Magna20MinuteMentor

Supplemental Materials

How Do I Get Started with Service-Learning?

Presented by:

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MAGNA

Models of Service-Learning in the Curriculum

Barbara Jacoby, Ph.D.

Course where service-learning is optional: Students in a course choose from 2 or more options for achieving course goals, including service-learning, case studies, research papers, or other projects. Reflection may be different for students engaged in the service option and those who are not.

Service-learning/fourth-credit option: Students can negotiate a learning contract with a faculty member in any course in which the faculty member is willing to work with the student to design a service-learning component to supplement the basic course. The service-learning component includes intentional reflection; the credit is awarded for demonstration of learning, not for the service alone.

Service-learning course: All students in the course are involved in service-learning. Reflection is integrated throughout the course and linked to learning outcomes. This can occur in a general education or a discipline-based course.

First-year experience: Service-learning is often integrated into first-year seminars or courses to introduce students to the concept of service-learning, to the community in which the university is located, and to how students can build skills in writing, critical thinking and/or a content area through active learning.

Service-learning internship or independent study: Can allow students in any major to work in the community for more substantial amounts of time, attend class (often a minimum of hours), and engage in on-going reflection and intentional application of academic learning.

Field work service-learning: Students in professional programs, such as teacher education, nursing, or human services work in the community, often several times throughout their coursework generally for increasingly lengthy periods of time. For field education to be considered service-learning, reciprocal partnerships, reflection, and intentional integration with academic content are critical.

Community-based research: Under the supervision of a faculty member, students engage in research *with* the community, designed to benefit all partners. Community members are involved in every stage of the research process.

Service-learning capstone: A service-learning capstone course is a culminating experience that enables students to integrate their learning from throughout their college experience, to make meaning of it, and to think about how they will use it in the future. They often involve a research project or substantial service experience with critical analysis and a final written paper and/or presentation.

International service-learning: Takes many forms, including a course that involves an alternative spring break, a 3-week winter break, or a summer experience in an international setting. Often these courses involve service in a local community that is related to the work the students are doing abroad.

Course sequencing: A series of courses are taken in order, each one building on the work of the previous, with the service and the reflection becoming deeper and more critical. Students may partner with the same or different community agencies throughout the sequence. This can involve a multidisciplinary approach.

Engaged department or program: One or more courses may integrate service-learning, no matter which faculty member happens to teach it in a given semester. In some cases, an entire department will engage deeply and broadly with a community on a particular issue, such as health or education. Multiple courses may engage students in community-based research and service at various levels.

Engaged university: An institution as a whole makes a commitment to a genuine and sustained partnership with the local community. This is evidenced in every aspect of campus policy and programs, including faculty and student recruitment, curriculum, facility use, sustainability, shared resources, and community engagement in campus decision making.

– Adapted from K. Rice, Building Reciprocal Campus-Community Partnerships

Service-Learning Course Design

Worksheet

Course_____

Semester/Quarter_____

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Step I: Consider how service-learning will help students achieve your desired learning outcomes.

1. What are your desired learning outcomes for the course you are planning? Or, if you are revising a current course design, what are the learning outcomes now and what would you like them to be?

2. What pedagogies align with the desired learning outcomes (e.g., research papers, lecture, demonstration, problem-based learning, class discussions, service-learning)?

3. What desired learning outcomes are best achieved through service-learning? Why?

4. What approvals are necessary before you can teach this service-learning course?

Step II. Determine how the combination of service and academic content will enable students to achieve the learning outcomes.

A. Service

1.   What types of service are appropriate for the course?

- Nature of service activities?

- Service locations?

- Client populations?

- Other factors?

2. Will the service be required or optional?

3.   How much service will the students do? How frequently? What duration?

Course materials and classroom activities

1. What readings and other materials will complement the service?

- Introduction to service-learning

- Community context

- Needs to be addressed

- Historical and theoretical perspectives

- Underlying social issues

2. How will reflection be:

- Continuous?

- Connected?

- Challenging?

- Contextualized?

3. In what reflection activities—both subjective and objective--will students engage?

- Telling

- Writing

- Activities

- Multimedia

4. How will you use class time?

- Lectures

- Guest speakers

- Small group activities

- Discussion

5. What assignments will be required?

- Weekly

- Mid-term

- Final

Step III. Initiating community partnerships.

1. How will you identify community organization partner(s)?

2. Who will be responsible for initiating and developing the partnership?

3. When will you first visit the service site(s)?

4. What are the needs of the community organization?

5. How many students does the organization need? With what knowledge and skills? To do what tasks?

6. What role, if any, would the community partner like to have in deciding which students will serve at the site?

7. How much service does the organization want the students to do? How frequently? What duration?

8. Will you do service with the students? If not, will you revisit the service site? At what points?

9. What assets does the community organization have that contribute to your desired students learning outcomes?

10. How well do the community organization's needs and assets mesh with yours?

11. How would the organization like to be involved in reflection?

12. Would your community partner like to be involved in the classroom? How? What compensation can you provide?

13. How will you stay in touch with your community partner?

Step IV. Assessment and Evaluation

A. Students

1. How will students demonstrate learning from their service experiences and other assignments? What measures will you use?

2. At what points will you assess learning?

    * Weekly, bi-weekly

- Mid-term

- Final

3. What will be the community organization's role in evaluating students' performance at the service site?

4. How will grades be determined?

5. How will you obtain the students' assessment of the success of the course?

B. Community

1. How will you measure the extent to which the community partner's desired outcomes have been achieved?

2. How will you work with your community partner to use the evaluation results to plan for the future of the partnership? Of the course?

Step V. Develop the syllabus.

1. Prepare a draft syllabus including the following elements:

- Rationale for service-learning

- Nature of the service experience

- Students' roles and responsibilities in the service experience (e.g., time required, location, transportation- See Step IV, #3)

- How the service experience will be assessed and what will be assessed

- Readings and course materials

- Course assignments that connect the service and the academic content

- Description of the reflective process; reflection activities

- Grading policy and process

2. Visit the community partner to discuss the draft syllabus. (Provide the syllabus in advance.)

3. Based on community partner input, revise the syllabus as appropriate.

   - What revisions will you make to your expectations of students in terms of their service?

   - What modifications will you make in course materials based on your community partner's contributions?

Step VI. Prepare to manage the process.

1. What back-up service site can you identify for students who are unable to serve at the community partner site?

2. How will students be prepared for the service experience?

   - On campus?

   - At the service site?

3. What logistical issues need to be addressed?

   - Tools and materials

- Training

- Appropriate dress and behavior

- Transportation

- Safety

- Risk management

- Required security procedures (e.g., forms to be completed, background checks)

4. What problems can be anticipated?

5. What campus resources are available to assist you along the way (e.g., service-learning office, faculty colleagues experienced in service-learning, university counsel, student affairs colleagues)?

6. How will you handle the really tough questions that arise from the students and the community?

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Congratulations! You have completed the course design. Go forth and teach your service-learning course!

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How Do I Get Started With Service-Learning? References and Resources

Compiled by: Barbara Jacoby, Ph.D.

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Web:

Campus Compact
http://www.compact.org
Faculty resources: Syllabi by discipline
http://www.compact.org/category/syllabi

National Service-Learning Clearinghouse
http://www.servicelearning.org
Service-Learning Ideas and Curricular Examples (SLICE): Higher education
http://servicelearning.org/filtered_slice/1

Community-Campus Partnerships for Health
http://www.ccph.info

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