Impact**

Many departments, and perhaps the institution at-large, have new initiatives focusing on various goals; for example, "hands-on learning" expands the learning experience from traditional approaches, or "civic engagement" addresses community needs. Similarly, many professional associations or learned societies within a discipline focus on experiential learning for accreditation purposes. Academic staff / lecturers should determine to what extent the service-learning module accomplishes these departmental goals.

■ **Community Impact**

The community partner's satisfaction with the service-learning module should not be neglected. The CS /SL Centre on your campus may provide a mechanism to gather information from them to determine if the service provider's needs were met. Such information includes the number *of* contact hours and specific services provided by the students. At the same time, the academic staff member should determine if the community site is an effective setting for the class. Students are the best source of this information, either during class discussions or individual conversations. The following aspects should be considered: In approaching a service provider/ community agency, academic staff should consider such factors as: 1) stability and organisational structure; 2) reputation in the community; 3) the organisation's ability to provide resources to students to support their work; and 4) the relevance of the community service to broader civic and social issues.

■ Community appreciation and recognition

Finally, academic staff members are reminded to thank community partners and exchange valuable information among all the participants, possibly by hosting an informal gathering near the end of the module.

■ Another way of determine the success of the module/ course/ programme
   (Stacey, Rice & Langer, 2001: 36-39)

How to determine if the programme is going well and how to evaluate if the programme is beneficial to all participants? The former is usually referred to as "formative" evaluation; it allows you to form decisions about where to go next and how to modify program elements. The latter is known as "summative" evaluation; it answers the questions, "Did it have the intended effect?"

You may choose a more quantitative approach (experimental design with statistical analysis) or a more qualitative approach (narrative descriptions of a small number of people and events).

☞ Formative evaluation
One of your best sources of "formative" information is the student journal. It will keep you abreast of the issues or situations that arise during the student's service work. You may find out that there are transportation problems, confusion as to roles, or personal problems that are interfering with the students' experiences. This is why it is important to collect and read the journals periodically during the service-learning activity.

Another source of information that may highlight needed modifications is a midterm module / course evaluation which would include a few questions about the required service-learning experience.

For example: "How helpful is the site supervisor or community representative?" "How comfortable are you with the assignment guidelines?" "What could be changed to make this service-learning experience better for you?" You could pass out index cards where the students write their responses and collect them. Students' responses might indicate a need to

modify or clarify an assignment, or to contact the community coordinator or site supervisor about a problem on-site. As mentioned earlier, midterm is a good time to call or visit the site supervisor or talk to the community coordinator to clarify how things are going and to reiterate the intended outcomes and products of the service-learning partnership.

An end-of-term conversation with the site supervisor or community representative will also provide valuable ideas about how to modify the academic service-learning requirement for next term. Hopefully, the site supervisor or community agency will comment on how helpful the services were to the clients served by the agency and how to make the program stronger. Communicate positive and negative comments as well as suggestions to CS/ SL Centre on campus.

☞ Summative evaluation

The CS / SL Centre on your campus might have designed an instrument to find out what your students have gained from the service-learning experience. Those of you interested in publishing in this area of research could develop a study further evaluating service-learning. Also see Stacey, Rice & Langer (2001:36-39) for more detail.

☞ Documenting Community Benefits

Remember that one primary intended effect of a service-learning experience is to help the community. Therefore, you will want to inquire into the effects of your students' work on those served by the agency. These benefits will provide useful testimony to those who are new to service-learning, and especially to those who might fund your future efforts. The following are ideas for documenting community outcomes.

☞ Ideas for Documenting Community Outcome
- Record and tally total hours served.
- Record all services achieved (products created, tasks performed).
- Collect student products (reports, stories, photos, etc.).
- Interview the clients of the agency to determine the value of service to them.
- Interview the site supervisor about the helpfulness of your students.
- Survey community members (use a questionnaire or phone survey).
- Solicit letters of support from community leaders or those served.
- Clip newspaper articles and tape radio or TV news coverage.

• Use excerpts from student data (questionnaires, interviews, projects).

(National Youth Leadership Council, 1991)

You may want to publish your findings in journals or present them at professional conferences. Your inquiry into the effectiveness of using service-learning in your courses will be of great interest to others who teach your subject.

Activity 2: Revision of the Service-Learning implementation

■ **Plan modifications for next time**

You have now completed your study of the participants' reactions to the service-learning experience and the effectiveness of this kind of learning. You will want to use this information to make the service-learning experience even better the next time you teach it.

At this time, ask yourself the following questions:

- ✍ What logistical procedures need to be changed?
- ✍ What forms need to be clarified, updated?
- ✍ What needs to be changed in my curriculum?
- ✍ What needs to be changed in the student assignments?
- ✍ What does the service provider / agency representative (supervisor) think needs to be changed?
- ✍ What do the students think needs to be changed?
- ✍ What do the recipients of service think needs to be changed?
- ✍ Communicate with your Community Service / Service-Learning Centre on campus.

Activity 3: Dissemination and celebrate accomplishments with partners

■ **Celebrate Accomplishments**

Parties, ceremonies, and other acts of care, appreciation, and recognition are an important part of any successful service-learning experience. When planning the celebration, remember to seek input from the agency representative or site supervisor and your students. They should be involved in planning the celebration. Also, if your students worked directly with recipients of service (for example, students in an after school tutoring program), some type of celebration or closure event with your students and the recipients can be held (Stacey, Rice & Langer, 2001:34-35).

1. **Celebrate** the students' accomplishments with a party, press release, photo sessions, or a letter from the agency. Be sure to involve the agency representative in these celebrations. These types of celebrations provide a valuable sense of closure for the students, agency representative and you.

2. **Send a thank-you letter to the site supervisor and/or agency representative.** It is important to recognize and reward the hard work of the site supervisor through a token of appreciation. Also, send thank-you letters to others at the agency who assisted your students.
   Students could send thank-you notes with information about what their experience with the agency has given them.

3. **Have a formal presentation of the project(s) to agency representative(s).** If your students' service-learning experience was an in-class project, then you may want your students to invite the agency representative to class. With the agency representative present, the students could give an oral presentation, after which they present their finished project to the agency representative. This format allows students to share with their classmates what they have been working on all quarter/semester. It also brings closure to all the participants.

4. **Talk to the site supervisor and/or community representative to celebrate, share evaluation results and plan needed revisions.** It is beneficial to build ongoing relationships with your agencies. You can do this in person or on the telephone. It is wise to get together after you have had some time to reflect, discuss what went well and what did not. This is the time to make revisions that will improve the partnership next time. The site supervisor or community representative is an excellent source of information about how to improve the service-learning experience for your students in the future.

5. **Write up your learning experiences and your students' responses and publish them.**
(Stacey, Rice & Langer, 2001:34-35).

Remember, there are many others who would like to read about your experience using service-learning, so write it up and present it at a conference or in an article for a journal on educational issues.

6   Reflections on challenges for students; academic staff and service providers, and meeting the challenges

■ **Getting Real: The Challenges of Service-Learning**
(Satterlund, 2002:18-21; Stacey, Rice & Langer, 2001:45-46)

❏ **Challenges for Students**

☞Transportation issues keep many students "choosing" placements that are within walking distance out of convenience versus interest or motivation

☞ Lecturer / Class schedules may conflict with community partner availability.

☞ Personal interests may not be reflected in the available placements for the module.

☞ Module /Course expectations may be such that students feel overwhelmed by the addition of a service requirement OR unsure what is expected of them by their professors in the service site, assignments, or class discussions.

☞ Personal comfort zones are just that—personal and diverse. Some students are eager to work with the unfamiliar, different and ambiguous. Some are not.

☞ Lack of experience with community needs can lead students to focus entirely on their own needs and neglect those of the community.

☞ Expectations of the service placement, their own capabilities, or those of the clients they are working with may be unrealistic.

☞ A sense of entitlement on behalf students may cloud their perceptions of clients or the organisation. They may simply focus on "serving their time."

☞ Inexperience with such a course or group of people can make service-learning uncomfortable.

☞ Community partners work with constant staff changes, changing needs, their own set of expectations about the university students, limited staffing to supervise and mentor our students, and limited time for effective and continuous communication.

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☞ Stereotypes held of clients, service itself, etc. if not addressed, get in the way.

❑ **Challenges for Academic staff**

☞ Meeting student needs and expectations can be difficult when you have students of various ages, some students without transportation, or students with unrealistic expectations.

☞ There is only so much time to cover specific module material, assessment, develop lessons and reflection activities, research, mentor, publish, sit on committees, work out placement problems, eat, sleep, commute, care for partners or children, feed the dog, …academic staff have limited time.

☞ Not having visited your placements sites puts you at an awkward disadvantage as you do not know exactly what your students are experiencing.

☞ Your expectations for the service site may be unrealistic can leave you with placement sites that are not ideal, or at best, mediocre in providing your students with more specific and direct linkages to course content and course goals.

☞ The University-Service provider relationship is a tenuous one with complications. Issues can run deep, creating complex social and racial constraints on many interactions between your students, community members, and partners. This adds a dimension to the service experience for some of your students that they may be unprepared for, yet you must deal with them.

☞ Quality of student experience comes down to every student's investment and participation, making it difficult to assess "success" or "failure" in academic terms.

☞ Quarter / Semester schedule constraints keep many potential community partners out of reach as potential placements.

☞ Lack of control over agency needs and realities creates unexpected problems for your students (and you) over the semester.

☞ Organisations / Agencies, though they have good intentions when partnering with us, are focused on meeting the needs of the clients they serve. This means that sometimes your requests must wait until more pressing client needs have been met. It can take time to get information from partners and your students must learn to be assertive (but not demanding!) with voicing their questions and needs.

☐ **Challenges for Service Providers / Community Partners**

☞ Service providers / Community partners have real practical needs for community support and often they need more support than they can actually get.

☞ Student entitlement and inexperience can make it difficult to work with them in meaningful ways.

☞ Semester schedule constraints are becoming less and less feasible for many of our partners as they face higher costs to screen, train, and supervise volunteers.

☞ Limited knowledge of module/ course outcomes and specific student needs have left some agencies ill prepared to work with students in ways that would be more meaningful to them.

☞ Student expectations may not be met because of organisational change, client needs, or budget cuts. Poor student follow through in the past has created stereotypes about such volunteers. These low expectations have created low quality volunteer assignments for students in some cases.

☞ Needs do not match with module/ course needs or expectations, yet the community partner does not want to pass on the opportunity to work with students or volunteers that may commit.

☞ Mission is client-based, not volunteer-based nor volunteer-driven (volunteer refers to student).

☞ Poor communication of needs, expectations of students, or capabilities leaves some partners disappointed in student volunteers.

☞ Agencies need resources to maintain on-going contact/supervision with student volunteers, yet often lack them. Thus they rely on students to be autonomous.

☞ Understaffed, overworked, underpaid staff members have limited energy for handling challenges.

☞ Service providers /Community agencies are impacted directly by unanticipated client needs. They are there to serve clients first, and that means that we, the university and students come second, third or sometimes last.

● **What would you do?**

You are on your way to a meeting and have a few minutes to check your email. You get an email from one of the community partners your class is working with, which reads: "I just wanted to let you know about the status of two of your service-learning students.

They were all set to volunteer here and have cancelled the last 2 Wednesdays. Please let them know that we will not be needing their services. We cannot put work on hold awaiting a service-learning volunteer for an extended length of time. This is a problem we have had in the past with your service-learning students and I will have to reconsider future participation in your program. Please pass on our disappointment in their lack of consideration to our non-profit's needs and our dissatisfaction with your overall programme. It is a good programme in theory, but doesn't fit well in the real business world. Warmest Regards, Supervisor at community organisation."

■ Problem-solving: Meeting the Challenges Head-On

In anticipating the challenges that can accompany any service-learning module, here are a few points to keep in mind:

- ❏ Effective communication is everything.
- ❏ Communicate with your students what your goals (and outcomes) are for the service and the learning at the beginning of the class and throughout.
- ❏ Communicate with the service-learning staff as often as you like. Ask questions, share information, make suggestions, and visit your placement sites.
- ❏ Communicate with your community partners. Call or email once a month.
- ❏ Have a back-up plan in case a placement falls through. How will such problems impact students' projects, discussions or grades?
- ❏ Develop a protocol for anticipated problems and share it with your students, community partner(s) and the service-learning staff.
- ❏ Clarify and integrate your reflective assignments with your module / course.

7   Self assessment and self study activities

■ Self study activities

1.   Compile a study guide for students on the service-learning module which you are teaching Identify learning outcomes specifically addressable through service-learning experiences.

2.   Compare and contrast the benefits of service-learning curriculum and traditional higher

education strategies.

3.   Assess student learning resulting from service-learning.

4.   Develop evaluation devices pertinent to service-learning.

■ Self assessment

1.   To what extent is the design of the SL module / course in alignment with the purpose of the programme and with other programme design elements?

2.   *Is the module/ course well organised and structured?*

3.   *Are the goals, learning outcomes and content of the course made clear to students?*

4.   *How effective are/were the teaching methods (specify) employed on the module?*

5.   *Does the module provide opportunities for active learning, group interaction, etc.?*

6.   *Is the module content relevant, stimulating and pitched at the right level?*

7.   *Is the assessment on the module fair? How do you plan to receive adequate feedback so that you can understand if something is going wrong? What opportunities are there for you to learn from your mistakes?*

8.   *To what extent do you believe that the teaching methods, module/course materials, assessment methodology and tasks and student support will provide the students with a fair chance to succeed in this module?*

8   Conclusion

Thank you for using service-learning in your modules and academic learning programmes. We know that it is not always a smooth "journey," but as a pedagogy, when put into practice and when well supported, it is a powerful learning experience for students and you.

You are making a great contribution to your students, our university and the service providers and community. We appreciate your continued efforts.

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Assessment Publications and Sites in Service-Learning

Assessment and Evaluation in Service Learning Bibliography (a National Service-Learning Clearing House PDF file from the University of Minnesota):
http://nicsl.jaws.umn.edu/res/bibs/assessment.pdf

Campus Compact's Evaluation and Assessment in Service Learning:
http://www.mc.maricopa.edu/academic/compact/Evaluation/index.html

Campus Compact's Assessing Internal and External Outcomes of Service-Learning Collaborations:
http://www.mc.maricopa.edu/academic/compact/Outcomes/index.html

National Service Learning Clearing House: Service-Learning and Evaluation:
http://nicsl.jaws.umn.edu/res/bibs/slev.htm

Project STAR Evaluation Assistance (Corporation for National Service sponsored Technical Assistance): http://www.projectstar.org/star/AmeriCorps/ac_index.htm

Service Learning Research and Develoment Center, UC Berkeley: Publications and Monographs on Assessment in Service-Learning:
http://www-gse.berkeley.edu/research/slc/rande/pubs.htm

UCLA Service Learning Clearing House Project: Assessment of Service Learning in Higher Education: http://www.gseis.ucla.edu/slc/assess.html

Assessment Instruments for Service-learning

Compendium of Assessment and Research Tools (CART): http://cart.rmcdenver.com/

Service Learning Research and Development Center, UC Berkeley: Instruments and Protocols: http://www-gse.berkeley.edu/research/slc/rande/instrums.htm

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APPENDICE

Appendix A: Checklist for the compilation of study guide for a course /module integrating service-learning

APPENDIX A:

Checklist for the compilation of study guide for a course /module integrating service-learning

This checklist is designed to guide you in compiling your study guide.
The items suggested give detailed guidelines as to the possible structure and composition of a study guide.

A   ORGANISATIONAL COMPONENT

Please note that some of the aspects that form part of the organisational component might be included in a departmental information booklet that is also distributed to students. If this is the case it is important that the study guide refers to this document and relevant paragraph numbers.

It is important that all the resources of a module form an integrated package.

1 General premise and educational approach	✓
The guide contains the name of the author, date of compilation and copyright statement.	
The guide contains a table of contents and page numbers.	
The module title and module code are provided.	
The guide contains a word of welcome.	
The significance of the module is highlighted. Stating clearly the community service learning component	
A clear overview of the module is provided (schematically or in words) and indicating the community service-learning	
The educational approach is highlighted.	
Expectations in terms of self-directed/flexible learning/ service-learning are clarified.	
The roles of the students and the lecturer are described (**and** the community partner).	
Instructions for the use of study materials are clear (e.g. textbook, WebCT course, multimedia).	
Difficult terminology used in the guide is clearly described (e.g. action words of outcomes).	

2 Contact information	✓
Contact information of lecturer(s)	
Name	
Building and office number	
Telephone and fax numbers	
E-mail address	
Consulting hours	
For WebCT module: digital photo of lecturer and brief CV (both optional)	
Contact information of other relevant individuals	
Secretary	

Teaching assistants/tutors	
Community agency /Service Provider	
Centre for Community Engagement / Service-Learning and staff support	
Other (e.g. support person for the online environment)	

3 Administrative arrangements	✓
Time table and/or schedule/s: lectures and service-learning hours	
Venues	
Due dates for assignments, tasks, reflection documents; portfolios (if available)	
Dates of community service-learning/ formal tests/examinations / presentations (if available)	
Arrangements for communication (e.g. notice boards; telephone; e-mail; WebCT tools)	
Arrangements for submission of assignments (e.g. hand in, post, fax, e-mail; WebCT tools)	

4 Study materials	✓
References to the prescribed textbook and other additional study materials are provided.	
A detailed bibliography/list of references is provided.	
For a WebCT module, links to relevant Internet sites, PowerPoint slideshows, electronic journal articles and scanned articles or chapters in textbooks may be provided (in consultation with the instructional designer and information specialist).	

5 Learning activities	✓
The number of contact sessions that will take place is provided.	
The number of community service-learning hours that will take place is provided (Record Form)	
The distribution of the available notional hours between various learning activities is stipulated.	
The description and purpose of learning activities is given (e.g. service-learning, tutorials, interactive television, quizzes, discussions, chat sessions, student presentations etc.).	
Expectations regarding all learning activities are clearly stated.	
Specifications and guidelines for individual assignments are given.	
Specifications and guidelines for group assignments are given.	
Specifications and guidelines for reflecting/reporting on the community service-learning	

6 Assessment	✓
The following aspects regarding regulations and policy are clearly stated:	
Pass requirements	
Formula for calculating semester and year marks	
Policy on absence from community service-learning site, tests or late submission of assignments/research papers is provided.	
Policy on academic dishonesty/plagiarism is provided or referenced.	
Assessment methods and strategies	
Assessment methods are aligned with the specific learning outcomes and the main	

outcome of the module.	
Clear guidelines and assessment criteria regarding each of the assessment methods are provided.	
An indication is given of grading for participation in learning activities, where applicable.	
Clear information regarding format and mark allocation is provided.	

B   STUDY COMPONENT

7 Module specifications	✔
The purpose of the module is clearly described.	
The competence that is required of students after completion of the module is clearly defined.	
The knowledge, skills and understanding required for competent performance that will support the achievement of the outcomes of the module are clearly stated (learning presumed to be in place).	
It is made clear how this module articulates and interrelates with other modules (schematically or in words).	
The critical cross-field outcomes that are addressed in the module are clear and have been contextualised.	
The service-learning component is clearly described	

8 Study units/study themes	✔
Specific learning outcomes are provided.	
Outcomes do not only focus on lower-order knowledge but also provide for integration of higher-order knowledge, skills and attitudes.	
The outcomes contain active verbs.	
The specific learning outcomes of all the study units sustain the broader module outcome.	
The assessment criteria are clearly defined and have been contextualised within the assessment strategies.	
The knowledge base required for the competent performance in the module (embedded knowledge) is clearly described.	

9 Criteria for service-learning module /course designation The module /course should	✔
…have a service-learning component described in the syllabus	
…integrate community issues and lecture hall learning	
…include preparation of students for the community environment such as tours, presentations, and/or readings	
…provide structured opportunities, such as writing assignments and group discussion, for students to reflect on the connections between their service experience and module/ course outcomes	
… include an assessment of student ability to integrate the academic and community experience	
…take place at sites evaluated and approved by the course instructor in partnership with	

the community	
… be evaluated by the student, community partner (service provider), and the lecturer	
The service learning component and its relative weight in the final module / course mark allocation will be explicitly listed in a module/course syllabus of a course using a service-learning pedagogy.	

C   GENERAL CRITERIA FOR STUDY GUIDES

The guide has been edited for correct language usage.	
Provision of the guide in both English and Afrikaans has been considered.	
The writing style is relaxed and learners are directly addressed.	
The guide is thorough, logical and complete, though not complex.	
Numbering is correct and complete.	
Appropriate referencing techniques are used.	
Copyright requirements have been adhered to.	
The structure, layout, language usage and content of the guide comply with the needs of the target group.	
The study guide provides for opportunities for interaction with the material and other students.	
Student support, including technology support where applicable, is provided.	