

Elevate Your Experience

University of Colorado Denver

*Experiential
Learning
Center*

Thank you for taking an interest in the expanding service-learning program at UC Denver. This faculty guide was designed to get you started on the path to incorporating service-learning (SL) into your curriculum. Service-learning is a proven method of instruction that engages students, enhances learning, and improves communities. This guide provides information, tools and resources to assist faculty who are new to service-learning as well as to those currently using service-learning as a teaching strategy. You'll find practical information, including service-learning best practices, reflection activities, course design tips and other helpful resources. These tips will guide you through developing a new course or adding a service component to an existing course.

The time is ripe for increasing service-learning and other experiential learning activities on our campus. The University of Colorado Denver Strategic Plan 2008 - 2020 calls for *"delivering an outstanding and innovative educational experience"* (Strategic Priority 2, p.19) that includes *"creating additional experiential learning opportunities for students"* (Objective 2.9.2, p.22), and *"evolving reward systems to increase... collaborations and experiential learning"* (Objective 2.5.2, p.21).

Service-learning activities align naturally with UC Denver's:

mission of *creating, discovering, and applying knowledge* that must be applied to the needs of communities and society;

vision of being a leading public university with a global reputation for excellence in learning, research and creativity, **community engagement**.....

values of embracing excellence in learning, innovation, inclusiveness and citizenship

The Experiential Learning Center (ELC) serves as the primary campus resource for the promotion and coordination of experiential learning activities. The goal of our Community Engagement Program is to facilitate learning through service in the community by coordinating academic and co-curricular service activities that contribute to the needs of the community. The ELC serves as a liaison between the faculty and community partners for integrating service-learning into courses and developing relevant service opportunities for students.

One of the biggest obstacles facing faculty newly interested in offering a service-learning course is the time needed to work out logistical details. The Experiential Learning Center offers faculty a variety of services. We are happy to meet individually with you to assist with course development and implementation. We hope to partner with you to increase experiential learning opportunities for UC Denver students

Sincerely,

Lissa Gallagher
Experiential Learning Center Director

Faculty Guide to Service-Learning

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About the Experiential Learning Center (ELC)

The Experiential Learning Center (ELC) serves as the primary campus resource for the promotion and coordination of experiential learning activities. Serving students, faculty, employers, and community partners, we coordinate academic internships, co-ops, and community engagement activities, and promote undergraduate research experiences.

Mission

The Mission of the Experiential Learning Center is to enrich student learning by facilitating community-based experiences integrating academic knowledge, professional development, and active citizenship.

Goals

- Enhance student learning and outcomes through experiential learning
- Promote experiential learning as a distinctive advantage of a UC Denver education
- Build strategic alliances with UC Denver's colleges, schools and academic departments and other key university units, employers, community partners and professional peer groups to provide the effective delivery of experiential learning services and opportunities for students
- Expand the delivery of services to students who seek internships, co-ops, service-learning and community engagement activities and research opportunities

We Can Assist You

The Experiential Learning Center's Community Engagement Program offers support for academic service-learning. We coordinate projects and partnerships for and with faculty, students and student groups. Our office provides information and resources for faculty members interested in integrating service-learning into their courses. We:

- Maintain *VolunteerLink*, our online database of service options and community partners.
- Provide discipline-specific experiential learning resources
- Identify community organizations relevant to the academic goals of your course
- Serve as liaison to community partners and coordinate service-learning activities
- Arrange appropriate service placement in Denver and non-profit agencies
- Offer assistance and support for developing service learning courses
- Recommend reflection activities and resources
- Support discussions in and out of classroom
- Assist with facilitation of in-class reflection sessions
- Survey community partners to ensure needs are being met
- Maintain institutional records on service learning activities
- Coordinate risk-management issues associated with experiential learning
- Schedule guest lecturers from non-profit agencies
- Increase visibility of service learning classes to potential students

Community Engagement Staff Members

Lissa Gallagher, Director
lissa.gallagher@ucdenver.edu
303.556.2253

Eric Pianowski, Service Learning Coordinator (VISTA)
eric.pianowski@ucdenver.edu
303.556.6100

Lydia Hooper, UCAN Serve Coordinator
lydia.hooper@ucdenver.edu
303.556.4637

Kris Sixma-Long, Student Service-Learning Coordinator
kris.sixma-long@ucdenver.edu
303-556-6656

Brief History of Service-Learning in the United States

Community service and civic engagement have a long history on American campuses beginning in the 19th century and finding revitalization in the 1960s, 1980s, and today. The term 'service-learning' was coined in 1967 by educators Robert Sigmon and William Ramsey (Stanton, Giles, & Cruz, 1999).

In the 1960's Service-learning was marked by numerous initiatives including: the creation of the Peace Corps, VISTA, college work-study, and the White House Fellows programs. In higher education, learning became further linked to service through professional clinical training, experiments, and connections to practice settings. In 1969, service-learning scholars and participants concerned with higher education and community service met in Atlanta to discuss the pros and cons of service-learning and the importance of implementing these types of programs in American colleges and universities. Since that first conference, higher education and community educators have continued to advocate for best practices for service-learning.

During the 1970s, research on experiential learning and service-learning increased. Associations focusing on these concepts emerged and by the 1980's, service-learning had grown significantly. Major initiatives included the creation of Campus Compact, a coalition of colleges and universities committed to fulfilling the public purposes of higher education. The concept of using spring and fall breaks for service also emerged; 1987 marked the creation of the Carnegie Unit on service. In 1989, more than 70 organizations collaborated to produce ten principles of good practice in service-learning, described on page 11.

Since the 1990s important milestones in service-learning have been reached. The National and Community Service Act of 1990 was passed, followed by the National Service Bill in 1993 (leading to the development of AmeriCorps and other programs linked service to learning). Campus Compact expanded significantly during the 1990's, resulting in an increase of state organizations, national institutes, journals, and members. UC Denver joined Campus Compact in the in the mid-1990's; former Chancellor Georgia Lesh Laurie served on its board.

During this time, the Association of Supervision and Curriculum Development endorsed the importance of linking service and learning, and publications focusing on service-learning increased, including Campus Compact publications and the Michigan Journal for Community Service-Learning. Through the work of the University of Colorado Boulder Peace Studies Center, a service-learning Internet network evolved, supporting an ever-increasing number of service-learning programs in higher education institutions.

Adapted from: Sigmon, R. (1996). Journey to service-learning: Experiences from independent liberal arts colleges and universities. Washington, D.C.

Section 1: Introduction to Service-Learning

What is Service Learning?

Service-Learning is a type of experiential learning that engages students in service within the community as an integrated aspect of an academic course. Service learning is a structured learning experience combining community service with explicit learning objectives, preparation, and structured opportunities for reflection. In a very real sense, the community becomes a text for the class. Students involved in service-learning are expected to not only provide direct community service but to also learn about the context in which the service is provided, the connection between the service and their academic coursework, and their roles as citizens (Seifer, S. & Jacoby, B.).

Service learning is an accepted, rigorous, academic, and discipline-based pedagogy distinct from other traditional and experiential approaches to teaching and learning. When done effectively, service-learning greatly enhances the educational experience for students, faculty, the university and community at large. The core concept driving this educational strategy is that by combining service objectives and learning objectives, along with the intent to show measurable change in both the service recipients and the service providers, the result is a radically-effective transformative method of teaching students (Learn and Serve America).

The hyphen between the words "service" and "learning" suggests there is a balance between learning goals and service outcomes that are achieved only through integration of each component. Students, faculty, and community members are interconnected partners; each playing a critical role in this dynamic process. Students contribute to the community knowledge, energy, and ideas; the community provides students with real-life experiences and observations. The faculty facilitate learning by integrating the experience into course curricula.

Examples of Service-Learning

While service-learning may not be suitable for every course, it can be used in most disciplines, as evidenced by the examples below.

In an **engineering design** course, students design and build mechanical devices to assist people with physical, developmental or learning disabilities.

Landscape architecture students design and plant a community garden at a women's shelter.

Computer science student projects develop databases for non-profit agencies.

As part of a **biochemistry** course, students conduct seminars for teens on the effects of substance abuse on the body.

An **anthropology** professor instructs a course entitled "Aging: From Biology to Social Policy;" in which students are encouraged to volunteer in elderly support organizations providing students opportunities to explore the applications of course content to real world events.

Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.

Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

History students publish a local cultural journal that reports on unique community aspects.

Political Science students work with grass roots senior citizen's groups to lobby for legislation that better meets older people's needs. Grass roots organizing techniques are stressed.

Goals of Service-Learning

- To enhance student learning by joining theory with experience and thought with action.
- To fill unmet needs in the community through direct service which is meaningful and necessary.
- To enable students to help others, give of themselves, and enter into caring relationships with others.
- To assist students to see the relevance of the academic subject to the real world.
- To enhance the self-esteem and self-confidence of students.
- To develop an environment of collegial participation among students, faculty, and the community.
- To give students the opportunity to do important and necessary work.
- To increase the civic and citizenship skills of students.
- To assist agencies to better serve their clients and to benefit from the infusion of enthusiastic volunteers.
- To expose students to societal inadequacies and injustices and empower students to remedy these issues .
- To develop a richer context for student learning.
- To provide cross-cultural experiences for students.
- To better prepare students for their careers / continuing education.
- To foster a re-affirmation of students' careers choices.
- To give students greater responsibility for their learning.
- To help students know how to get things done!
- To impact local issues and local needs.

Benefits of Service-Learning

Research indicates that service-learning achieves many of the goals listed above and has a positive impact on academic learning. Service-learning students have reported:

- Deeper understanding of course material
- Improved ability to apply material they learn in class to real problems
- Motivation to work harder
- Increased connection to the college experience through stronger ties to students and faculty
- Improved leadership skills
- Reduction in negative stereotypes and an increase in tolerance for diversity
- Deeper understanding of the complexity of social issues
- Increased sense of connection to the community
- Greater self-knowledge

Adapted from: Eyler, J. & Giles, D.E. (1999). Where's the Learning in Service-Learning? San Francisco: Jossey-Bass.

UCLA's Higher Education Research Institute conducted a national study on service-learning and found that service participation was significantly related to gains in 11 outcome measures, including: academic performance, values, self-efficacy, leadership, choice of a service career, and plans to participate in service after college. (Astin, Vogelgesang, Ikeda, & Yee, 2000). The benefits associated with course based service-learning were strongest for academic outcomes, especially writing skills (Astin). Qualitative findings suggest, students participating in a service-learning course are more engaged in the classroom experience, had an increased sense of personal efficacy, and an increased awareness of the world and of their own personal values (Astin).

Studies conducted by Cairn and Kielsmeier (1991) and Kraft and Swadener (1994) indicate the following outcomes for students involved in service learning:

Personal Growth: Increased self-esteem and confidence
Increased personal responsibility
Increased sense of personal efficacy

Career Development: Active exploration of career interests
Understanding of the world of work
Specific job skill
Hiring advantage over others
Greater confidence in career choice

Social Development: Increased interpersonal skills
Increased tolerance/support for diversity
Engagement in other volunteer activities
Indication of future community participation

Academic/Cognitive: Belief that service is a positive learning experience
Better grades
Persistence to graduation

Considerable research points to service-learning having a positive effect on student retention and degree completion (Eyler, Giles, Stenson, & Gray, 2000). Because service-learning, necessitates a more engaged faculty member, research suggests that faculty involvement with students directly links to increased retention and may improve overall retention rates.

Clearly, students receive significant benefits from engaging in service-learning. However everyone else involved -- faculty, community partners and the University, also have potential to gain from this type of teaching strategy.

Service-learning benefits **faculty** by:

- Providing new ways to teach familiar material, thus re-engaging faculty
- Offering professional development challenges
- Engaging in meaningful interactions with the community

- Encouraging interactive, mentoring relationships with students
- Providing reminders for faculty of the direct consequences of their teaching upon society
- Engaging faculty across academic disciplines through a shared approach to teaching
- Identifying current trends and issues that might inform research
- Creating new opportunities for research and scholarship
- Increasing opportunities for professional recognition and reward
- Contributing to tenure and other review files

By participating in service-learning, **community partners** can:

- Expand their base of volunteers
- Cultivate future generations of engaged citizens
- Work with students who are enthusiastic and motivated to learn, who bring with them insights, perspectives, and knowledge
- Help shape student learning and their knowledge of the surrounding community
- Form partnerships that foster positive campus-community collaborations
- Educate and inform UC Denver students and faculty about issues of importance to the organization and population(s) they work with.
- Develop short and long term solutions to pressing community needs
- Identify ways to expand current services
- Enrich roles for supervisors

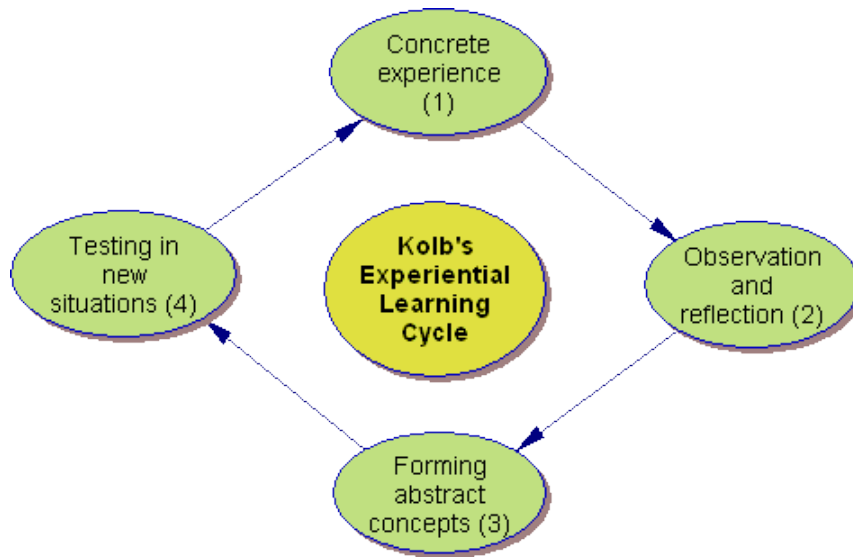
The University benefits from service-learning through:

- Enhanced teaching, research, and outreach activities
- Faculty and student engagement in local and state issues
- Opportunities to extend campus resources
- Positive community relationships
- Increased retention rates
- Increased preparation of graduates

Theoretical Framework for Service-Learning

Building upon the work of John Dewey and Kurt Levin, American educational theorist David A. Kolb believes “learning is the process whereby knowledge is created through the transformation of experience” (1984, p.38). Kolb’s “Experiential Learning Model” provides a useful framework for integrating experience and synthesizing elements of service learning. The theory presents a cyclical model of learning, consisting of four stages shown below. A person may begin at any stage, but must follow each other in the sequence:

- concrete experience (or “DO”)
- reflective observation (or “OBSERVE”)
- abstract conceptualization (or “THINK”)
- active experimentation (or “PLAN”)



Kolb's four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences. The first stage, **concrete experience** (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, **reflective observation** (RO), is when the learner consciously reflects back on that experience. The third stage, **abstract conceptualization** (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, **active experimentation** (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

Adapted from: Learning Theories Knowledgebase (2010, January). Experiential Learning (Kolb) at Learning-Theories.com. Retrieved January 21st, 2010 from <http://www.learning-theories.com/experiential-learning-kolb.html>

Section 2: Principles and Best Practices

The following principles have provided a framework for many service-learning programs and have shaped the manner in which faculty members conceptualize their individual courses.

The Wingspread Principles of Good Practice for Combining Service and Learning

These principles have been regarded as the foundation for all effective service-learning programs by schools and campuses across the nation. Finalized in the spring of 1989 at the historic Wingspread Conference, these Principles represent the collaborative effort of more than seventy-five national and regional organizations committed to community service and experiential education.

An effective and sustained program:

- Engages people in responsible and challenging actions for the common good.
- Provides structured opportunities for people to reflect critically on their service experience.
- Articulates clear service and learning goals for everyone involved.
- Allows for those with needs to define those needs.
- Clarifies the responsibilities of each person and organization involved.
- Matches service providers and service needs through a process that recognizes changing circumstances.
- Expects genuine, active, and sustained organizational commitment.
- Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
- Insures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
- Is committed to program participation by and with diverse populations.

Source: Honnet, E. P., & Poulson, S. J. (1989). Principles of good practice for combining service and learning. (Wingspread Special Report). Racine, WI: The Johnson Foundation.

Principles of Good Practice for Service-Learning Pedagogy

Jeffrey Howard of the University of Michigan identified ten principles of good practice with regard to service-learning as a pedagogy to insure full integration of students' service experiences and course learning. The following principles can serve as a useful checklist as you consider implementing service-learning as part of your course.

Principle 1: Academic Credit is for Learning, Not for Service

Academic credit should not be awarded simply for performing service, but rather for the student's demonstration of academic and civic learning. Course goals and student learning should be assessed in rigorous manners regardless of whether they are reached through experiential or through more traditional means. Assessment tools should be designed that will measure student learning in multiple contexts.

Principle 2: Do Not Compromise Academic Rigor

Students engaged in service-learning should be provided with the same opportunities for academic rigor and should be assessed under equal—if different—criteria as are students engaged in non-service-based courses or projects. Service-learning students must not only master academic material, but also learn how to learn from unstructured community experiences and merge that learning with the learning from other course resources. This makes for challenging intellectual work, commensurate with rigorous academic standards.

Principle 3: Establish Learning Objectives

It is a service-learning maxim that one cannot develop a quality service-learning course without first setting explicit learning objectives that complement specific service opportunities. This principle is foundational to service-learning, as well as to choosing appropriate community partnerships through which learning goals can be met. Learning goals in the service-learning classroom, as in any other classroom, should be articulated clearly, as should criteria for student assessment. When appropriate, students can participate in the creation of learning goals and assessment criteria.

Principle 4: Establish Criteria for the Selection of Service-Placements

Requiring students to serve in *any* community-based organization as part of a service-learning course is tantamount to requiring students to read *any* book as part of a traditional course. Faculty who are deliberate about establishing criteria for selecting service-learning partnerships will find that students are able to extract more relevant learning from their respective service experiences, and are more likely to meet course learning objectives, than are students who are engaged in academically inappropriate (if meaningful) service. Partnerships should be chosen with regard to the best fit between the needs of the community partner (as designated by the community partner) and learning goals/outcomes for the specific course.

Principle 5: Provide Educationally-Sound Learning Strategies to Harvest Community Learning and Realize Course Learning Objectives

Requiring service-learning students to merely record their service activities and hours is only a beginning, and on its own will not likely provide students with appropriate learning experiences. Careful thought should be given to learning activities that encourage the integration of experiential and academic learning. Activities such as classroom discussions, presentations, journals and paper assignments can support analysis of service experiences in the context of the course academic and civic learning objectives. These activities should be explicit and directed in order to provide students with best learning outcomes.

Principle 6: Prepare Students for Learning from the Community

Most students lack experience with both extracting and making meaning from experience and in merging it with other academic and civic course learning strategies. Even an exemplary reflection journal assignment, therefore, will yield uneven responses without sufficient support. Provide examples of how to successfully complete assignments (e.g., make past exemplary student papers and reflection journals available to current students to peruse). Also, when appropriate, invite community partners to your class to participate in orienting students to the service-project(s).

Principle 7: Minimize the Distinction Between the Students' Community Learning Role and Classroom Learning Role

Classrooms and communities provide very different learning contexts. Each can seem to require students to assume different learning roles and styles. A goal for reducing the differences lies in shaping the learning environments so that students assume similar learning roles in both contexts. We recommend, for several reasons, re-norming the traditional classroom toward one that values students as active learners. First, active learning is consistent with active civic participation that service-learning seeks to foster. Second, students bring information from the community to the classroom that can be utilized on behalf of others' learning. Finally, we know from recent research in the field of cognitive science that students develop deeper understanding of course material if they have an opportunity to actively construct knowledge (Eyler & Giles, 1999).

Principle 8: Rethink the Faculty Instructional Role

If faculty encourage students' active learning in the classroom, what would be a concomitant and consistent change in one's teaching role? Commensurate with the preceding principle's recommendation for an active students learning posture, this principle advocates that service-learning teachers, too, rethink their roles. An instructor role that would be most compatible with an active student role shifts away from a singular reliance on transmission of knowledge and toward mixed pedagogical methods that include learning facilitation and guidance.

Principle 9: Be Prepared for Variation in and Some Loss of Control with Student Learning Outcomes

For faculty who value homogeneity in student learning outcomes, as well as control of the learning environment, service-learning may not be a good fit. In college courses, learning strategies largely determine student outcomes. In traditional courses, the learning strategies (i.e. lectures, labs, and readings) are constant for all enrolled students. However, in service-learning courses, given variability in service experiences and their influential role in student learning, it is important to anticipate greater heterogeneity in student learning outcomes and compromises to faculty control.

Principle 10: Maximize the Community Responsibility Orientation of the Course

One of the necessary aspects of a service-learning course is purposeful civic learning. Designing classroom norms and learning strategies that not only enhance academic learning but also encourage civic learning are essential to purposeful, engaged academic learning.

Adapted from: Howard, Jeffery. "Principles of good practice for service-learning pedagogy." Michigan Journal of Community Service Learning. Summer (2001): 16-19.

Characteristics of Effective Service-Learning Projects

Connection to Academic Learning

Students should be able to directly link what they are learning in the classroom to what they are experiencing in the community to enhance student understanding of course content. The service activity should be connected to course objectives and learning outcomes.

Reflection

The quantity and quality of reflection contribute to a deeper understanding and better application of subject matter, increased knowledge of social agencies, increased complexity of problem and solution analysis, and greater use of subject matter in analyzing a problem.

Placement Quality

The establishment of quality community partnerships will provide productive learning situations for students as well as genuinely useful resources to the community.

Community Voice

Community voice is vital to service-learning. Its presence in a project is a predictor of students gaining cultural appreciation, rewards in the service, a better understanding of the community, and identification with community partners.

Adapted from: Eyer, Janet and Dwight Giles, Where's the Learning in Service-Learning? San Francisco: Jossey-Bass, 1999.

Principles of Good Community-Campus Partnerships

1. Partnerships form to serve a specific purpose and may take on new goals over time.
2. Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
3. The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
4. The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
5. The partnership balances power among partners and enables resources among partners to be shared.
6. Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
7. Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
8. There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
9. Partners share the benefits of the partnership's accomplishments.
10. Partnerships can dissolve and need to plan a process for closure.

Source: Community-Campus Partnerships for Health. (2006, October). Principles of Good Community-Campus Partnerships.

Section 3: Course Design: Steps to Developing a Service-Learning Course

Developing a quality service-learning course involves several steps including planning and preparation, syllabus creation, selecting appropriate community partners, reflection activities and evaluation. This section will guide you through each of these steps.

STEP 1: Planning and Preparation

When revising an existing course to incorporate service-learning, or creating a new service-learning course, consider the following questions about your motivation and goals, student readiness, and practical concerns:

- What are some of your reasons for wanting to incorporate service-learning into your teaching?
- What changes would you like to see occur in your students by incorporating service-learning instructional activities?
- Are there disciplinary theories and concepts that can be clarified or further understood by applying them to practical situations?
- What do I want my students know, be able to do, or value as a result of their service?
- What knowledge, skills and interests should students already possess to be able to benefit from service-learning?
- What specific learning outcome(s) do I want service-learning to fulfill? (Do I want my students to deepen their understanding of a particular concept or of the overriding theories of this course?)
- Could my course content be used to address a real concern? (i.e. address an environmental, educational, or social concern; or develop materials that would be helpful to people in the community?)
- Could the skills that my students develop in the classroom be used to help people in another setting (reading to others, writing letters for someone, providing services, or addressing hunger?)
- Could students teach what they have learned to others (elderly, younger children, those with special needs, etc.?)

Use the Faculty Service-Learning Course Development Worksheet (found in section seven, page 44) to help you begin to conceptualize the type of service learning experience you want your students to have.

A. Before You Define Your Service Project...

...you will need to give some thought about the type of service-learning course you want to develop (course models), how you want to structure your service project, and the type of service contribution you want your students to make.

Six Service-Learning Course Models

Whether you are creating a new course or reconstructing an existing course, it is important to explore the various models of service-learning courses before you begin. (Heffernan 2001)

“Pure” Service-Learning

These 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. The course IS the service placement. Generally, such courses are intended to allow students to critically examine their own values and preconceptions as well as identify their place in a larger social context.

Discipline-Based Service-Learning

In this model, students are expected to serve in the community and reflect on their experiences on a regular basis using course content as a basis for their analysis and understanding. For instance, students in a Website Design and Management course might serve a community agency by spending three hours per week, for one semester, creating and maintaining a website.

Problem-Based Service-Learning (PBSL)

In 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. For example, students in a Civil Engineering Traffic Flow Theory course might be asked to study and report on a neighborhood in which traffic problems limited the mobility of senior citizens and school-age children.

Capstone Courses

Capstone courses ask students to draw upon the knowledge they have obtained throughout their coursework 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 courses 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.

Service-Learning Internships

Like traditional internships, these experiences are more intense than typical service-learning courses, with students working as many as 10 to 20 hours a week in a community setting. Students are generally charged with producing a body of work that is of value to the community or site. Service-learning 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 faculty advisors, or online journaling (Blackboard) with a faculty member providing feedback.

Undergraduate Community-Based Action Research

Just as discipline-based service-learning courses have the intent of reinforcing course content, community action research courses have the intent of reinforcing research skills. Students “do” research based on a community-identified need. Students engage in the practical, problem-solving nature of research which moves it from the abstract to the concrete. In this model, students work closely with faculty members to learn research methodology while serving as advocates for communities.

Adapted from: Heffernan, Kerrissa. Fundamentals of Service-Learning Course Construction. RI: Campus Compact, 2001, pp. 2-7, 9.

Service-Learning Project Options

As you think about incorporating a service project in your class, there are a few options to consider:

Required within a course:

In this case, all students are involved in service as an integrated aspect of the course. This expectation should be clearly stated at the first class meeting, on the syllabus, with a clear rationale provided to students as to why the service component is required. There are 2 common project designs:

- *Individual projects:* Students select a project from a list of options provided by the instructor, or students design their own projects. Students spend significant time at their service site, typically 10 – 20 hours throughout the course. Students relate academic course content to their personal project experiences either privately or during facilitated class discussions.
- *Group Projects:* The class is divided into teams who work on projects select by the instructor or they create their own project that meets course objectives. Students spend significant time outside of class at their service site. Activities of the projects enhance and reinforce academic content covered during traditional class time.
- *One-time group service projects:* Some course objectives can be met when the entire class is involved in a one-time service project. Arrangements for service projects are typically made prior to the semester and included in the syllabus. One-time projects often have different learning outcomes than ongoing service activities.

Option within a course:

Many faculty members begin service learning with a pilot project. In this design, students have the option to become involved in the service learning project. A portion of the normal coursework is substituted by the service learning component. For example, a traditional research paper or group project can be replaced with an experiential research paper or personal journal that documents learning from the service experience.

Types of Service

There are two types of service activities - - direct or indirect service. Which one is most appropriate for your class?

Direct service involves providing service directly to individuals at the agency site or in the community — person to person and face to face. Examples include tutoring or mentoring children, assisting elderly persons, serving meals at a soup kitchen, conducting health screenings at a homeless shelter.

Indirect service typically involves a project with impact on a community as a whole but does not involve working directly with individuals the agency serves. Examples include creating a video, collecting and analyzing water samples, sorting food in a food distribution center, or painting the exterior of a homeless shelter.

B. Develop Learning Goals and Objectives

Service-learning goals and outcomes, as with other courses, are broad statements that identify the general educational accomplishments or outcomes you want students to possess when the course is completed. Some examples of SL learning goals include:

- To provide cross-cultural experiences for students.
- To better prepare students for their careers / continuing education.
- To fill unmet needs in the community through direct service
- To give student greater responsibility for their learning.

Learning objectives are clear, precise statements describing what you expect the learner will be able to do or know as a result of the class. Learning objectives should:

- Speak directly to the learner
- Be clear and specific
- Be cross-referenced to readings and learning activities
- Indicate the level of learning involved
- Matched to assessment requirements

Examples of Service-Learning Objectives

- Students will evaluate their own commitment to making meaningful contributions in their communities, thereby gaining a deeper understanding of their roles as citizens.
- Students will identify course concepts as they emerge in the "real world" and compare what they are learning in the classroom to what they observe and/or experience in the context of their service activities.
- Students will work with students in other disciplines to prepare and defend a proposed sustainable community for the Colorado Department of Transportation.
- Students will design a logo for a non-profit foodservice company that delivers meals to seniors in Adams County.

C. Identify Who Does What

Overall supervision of students' service learning experiences is the responsibility of faculty however, the Experiential Learning Center and the community partner can help facilitate many of the details of the project. The following is a suggested division of responsibilities.

Faculty's Responsibilities

- Articulate learning objectives for course
- Consider options for service-learning projects.
- Develop syllabus to include service component
- Create assignments that draw upon service experience
- Insure that students are adequately prepared for service experience.
- Structure reflection opportunities into the course
- Evaluate students' performance and the service-learning project in relation to course objectives.
- Check in with community partners at least once during semester
- Clarify communication route for students if problems arise
- Incorporate celebration into course structure

Experiential Learning Center's Responsibilities

- Assist faculty in development of quality service learning projects.
- Identify potential community partners and service sites.
- Conduct orientation sessions in class or community.
- Assist students in contacting agency and working out logistics of project (scheduling, etc.).
- Provide resources and examples for reflection activities.
- Conduct reflection sessions (optional).
- Provide risk-management information and informed consent templates.
- Visit site where students are serving once during semester (optional).
- Provide evaluation resources for faculty and community partner.
- Develop and provide resources for recognition activities.

Community-Based Organization's Responsibilities

- Identify needs of agency that S-L class could fulfill
- Identify needs for volunteers, develop appropriate responsibilities and tasks for students.
- Identify maximum number of students the infrastructure can support
- Orient students to social issue, agency mission, and specific service work
- Supervise students when at service site
- Notify faculty member or Service-Learning Coordinator if problems arise
- Provide feedback on student performance
- Evaluate success of project at semester's end
- Participate in and support recognition efforts

STEP 2: Selecting Community Partners

Selecting an appropriate community partner is an important decision that will impact the success of a service-learning experience. Make sure there is a good fit between your goals for student learning and the opportunities offered by the agency. Identifying appropriate community partners is a little easier if you consider ones that have established volunteer programs, have a volunteer coordinator who can help with planning, or who already have an ongoing relationship with the Experiential Learning Center (ELC).

There are three approaches to finding community partner(s) for your course: (1) find the site yourself, (2) have the Experiential Learning Center make the initial contact with a potential community partner, or (3) have the students find their own site that meets your established criteria. The ELC staff is happy to work with you to find a good match. We can identify agencies that match your goals for service, coordinate the logistics (days, times, etc.), attend your class to present the service options to students, serve as the liaison to the community partner(s). The ELC is also available to assist your students if you choose to have them find their own service project. They can meet with our Service-Learning Coordinator and/or peruse our extensive community partner database. One word of caution about self-selected sites - it usually takes students longer for them to find and get started with their service project, and the quality of the experience will vary among agencies.

When meeting with a potential community partner, take into consideration what's in the best interests of the agency. In other words, put yourself in their shoes. While an increase in student volunteers might be beneficial, there is also orientation, training and supervision to be considered. Allow the agency members to identify their own needs. Too often, universities approach agencies by telling them what they would like to accomplish with volunteers. This is not an effective practice because it prioritizes university needs over those of the community organization. Sit down with the agency representative and allow them to identify their needs, and then discuss how your class might be able to meet those needs.

Maintaining and sustaining partnerships is also an important practice when working with the community. Once a partnership has been established, the ability to sustain that partnership will not only make your job easier in the future, but it may also provide greater opportunities as you work together.

Suggestions for Establishing and Maintaining Community Partnerships

- Know something about the community site before meeting with representatives. Go to the meeting with some idea about how the site and your course could successfully form a partnership.
- Meet community partners at their offices as often as you invite them to yours. Be sensitive to what time of day is best for meetings and least disruptive to the community site.
- Always be sure to ask the agency what their current needs are— don't assume that they are necessarily in a position to create a partnership at the exact moment you are suggesting.
- Value the experiences and knowledge of community partners. Consult with them and perhaps invite them to be part of classroom discussions and reflections.
- Refrain from considering the community as your laboratory. The laboratory mentality suggests superiority of the university system and reinforces a server-recipient paradigm.
- Communicate with your community partner regularly during the planning process as well as during and after the course. Work together to determine what aspects of the partnership were successful and which could be improved in future efforts.
- Make efforts to know the agency. Consider volunteering there to familiarize yourself with the culture of the community. Learn how decisions are made and the pace of the organization.
- Do not be afraid to ask questions.
- Remember reciprocity, mutuality, and asset-based community building.
- Celebrate achievements and relationships together at the end of the semester or year.
- Have fun and be ready to both teach and learn.

Topics to Discuss with Community Partners

- Your goals for student learning
- The agency's goals, resources and needs
- Type of service you want your students to provide
- Direct or indirect service
- Length of commitment
- The academic calendar (including holidays, breaks, and vacations).
- Student availability and compatibility with agency's hours.
- Capabilities and limitations of your students.
- How the students' orientation will be conducted.
- How supervision will be handled.
- Issues of liability.
- Desired outcomes, roles and expectations.
- How problems will be handled.
- How contact back and forth will be made.

STEP 3: Creating a Service-Learning Syllabus

The main components of a service-learning syllabus include:

- Description of service- learning experience
- Learning goals and objectives of the service-learning and anticipated outcomes of the experiences for both students and the community partner
- Opportunities for structured reflection on the connections between academic content and service provided
- Integration of academic content and community service both in teaching and assessment

A strong SL syllabus should include:

- Course description which includes description of community-based learning approach for the course
- Learning objectives for students which address the community-based service experience
- General service objectives for community partners
- Projects/assignments related to the community service experience
- Readings/discussions/presentations (i.e. course content) related to the community service experience, illustrating a deliberate connection between the academic content and the community service experience
- Opportunities for structured reflection as evidenced in assignments, journals, discussions, and other mechanisms set out explicitly in syllabus
- Assessment of community experience as an explicit component of determining grading for the course
- Evidence of integration of the community-based experience with other methods of instruction and learning

Adapted from Heffernan, K. (2001). Fundamentals of service-learning course construction. Providence RI: Campus Compact.

Excerpts from a service-learning syllabus:

HIV/AIDS and Its Biological and Social Impact

Marygrove College

Course Description:

This course is a biological, psychological, social and literary interdisciplinary examination of HIV/AIDS. The focus is on the impact of HIV/AIDS on individuals, families and communities. Communities of color will be emphasized. A required academic service learning activity focuses on HIV/AIDS engagement with high school students and college students at Marygrove and at other colleges/universities. Additional engagements may include churches and the elderly. Prerequisite: ENG 108.

Course Objectives:

The student will:

- gain comprehensive, measurable knowledge of the operation of biological systems.
- be capable of interpreting and evaluating biological information on viruses, especially the HIV virus, from the media encountered in everyday life.

- demonstrate leadership skills by addressing community needs through collaboration with other students in community engagements.
- increase his/her awareness of the value of diversity in the student's own personal and professional lives.
- synthesize course content by reflecting on academic service learning activities.
-
- be introduced to the wealth of existing literature on HIV/AIDS and be provided background as to why the literature has emerged.
- examine the various creative writings HIV/AIDS has inspired and how the numerous authors have used a wide variety of ways in which to depict the problems of HIV/AIDS: those traditional literary genres and some experimental, etc.
examine topics that have created much controversy over the past ten years.
- ultimately increase his/her understanding and awareness of how HIV/AIDS affects individuals, families and communities in AIDS literature.
- examine what responsibilities writers in literature have in presenting AIDS to the inquiring public.

Service-Learning Course Requirements:

Academic Service Learning Activity: Outside of class community engagement is required. Students will apply the knowledge and skills learned in the class to facilitate small group discussions with churches, older adults, high schools, and college students in collaboration with AIDS Partnership Michigan.

Required Text:

Levenson, Jacob. *The Secret Epidemic: The Story of AIDS and Black America*. New York: Pantheon Books, 2004.

Service Learning Assignments:

Service Learning Reflection Paper (10 points)

2 Community Engagement activities: Instructions to be given in class (10 points)

Paper on Levenson Book (5 points)

Mandatory Service Learning Reflection: if absent, 5 points deducted from the 30 points

Service-Learning Reflection Paper: (10 points)

1. How did the participation in engagement activities increase your knowledge and understanding HIV/AIDS?
2. Explain how any of the material in the videotapes and in listening to the speakers was illustrated in your participation in engagement activities.
3. Explain the two most important things you learned about HIV/AIDS.
4. What did you personally learn about yourself?
5. Describe your thinking and feelings during your participation in engagement activities.
6. Because of this course, explain what you will start doing, stop doing and continue to do.
7. Describe and explain any other of your thoughts and feelings concerning this service learning activity.

Two Papers on Speakers (2.5 each = 5 points): Two papers, one page each on two speakers in class. Your thoughts on how each speaker contributed to your understanding of the impact of HIV/AIDS on individuals, families and communities.

Paper on The Secret Epidemic (5 points): According to Levenson, in *The Secret Epidemic*, substance abuse, violence, trauma, the structural breakdown of Black communities, racism, HIV/AIDS stigma, homophobia, poverty, racial stress, denial and health care disparities affect the increase in infection rates of African Americans. Explain how any of these factors were illustrated in your participation in engagement activities, videos and/or speakers.

STEP 4: Preparing Students for Service

When preparing students for a traditional course, this process typically involves passing out a syllabus, explaining tests and assignments, communicating attendance policies, etc. When preparing students for a service-learning course, there is an additional dynamic that students must be prepared for. When engaging in service, students may encounter a variety of situations. It is critical that you take the time to orient your students to service and take steps to manage the process.

1. Orientation

Before the start of a service-learning project, ideally during the first week of class, students should be given an orientation to service-learning, the project, and the organization with which they will be working. This does not have to be an elaborate or time-consuming, however, the following points should be included in the orientation:

- The definition and purpose of service-learning as a pedagogy
- The purpose of their specific service-learning project in relation to the class
- The criteria upon which they will be graded and other project logistics
- Expected behavior while working in/with the community
- Brief history of the community group or organization
- The needs of the people in the community which the organization serves
- The significance of this project to the organization
- Issues of confidentiality
- Culturally significant behaviors to be prepared for (for example, a class working with the local food shelf should be aware of the stereotypes they hold about “poor” people)

This orientation can be conducted by you, the ELC’s Service-Learning Coordinator, the community partner, or a combination of the three. Having all present for this orientation has proven to be most effective, giving students the opportunity to clarify any questions or concerns they have.

2. Managing the Service-Learning Experience

- Students need benchmarks for contacting the community partner, meeting with supervisors, signing learning agreements, beginning and completing the service, and completing evaluations. Avoid the inevitable temptation to procrastinate by providing a timeline.
- Have a backup plan for students with special needs. Consider providing an alternative for those students who are legitimately unable to participate in the service.
- Contact the community partner(s) at least once mid-semester to seek feedback. If possible, visit the service site(s) to gain first-hand exposure to the experience. The ELC’s Service-Learning Coordinator can also assist with follow-up.
- Query students occasionally about problems at their service site. Don’t wait until they become big issues that could derail the service-learning project.

STEP 5: Celebrating Students' Accomplishments

A celebration doesn't need to be fancy, expensive, or time-consuming. What is important is that time is given to recognize students' and community partners' efforts and successes. Consider the following simple acts of recognition.

- **Certificates** - What is important in this activity is the brief moment of applause and recognition for each individual.
- **Group Photo** - The simple act of bringing together all individuals long enough to take a photo is cause for celebration, and people will admire and reminisce about the photo for as long as it hangs on your wall.
- **Exhibits** - If the service learning project involved the creation of something (portfolios, collages, a marketing report, nature trail guides, etc.), show it off in one large (public invited) exhibit!
- **Journal Read-Aloud** - Invite students to select their favorite or most meaningful passage from their journals and share it with the rest of the class.
- **Food** – Provide a bag of candy the last day of class, or be more decadent: an ice cream sundae! Whatever the treat, the basic message is: “you’ve done a good job and are deserving of recognition.”
- **Celebrate with your Community Partners** - Recognizing that community partners contribute to students' learning process as well as meeting community needs is important and paves the way for future positive collaboration. Invite your partners to your final class meeting, have students write thank-you letters, or give awards.

Source: Nitschke-Shaw D. & Ziesle, Y. Faculty Guide to Service-Learning. Campus Compact for New Hampshire

STEP 6: Evaluation and Assessment *

Faculty members who ordinarily feel comfortable evaluating students' performance in traditional courses sometimes feel hesitant about evaluating students' performance in service-learning courses. Grading and evaluation, however, do not need to be any more complex in service-learning courses than in any other course.

Traditional evaluation methods tend to measure what traditional courses teach: knowledge gains. In addition to gains in knowledge, service-learning courses offer students an opportunity to integrate experience with knowledge. Therefore, evaluation methods in service-learning courses need to capture students' gains in the integration of knowledge and experience (Troppe 1995).

Assigning journals and papers that ask students to integrate the course content and their service experience will provide a sound basis for evaluating student performance in service-learning courses. Exam questions that call for this kind of integration also reinforce the idea that *students are evaluated on the basis of their*

learning, not on the service experience itself. The service experience facilitates and enhances the learning, but does not serve as a substitute for it.

One way to think of service is to think of it as another kind of “text” to be used in teaching. While traditional texts are written in advance of the course, the service experience is a text that is written concurrently with the course. But traditional texts share some things in common with this text of service. Both textbooks and service experiences require that the faculty member determine their appropriateness for the course, provide structures for students to analyze these texts, and evaluate how well students have learned from these texts. In traditional courses, students are not graded on how well they read a text but on how they demonstrate their learning from the text, to what extent they can apply ideas from the text to different situations, and their ability to name and critique the viewpoint of the text. The same applies to service-learning courses, in which service becomes a text. Faculty must evaluate students in service-learning courses on their demonstrated learning based on the service (how they comprehend and apply the “text” of service as well as integrate the service experience with knowledge gained from other texts such as readings and lectures). (Morton 1996.)

In addition to evaluating individual student performance in service-learning courses, you will want to evaluate the success of the service-learning course itself, especially while the pedagogy is still new to you. Even when faculty become experienced with service-learning pedagogy, evaluation is key to continuous improvement. Given that using service-learning can mean having more uncertainty and variation in student learning outcomes than in traditional courses evaluation becomes an important tool for achieving desired effects. Surveying your students about how the service-learning course impacted them can provide useful information as you assess your course.

Also remember that one primary intended effect of a service learning experience is to help the community. Therefore, you may want to inquire about 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.

- Record and tally total hours served.
- Record all services achieved (products created, tasks performed).
- Collect student products (reports, stories, photos, etc.).
- Interview the site supervisor about the helpfulness of your students.
- 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).

** Adapted from: Faculty Handbook for Service Learning, University of Maryland (1999)*

Section 4: Reflection

Reflection is a process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the process of looking back on the implications of actions taken - good and bad - determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal contexts. Reflective thinking is not only an organic component in the learning cycle, it is simultaneously the very ground from which knowledge and belief spring. Reflective thinking, in short, is both process and product. As such, reflective thinking is key in experiential learning theory and the “operational linchpin” of service-learning pedagogy. (Eyler, Giles, & Schmiedes, 1996)

Reflection is the key ingredient for transforming service experiences into learning. It helps students connect class content, text book readings, and service experiences to develop a deeper understanding of the course subject matter. Reflection provides students an opportunity to think critically about their experiences and examine personal values, beliefs, and opinions. It also provides a platform for students to ask questions, share ideas and experiences, use problem solving skills and challenge current solutions to community issues. Reflection promotes interpersonal communication, self-awareness, a sense of civic responsibility, and a sense of belonging. At its best, reflection can be the process through which students actively create knowledge for themselves and transform received knowledge as part of their practice of everyday life.

Tips for Facilitating Reflection

When constructing reflection activities consider the following:

1. Reflection activities should involve individual learners and address interactions with peers, community members, and staff of community agencies.
2. Students with different learning styles may prefer different types of activities. Select a range of reflective activities to meet the needs of different learners.
3. Schedule regular time periods for discussion and other reflection activities.
4. Different types of reflection activities may be appropriate at different stages of the service experience. For example, case studies and readings can help students prepare for the service experience.
5. Link reflection with other reading, writing, discussion, and assignments so students can relate service experience to academic skills.
6. Allow for spontaneous reflection at the time that issues arise. These “teachable moments” often create the most profound learning.
7. Ask open-ended questions rather than “yes/no” or factual questions. You might even include questions that force students to take a stand and justify their position, for example, “Is it right that_____?”
8. Give students time to think. Higher-level and open-ended questions require a significant amount of time for students to prepare an answer.
9. Consider allowing students to write for one minute or discuss the question with a neighbor before asking for a response from an individual.
10. Ask for specifics and examples.
11. Paraphrase and summarize (“So what you’re concerned about is...”).
12. Redirect questions to the group (“Rehabilitation may not be occurring in communities; should that be the goal of the juvenile justice system?”).

13. Include components that can be evaluated according to well-defined criteria.
14. Remember that a key purpose of the reflection process is to guard against reinforcing inaccurate perceptions or biases and to clarify values as students confront new people and situations. Gentle probing questions can deepen students' thinking and help them reframe some of their initial impressions.

Three Styles of Questioning that Empower Reflection

1. **The Mirror** (a clear reflection of the self)
 - Who am I?
 - What are my values?
 - What have I learned about myself through this experience?
 - Do I have more/less understanding or empathy than I did before volunteering?
 - In what ways, if any, has your sense of self, your values, your sense of "community," your willingness to serve others, and your self-confidence/self esteem been impacted or altered through this experience?
 - Have your motivations for volunteering changed? In what ways?
 - How has this experience challenged stereotypes or prejudices you have/had?
 - Any realizations, insights, or especially strong lessons learned or half-glimpsed?
 - Will these experiences change the way you act or think in the future?
 - Have you given enough, opened up enough, cared enough?
 - How have you challenged yourself, your ideals, your philosophies, your concept of life or the way you live?

2. **The Microscope** (makes the small experience large)
 - What happened? Describe your experience.
 - What would you change about this situation if you were in charge?
 - What have you learned about this agency, these people, or the community?
 - Was there a moment of failure, success, indecision, doubt, humor, frustration, happiness, and sadness? Describe it.
 - Do you feel your actions had any impact? What more needs to be done?
 - Does this experience compliment or contrast with what you are learning in class? How?
 - Has learning through experience taught you more, less, or the same as learning in th classroom? In what ways?

3. **The Binoculars** (makes what appears distant, appear closer)
 - From your service experience, are you able to identify any underlying or overarching issues, which influence the problem?
 - What could be done to change the situation?
 - How will this alter your future behaviors, attitudes, and career?
 - How is the issue or agency you are serving impacted by what is going on in the larger political/social sphere?
 - What does the future hold? What can be done?

Source: Cooper Mark, "Reflection: Getting Learning Out of Serving, *The Big Dummy's Guide to Service-Learning* Leeward Community

Service-Learning Reflection Activities

The following extensive collection of reflection activities was compiled by Professor Diane Sloan (Miami Dade Community College) and based on the work of Julie Hatcher and Robert Bringle in "Reflection Activities for the College Classroom (Indiana University-Purdue University Indianapolis).

1. Journals:

- **Personal Journal** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the instructor, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher,1996)
- **Dialogue Journal** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the instructor to read and comment on. While labor intensive for the instructor, this can provide continual feedback to the students and prompt new questions for students to consider during the semester. (Goldsmith, 1995)
- **Highlighted Journal** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the instructor to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
- **Key Phrase Journal** - In this type of journal, students are asked to integrate terms and key phrases within their journal entries. The instructor can provide a list of terms at the beginning of the semester or for a certain portion of the text. Students could also create their own list of key phrases to include. Journal entries are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
- **Double-entry Journal** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
- **Critical Incident Journal** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

- **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)
2. **Free Association Brainstorming** – (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 “post-its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first “field encounter.” After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)
 3. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them and they are often brief and inspiring. Here are some quotes as examples you might want to use:
 - *“If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.”* — Dr. Martin Luther King, Jr.
 - *“A different world cannot be built by indifferent people.”* — Horace Mann
 - *“I believe that serving and being served are reciprocal and that one cannot really be one without the other.”* —Robert Greenleaf, educator and writer
 - *“Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.”* — Margaret Mead
 - *“Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.”* — Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

4. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory

atmosphere. You might also bring a bag of Hershey's kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart's song speech, Miami Dade Community College)

5. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students. (Chris Koliba, Georgetown University)
6. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, "William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray's continuum?" A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.
7. **Experiential Research Paper** - An experiential research paper, based on Kolb's experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site. Class presentations of the experiential research paper can culminate semester work. (Julie Hatcher, IUPUI)
8. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.
9. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)
10. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time if all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service

site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

11. **Student Portfolios** - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate "proof" which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. "The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates." Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.
12. **It's My Bag** - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)
13. **It's Your Thing/Express Yourself** - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member's feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)
14. **Small Group Week** - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)
15. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about the group learning that occurred from the service experience.

16. **Class Presentations** - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students' involvement.

Section 5: Risk Management

Experiential learning is an important part of a college student's education. While such partnerships in service-learning courses involve some risk, many more benefits can be gained.

The University of Colorado Denver's insurance *does not cover* students going to or from community sites or while volunteering in the community. The best route to minimize risk is to:

- provide adequate information about the students' duties
- be thorough in preparation up front
- establish a communication process for possible problems

Fortunately, these steps help make your service-learning program more effective as well.

Informed Consent

All faculty and staff involved in placing students in community sites as part of a course or as a co-curricular activity (with the exception of internships) should have students sign an informed consent statement indicating they are aware of any risks involved in performing their service projects. The riskier the project, the more formal and in-depth the form should be. The ELC has created a Service-Learning informed consent form that can be found in section seven of this Guide, page 45 or on the ELC's website www.ucdenver.edu/elc

"A good informed consent procedure [can decrease the possibility of] a claim alleging that the injured party would not have participated if aware of the dangers. . . . [I]nformed consent procedures must provide clear, sufficient, information about the dangers. Parents of a boy who drowned on a school band trip sued despite having signed a consent form. They claimed that they would not have signed if they had known the hotel had a pool. *Consent must be informed*. It also should be obtained in writing and retained with documentation of the information provided to the signer."¹

Transportation

Transportation to the community service site is generally not covered by UCD's insurance unless students are in a university vehicle. *Be clear at the outset that the university is not liable for risks involved in students getting to and from their service sites*. It's a good idea to provide some service-learning opportunities within walking distance from campus.

Orientation and Preparation

The following guidelines are the bedrock of risk management in service-learning programs and should be incorporated into your class discussions before students visit community sites.²

1. Everyone knows what is expected of him or her. All have a position description, operate within those bounds, and are confident that they will be treated with respect and dignity.
2. Everyone knows how to and is able to perform her or his duties properly and safely. They have been trained and equipped appropriately so that they have the knowledge, skills, and tools to do their jobs.

¹ Tremper, Charles, & Kostin, Gwynnw. (1997). *No surprises, controlling risk in volunteer programs*. Washington DC: Nonprofit Risk Management Center. p 45.

² Seidman, Anna, and Charles Tremper. (1994). *Legal issues for service-learning programs*. Washington DC: Nonprofit Risk Management Center. p 21.

3. Everyone knows when and how to report problems or suggest changes. They are expected to recognize potential hazards and are encouraged to propose solutions.

Agencies' Liability

Check with the community-based organizations you partner with to see if they carry insurance to cover volunteers. If they do not, you need to make that clear in the informed consent form students sign before beginning their community service.

Steps for Instructors

1. Have students complete an informed consent form listing the specifics of his/her service. Include number of hours volunteering, projects and duties performed, and projects produced. Use the ELC's form is located in section seven of this Guide.
2. Discuss in class the risks involved in the service, as well as the benefits and the skills required of students. Orient students to potential situations. (This is easier if the instructor is familiar with the service site and service work.)
3. Talk with the community-based organization about their insurance for volunteers, or contact the service coordinator on your campus for a list of organizations already approved.
4. Set up a line of communication for students to report any difficulties.
5. If you have questions about managing risk in your community service or service-learning program, contact Mary Beacom, University of Colorado Denver Office of University Risk Management mary.beacom@ucdenver.edu

Section 6: Promotion and Tenure Considerations

Source: The Service Integration Project of Colorado State University

Tenure and promotion decisions are based on an assessment of teaching, research and outreach accomplishments. Evaluation decisions reflect not only what faculty do, but also, how well they do it. Scholarship is fundamental to the role of university faculty. Service-learning can take valuable time from scholarly activities, or it can be used to advance scholarship and enhance academic contributions.

Principles for Integrating Service-Learning with Scholarship

- Structure service-learning activities to address larger questions related to instructional effectiveness and/or appropriate outreach models for specific populations
- Measure the effectiveness of service-learning and discuss the results in the context of a broader subject matter
- Measure the effectiveness of service-learning and discuss the results in the context of a broader subject matter

How to Increase Visibility of Your Effort

- Present professional papers at state, regional, and national meetings.
- Publish your findings in higher education publications or in applied academic journals, particularly those that report teaching innovations.
- Serve the university community by volunteering to lead discussions or giving presentations to campus-wide audiences.
- Make your work visible and emphasize quality: your service-learning efforts may lead to nominations for college or university teaching awards as well as other forms of recognition
- Submit grants for external funding related to service-learning activities
- Seek publicity for you and your students' efforts throughout the University Office of Integrated Communication to invite media coverage of the significant events that link your course to the community.

Do's and Don'ts for Receiving Departmental Support

- Do integrate service-learning with teaching goals and department, college, and university priorities.
- Don't view service-learning as an extra activity
- Do document the impact and outcomes of service-learning activities on student learning and community intervention
- Don't emphasize the effectiveness of service-learning by describing only the activity
- Do use service-learning as a tool to refine and expand your instructional skills
- Don't separate service-learning from teaching goals as stated in annual faculty evaluations
- Do discuss your teaching successes and challenges with departmental colleagues, soliciting their input and taking the opportunity to discuss pedagogical issues
- Don't keep your service-learning activities a secret in your department
- Do experiment with different models and approaches, carefully assessing the effectiveness of each, be innovative

Publications that Feature Service-Learning, Community-Based Research, Research on Civic Engagement, and Engaged Teaching and Learning:

Academe Online
Academic Exchange Quarterly
Action Research
Active Learning in Higher Education
American Behavioral Scientist
American Education Research Journal
American Journal of Community Psychology
American Journal of Education
American Journal of Pharmaceutical Education
American Sociologist
Assessment in Experiential Education
Business Communication Quarterly
Change: The Magazine of Higher Learning
Chemical Educator
Citizen Studies
Cityscape: A Journal of Policy Development and Research
College Composition and Communication
Community College Journal
Community Development Journal
Community, Work & Family
Concepts and Transformations: International Journal of Action Research and Organizational Renewal
Economic Development Quarterly
Education, Citizenship, and Social Justice
Education for Health: Change in Learning and Practice
Educational Leadership
Educational Researcher
Equity & Excellence in Education
Field Methods
The Generator: A Journal for Service-Learning and Youth Leadership
Harvard Education Review
Innovative Higher Education
International Journal for Service Learning and Engineering
Journal of Career Development
Journal of Children and Poverty
Journal of Civic Commitment
Journal for Civic Engagement
Journal of College and Character
Journal of College Student Development
Journal of Community Work and Development
Journal of Democracy
Journal of Excellence in College Teaching
Journal of Experiential Education
Journal of Health Education
Journal of Higher Education
Journal of Higher Education Outreach and Engagement
Journal of Innovative Higher Education
Journal of Planning Education and Research
Journal of Public Service and Outreach
Journal of Qualitative Research
Journal of Urban Affairs
Liberal Education
Metropolitan Universities
Michigan Journal of Community Service Learning
NASPA Journal: The Journal of Student Affairs Administration, Research, and Practice
National Society for Experiential Education Quarterly
Nonprofit and Voluntary Sector Quarterly
Progress in Community Health Partnerships: Research, Education, and Action
Reflections
Reflections on Community-Based Writing Instruction
Review of Higher Education
Social Justice
Sociological Imagination
Teaching Sociology
Theory into Practice
Universities and Community Schools
Urban Review
Voluntary Action
Voluntas
Youth & Society

Section 7: Resources and Forms

Online Resources

Sample Syllabi

<http://www.compact.org/syllabi>

Campus Compact has a large database of service-learning syllabi in all disciplines. Use the link below to find syllabi related to your field.

National Organizations

Corporation for National and Community Service

<http://nationalserviceresources.org/>

Through The Resource Center, you can search and access online training tools, event calendars, and effective practices, as well as a catalogue of printed publications and videos available on loan. In addition, the Resource Center serves as a learning exchange where individual programs can share their innovations and effective practices with others. The Resource Center's content is generated by a network of more than 20 training and technical assistance providers.

Campus Compact

<http://www.compact.org/resources-for-faculty/>

Campus Compact is a coalition of more than 1,100 college and university presidents — representing some 6 million students — who are committed to fulfilling the public purposes of higher education. As the only national association dedicated to this mission, Campus Compact is a leader in building civic engagement into campus and academic life. Colorado Campus Compact has a relationship with UCD that involves AmeriCorps funding and VISTA placements.

National Service Learning Clearinghouse

<http://www.servicelearning.org/hehome/index.php>

The Clearinghouse maintains a website with timely information and relevant resources to support service-learning programs, practitioners, and researchers. The Clearinghouse operates a national email discussion lists for K-12, tribes and territories, and higher education service-learning to encourage discussions and the exchange of ideas.

The National Service-Learning Exchange

<http://www.nylc.org/>

The National Service-Learning Exchange offers free one-to-one assistance to anyone interested in service-learning. Just call or email the Exchange, and you will be matched with a staff person or peer mentor who has the right skills to meet your needs.

National Service Learning Partnership

http://www.service-learningpartnership.org/site/PageServer?pagename=TR_index

The Partnership is a national network of members dedicated to advancing service-learning as a core part of every young person's education. This website provides both tips and resources for UC Denver faculty.

National Society for Experiential Education

www.nsee.org

A nonprofit membership association of educators, businesses, and community leaders. NSEE also serves as a national resource center for the development and improvement of experiential education programs nationwide.

UC Denver serves as their Western regional strategic partner and hosts NSEE's Experiential Education Academy workshops.

Campus Community Partnerships for Health

<http://depts.washington.edu/ccph/index.html>

A nonprofit organization that promotes health through partnerships between communities and higher educational institutions. They are a growing network of over 1,500 communities and campuses that are collaborating to promote health through service-learning, community-based participatory research, broad-based coalitions and other partnership strategies.

American Association of Higher Education Service-Learning Project

www.aahe.org/services/

Delivers information on AAHE's Service-Learning Project. Links to other service-learning resources and to other AAHE programs and partnerships.

Michigan Journal of Community Service-Learning

<http://www.umich.edu/~mjcs/>

The MJCSL is a peer-reviewed academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. The site also contains abstracts of MJCSL articles and information on subscribing and submitting manuscripts.

Online Articles

100 Ideas for Combining Service & Learning

<http://www.fiu.edu/~time4chg/Library/ideas.htm>

Ideas for specific academic disciplines.

Big Dummy's Guide to Service Learning

<http://www.fiu.edu/~time4chg/Library/bigdummy.html>

Provides information for faculty on ways to incorporate service-learning into courses, frequently asked questions and issues for various disciplines.

Facilitating Reflection: *a Manual for Leaders and Educators*

http://www.uvm.edu/~dewey/reflection_manual

This manual was designed for educators and leaders of service groups who have an interest and a commitment to provide reflection opportunities for students and community partners.

At a Glance: What We Know About the Effects of Service Learning (pdf)

<http://www.compact.org/wp-content/uploads/resources/downloads/aag.pdf>

Summary of the findings of service-learning research in higher education over the past few years. This also includes an annotated bibliography. It is designed to provide a quick overview of where we are in the field today and a map to the literature.

How Service Works

<http://www.wvu.edu/depts/csl/download/How%20Service%20Works.pdf>

A summary of the W.K. Kellogg Foundation's "Service Works:" A Retrospective Evaluation of Higher Education Service Programs

Principles of Good Practice

<http://www.community.vcu.edu/solutions/servicelearning/forms/goodpractice.pdf>

Excerpts from: Praxis I: A Faculty Casebook on Community Service Learning by Jeffrey Howard

Hallmarks of Effective Service-Learning Programs (pdf)

http://www.americorps.gov/pdf/06_0206_highered_hallmarks.pdf

This website lists the key elements that make for effective service-learning programs, provided by the Corporation for National and Community Service.

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Service Learning Course Development Worksheet

Experiential Learning Center

Course Title: _____ Faculty: _____

Learning Goals and Objectives

1. What course objectives or learning goals do you wish to deepen through service-learning? What do you want your students to learn or experience from service-learning?
2. How do students currently meet these goals in this course? What assignments, pedagogies, etc help students to reach the goals of the course?
3. What are some problems or challenges you anticipate?

Service Project and Community Partner Selection

4. What types of service to the community will allow for students to reach your course objectives?
5. Are there social issues you would like this service project to address? What type of demographic do you want students to work with?
6. What types of agencies might be in need of such service? How will a relationship with this type of agency benefit both your students and the agency?
7. What type of work do you want them to engage in? Are there certain skills you want the students to develop or learn during their service-learning?
8. Are there specific organizations you have identified to work with? If so, which ones?

9. Please define the service experience: (check all that apply)
- a semester-long project How many hours? _____
 - a one-time event How many hours? _____
 - a short term project How many hours? _____
 - all students will participate in the same service project
 - need multiple projects for students to choose
10. How would you like students to find a project, site or organization to work with?
- you will determine site before semester begins
 - choose from a list you provide
 - use *VolunteerLink* Database (coming soon to Experiential Learning Center)
 - students find their own project

Integration of Service and Learning

11. What sort of academic work (reading, writing, presentations, group work) will complement the service?
12. What type of reflection activities will you use to help students make connections between the service and the academic components of the class?
- journaling
 - group discussion
 - group work
 - creative reflection (collage, etc)
13. How will you assess the service-learning component of the course? How do you currently assess the ways in which students meet these course objectives? (*Grades should reflect student learning, and not simply completion of service*).
14. Will others (community partner, recipients of service) help with assessment? How will you weigh this input when assigning grades for the project?

Other Questions to Consider

15. What do you think your strengths are in service-learning?
16. What type of liability issues you might you encounter?
17. Would you be interested in grants or scholarships?
18. Would you be interested in presenting at a conference or writing a journal article about your service-learning course?

UCD Experiential Learning Center

Pre-Service Learning Survey

Please carefully consider and rate the following statements on a scale of 1-5, with 1 being the least favorable and 5 being the most favorable.

		1	2	3	4	5
1	Service learning opportunities allow me to gain new perspectives on my surrounding environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	Individuals have a moral obligation to their communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	Service learning opportunities allow me to explore future career options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	I believe that Service Learning requirements in High School and College prepare students to better work and communicate with individuals from diverse backgrounds	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	Service learning opportunities afford students the potential for applying classroom material in real world situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6	I have the ability to impact my surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	Service Learning opportunities allow me to explore my strengths and weaknesses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	The opportunity to combine classroom lecture with outside service learning opportunities will enhance my learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	I believe that one individual has the ability to impact his/her surrounding community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	Service Learning projects should be a mandatory graduation requirement for High School and College students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11	Service Learning opportunities allow me to see attitudes and beliefs that vary from my own, enabling me to make more informed decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your participation!

University of Colorado Denver Experiential Learning Center Service-Learning Agreement

Please complete the form with all required signatures. Please Print.

Student Information

Student Name: _____ Student ID#: _____
Address: _____ City _____ Zip _____ Phone #: _____

Course Information

Course Name: _____ Semester/Yr: _____
Course #: _____ Section #: _____ Instructor: _____

Site Information

Agency/Site: _____ Phone#: _____
Site Supervisor: _____ Phone#: _____
Site Address: _____
City _____ State _____ Zip _____ Country _____

Total Service Hours for this course: _____

Service Activities: Identify and describe the nature of the service activities in which you will be engaged. Be as specific as possible in describing your responsibilities and duties.

Learning Objectives: What do you hope to learn from this service experience? Include relevant course learning outcomes, as well as specific learning objectives related to the work at your site.

Please fill out the back portion.

The University of Colorado Denver
Guidelines and Expectations for Student Service Learning Projects

The Student Agrees to:

- Work towards achieving the goals of the host organization by fulfilling the designated service and asking for clarification or help when in doubt.
- Accomplish agreed-upon assignments as specified by the academic professor of the service-learning course in which the student is enrolled.
- Participate in all relevant trainings required by the host organization and/or the academic professor.
- Represent the University of Colorado Denver by exhibiting professional behavior and dress while working at the host organization.
- Be responsible for meeting the agreed service hours, and contact the host organization if late or unable to attend a scheduled shift.
- Find suitable transportation to and from the host organization's site. The University of Colorado Denver is not liable for risks involved in student transportation to and from the host organization's site.
- Follow all host organization policies, specifically those involving health, safety and client confidentiality.
- Not work alone with a child or other client, or transport a child or other client, unless specifically screened and cleared to do so by the host organization.
- Never tolerate or engage in verbal exchanges or behavior that might be perceived as discriminating against an individual on the basis of age, race, gender, sexual orientation, or ethnicity, nor tolerate talk or behavior of a sexual nature.
- Complete a brief post-service program evaluation for the Experiential Learning Center's records.

Students:

1. I agree to act in a responsible manner while representing the University of Colorado Denver at the service-learning placement site, and abide by all rules and regulations that govern the site in which I have been placed.
2. I understand the connection between the service-learning course, and the service and learning objectives to be fulfilled at the service site.
3. I have reviewed and have signed the University of Colorado Denver Release from Responsibility, Assumption of Risk and Waiver form.
4. I have reviewed and agree to the expectations described above.
5. I agree _____ (or) do not agree _____ to allow my photo to be used in the Experiential Learning Center's promotional materials and website. If yes, please sign the Model Image Release Form.

Student Signature:

Date: _____

University of Colorado Denver
Service-learning and Volunteer Release from Responsibility,
Assumption of Risk and Waiver

Name _____
Activity _____ Date _____
Address _____
Phone Number (_____) _____ Fax Number (_____) _____

The University of Colorado Denver Experiential Learning Center wishes to provide students with opportunities for learning and serving through off-campus experiences, including service-learning, cooperative education, internships, externships, and volunteering.

I understand that my participation in the off-campus college program specified above may involve risks of physical harm and injury.

I exercise my own free choice to participate in the above designated Activity. **I understand and assume all associated risks. I agree to assume all risk of personal injury or loss, bodily injury (including death), damage to or loss or destructions of any personal property occurring in connection with or arising out of participation in**

(Activity Name)

I hereby release and discharge, indemnify and hold harmless the Regents of the University of Colorado, and their member officers, agents, employees and any other persons or entities acting on their behalf, and the successors and assigns for any and all of the aforementioned persons and entities, against all claims, demands, costs and expenses, and causes of action whatsoever, either in law or equity, arising out of or in any way connected with any loss and/or bodily injury and/or disability, arising from my participation in the Activity.

Transportation to the community service site is not covered by the University of Colorado Denver's insurance unless students are in a university vehicle.

I have had sufficient time to review and seek explanation of the provisions contained above, have carefully read them, understand them fully, and agree to be bound by them. After careful deliberation, I voluntarily give my consent and agree to this Release, Assumption of Risk and Waiver. **I understand that University of Colorado does not carry or provide health or accident insurance that responds to injury or illness as a result of my participation in this above mentioned Service Learning Activity.**

If the participant is under 18 years of age, the parent or guardian in consideration of this request accepts the above terms and grants permission for the student's participation.

This document has been signed voluntarily and with full understanding.

Student Printed Name

Student Signature

Date

PARENTAL/GUARDIAN CONSENT

Printed Name and Signature Relationship Date

IN CASE OF EMERGENCY PLEASE CONTACT:

Name Relationship Phone Number

SECONDARY CONTACT

Name Relationship Phone Number

Model Image Release

I hereby grant to the University of Colorado Denver the absolute and irrevocable right and unrestricted permission to use photographic portraits, editorials, video, digital or film images, or any pictures taken of me, to use, re-use, publish and re-publish the same in whole or in part, individually or in conjunction with other photographs and any printed or videographic matter, in any and all media now or hereafter known, and for any purpose whatsoever allowed by law for illustration, promotion, art, editorial, advertising and trade, or any other purpose whatsoever without restriction as to alteration; from time to time, in conjunction with our own or a factitious name, or reproduction thereof in color, black and white or other made through any media.

I hereby waive any right that I may have to inspect or approve the finished product or products or the advertising copy, printed, electronic or videographic matter that may be used in connection therewith or the use to which it may be applied.

I hereby release, discharge and agree to hold harmless the Regents of the University of Colorado, the University of Colorado Denver, and their legal representatives or assigns, and all persons acting under their permission or authority, or those for whom they are acting, from any liability in connection with the use of the images as aforesaid or by virtue of any alteration, processing or use thereof in composite form, whether intentional or otherwise, as well as any publication thereof.

I understand that the photographs taken by the staff or designates of the University of Colorado Denver will be included in the Department of Marketing and Creative Services files. I agree that the images, the transparencies, thereof, and the rights to copyright the same shall be the sole property of the University of Colorado Denver, with full right of lawful disposition in any manner.

I hereby warrant that I am of full age and have every right to contract in my own name in the above regard. I state further that I have read the above authorization, release and agreement, and that I am fully familiar with the contents thereof.

Name _____

Description: ___ F ___ M

Shirt Color & Style _____

Phone _____

Hair Color & Length _____

Location: _____

For Semester _____

E-mail _____

ELC Advisor _____

Signature _____

For Office Use

Date Taken _____

Photographer _____

References

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Experiential Learning Center

Location

Tivoli Student Union
Suite 260
303.556.6656

Website

www.ucdenver.edu/elc

Email

experientiallearningcenter@ucdenver.edu

Mailing Address

P.O. Box 173364, Campus Box 143
900 Auraria Parkway
Denver, CO 80217