Service-Learning Resource Guide for Faculty

Appalachian State University

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Think Globally...ACT

Appalachian and the Community Together

ASU's Service-Learning Program

Service-Learning Resource Guide
For Faculty

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**Service-Learning Forms For Faculty, Students, & Community Partners**

Before Service-Learning Experience...
- Faculty: Service-Learning Project Request Form
- Students: Service-Learning Student Information Form
- Ethics & Commitments For Service-Learning

During Service-Learning Experience...
- Students: Service-Learning Project Agreement Form (optional)
- Service-Learning Time Log (optional)

After Service-Learning Experience...
- Students/Faculty/Community Partners: Service-Learning Evaluation Forms
APPALACHIAN & THE COMMUNITY TOGETHER

What is ACT?

Appalachian and the Community Together (ACT) is ASU's clearinghouse for community service and service-learning opportunities in Watauga County and northwest North Carolina. We offer diverse opportunities for individuals and student groups to get involved in human services and environmental advocacy, as well as assist faculty members with integrating community service projects into their academic courses.

ACT's Mission

- To challenge students to embark on an inner journey of personal, intellectual, moral, and cultural development as they engage in service projects that meet the human needs and environmental concerns of Watauga County and northwest NC.
- To raise students' awareness about crucial social concerns, encourage them to view themselves as part of the global community, and challenge them to seek solutions to the complex root causes of these systemic problems.
- To illustrate the powerful connection between theory and practice by integrating community service with academic coursework, thus augmenting the university's intellectual climate.
- To support and recognize the efforts of individuals, organizations, and classes whose actions and commitment enhance local community agencies' abilities to deliver services, thereby strengthening the relationship between Appalachian and the local community.
- To instill in students an ethic of caring, teach students about the importance of civic responsibility, and empower them to engage in active citizenship beyond graduation from ASU.

Resources & Services For Faculty

Consultations & Site Referrals
ACT's Service-Learning Coordinator will help you develop service-learning projects for your courses and/or help you locate community agencies whose services relate to your curricular goals. She can also provide you with ideas for creative reflective activities which will help your students think critically about the services they are providing to those in need.

Service Opportunities Directory
Our on-line Service Opportunities Directory will help your students locate individual and group service-learning opportunities that match their interests and help them to meet their project goals. Encourage your students to stop by our ACT Community Outreach Center during our Walk-In Hours and speak with one of ACT's Peer Counselors for more information.
Walk-In Hours: M-F (11am-2pm) & T/W (5-7pm)

Website, Electronic Newsletter, & Faculty Listserv
Be sure to check out ACT on the internet at www.act.appstate.edu for current information on ACT co-sponsored service projects, Alternative Break trips, service-learning information, etc. If you would like to stay up-to-date on new and upcoming service projects, join "ACTMail" and receive bi-weekly messages sent directly to your e-mail account. This service is available to all faculty, staff, and students. Visit our website and choose the "Join ACTMail!" link to subscribe. Also, coming soon...a listserv is being developed that will allow ASU faculty who are using service-learning in their classrooms to share ideas, successes, and challenges with other colleagues on campus. In addition, you will have the opportunity to stay abreast of upcoming workshops, programs, and conferences related to service-learning. If you are interested in joining, please send an e-mail to Shari Gallardi, ACT Service-Learning Coordinator, at gallardisl@appstate.edu. You will receive a "welcome message" when the listserv is operational.

Resource Library
Would you like more information about service-learning? Would you like to learn how other faculty members are using service-learning in their courses? Do you/students need more information about the social justice issues or populations they are researching? ACT has a variety of articles, books, and videos for students and faculty that can be checked out of our library for up to a week at a time. Also, if you know of a resource that you think that we should order, please let us know.

Classroom Presentations
Do you need someone to help you promote ACT's resources and/or the idea of service-learning to your class? Would you like someone to help you lead a group reflection discussion? Our impACT Team Members are ACT's Outreach Specialists and can help you with this and more. Give us a call and we will put you in touch with one of our student leaders.
SERVICE-LEARNING OVERVIEW

Distinctions Between Community Service & Service-Learning

Service-learning is a progressive way of teaching that has been adopted by university faculty nationwide. As distinguished from traditional community service, service-learning is intentionally linked with an academic course and incorporates specific pedagogical goals for community service -- which includes structured reflection activities within the classroom. With social justice at its philosophical root, service-learning pedagogy naturally combines the “life of the mind with habits of the heart.” In recent years, ASU faculty members from a variety of disciplines have adopted service-learning as a teaching tool in their classrooms and have found that service projects complement and enhance other traditional learning vehicles such as reading and writing.

Community Service:
- Does not typically include an academic component.
- Planning is often the responsibility of those providing the service.
- Often viewed more like a program or a project than a philosophy, pedagogy, or epistemology.
- Does not usually carry academic credit.
- While "student learning" is likely to take place, it is not an intentional or primary impetus for the program.

Service-Learning:
- Integrates academic study with community service in a way that makes "learning" more intentional (i.e., through reflective writing, group discussions, and other activities).
- Incorporates the concept of "mutuality" (i.e., several parties are included in the planning of the program, such as faculty, students, and those being "served").
- Fosters participant learning about the larger social issues that are driving the need for service.
- Frames "service" in terms of social justice instead of in terms of charity.
- Emphasizes the importance of reciprocity (i.e., the exchange of both giving and receiving and the responsibility for both teaching and learning by those "serving" and those "being served").
- Establishes a rhythm of reflection-action-reflection.
- Uses service as a "text" and often rewards academic credit to students who use this text in academically significant ways.

Further Reading On This Topic

Philosophy & Pedagogy of Service-Learning

Tell me and I will forget. Show me and I will remember. Involve me and I will understand. -Chinese Proverb

Service-Learning As A Philosophy
Service-learning is the process of involving students in community service activities combined with a facilitated means for applying the experience to their personal and academic development. It is a form of experiential education aimed at enhancing and enriching student learning of course material. When compared to other forms of experiential learning like internships, field placements and cooperative education, it is similar in that it is student-centered, hands-on and directly applicable to the curriculum. The important difference and distinguishing characteristic of service-learning is its reciprocal and balanced emphasis on both student learning and addressing community needs.

Community needs assessment and community voice are thus indispensable components of effective service-learning. Course objectives are linked to meaningful human, safety, educational, and environmental needs that are determined by both community partners and service recipients. Course materials such as lectures, readings, discussions, and reflection inform the "dents' service and in turn the service experience informs academic dialogue and student comprehension. Students work on real problems that make learning relevant while simultaneously enhancing their social skills, analytical ability, civic and ethical responsibility, self-efficacy, and career development.
**Service-Learning As A Pedagogy**

Through community involvement, service-learning directly addresses the mission of Appalachian State University. Furthermore, it is an effective teaching strategy that increases faculty/student contact while contributing to student development. As a pedagogy, it is a departure from the traditional, lecture-driven, faculty-focused curriculum. It requires student participation in developing learning goals and confronting real-life in a way that challenges their assumptions and forces critical thinking. It requires faculty to share control over learning outcomes while affording them a closer relationship to students. Service-learning pedagogy is commonly described as a continuous learning cycle. First articulated by David Kolb (1984), the cycle fosters meaning and comprehension through concrete experience, reflective observation or assimilation, abstract conceptualization or theory building, and active experimentation or problem-solving (Eyler, Giles, and Schmiede, 1996).

Service-learning experiences can be incorporated into any discipline or course—thus, this pedagogy is NOT limited to sociology, psychology, social work, or education.

Studies have shown that service-learning experiences help students gain a more thorough understanding of course material, while simultaneously having a significant impact on their epistemological development (i.e., how they understand the world), moral development, sense of purpose, cultural identity development, and sense of interdependence. For instance, Astin and Sax (1997) found that students engaged in service-learning activities were "significantly more likely than non-service-learning students to spend 20 hours per week or more studying and preparing for classes" (Osborne, Hammerich, and Hensley, 1998). Dr. Howard (1997) at Virginia Commonwealth University reported that students "understood and synthesized course material better when placed in the broader context of a service-learning experience" (Osborne, et. al., 1998, p. 5). Researchers at Butler University reported that service-learning participants in their pharmacy program "showed significant positive improvements in comparison to the non-service-learning participants on cognitive complexity, social competency, perceived ability to work with diverse others, and self-worth in social situations" (Osborne, et. al., 1998, p. 9). For an overview of these ideas, please see the chart titled "Enhancing the Development of Students Through Service-Learning Experiences" on page 5 of this Guide.

**Further Reading On This Topic**


**Benefits of Service-Learning**

Reciprocity, one of the most important principles of service-learning philosophy, encourages both the service provider and the service recipient to gain from the interaction...

**Benefits For Students**

As participants in a service-learning project, students will have the opportunity to:

- Make meaning of theory and retain more relevant information.
- Be more engaged in the course material and look forward to participating in classroom discussions.
- Learn through hands-on work in a non-profit community environment.
- Further develop their critical thinking and interpersonal communication skills.
- Improve their self-confidence when they discover how they can make a difference through active and meaningful community contributions.
- Gain work experience and make job contacts.
- Learn about the complexities of social injustices and systemic problems.
- Learn about the importance of civic responsibility and become more active citizens.

**Benefits For Faculty**

Faculty members who incorporate service-learning into their curriculum will have the opportunity to:

- Enhance their teaching effectiveness by becoming a "facilitator," rather than a "giver," of knowledge.
- Engage students in powerful, interactive classroom discussions that invite new perspectives and personal experiences.
- Identify new areas for research and publication, thus increasing opportunities for professional recognition and reward.
Develop more powerful curricula by providing students with a “real world” context for theory and discipline-specific knowledge.

**Benefits For Academic Departments**

Academic departments who support service-learning pedagogy benefit by:
- Increasing their exposure and enhancing their public image within the community.
- Providing students and faculty with opportunities to engage in interdisciplinary activities.
- Attracting more students to Appalachian State University and their department by demonstrating that their majors are useful and applicable in the “real world.”

**Benefits For Community Partners**

Service-learning projects can benefit non-profit community agencies and their clients by:
- Providing direct aid, human interaction, and personal empowerment to people in need.
- Contributing to community development and renewal through social action research and direct service work.
- Enhancing local non-profit agencies’ abilities to deliver services to their clients and areas.
- Encouraging an educational partnership between the university and the non-profit community.
- Building a commitment to lifelong civic responsibility among Appalachian State University students, faculty, and staff.
- Strengthening intergenerational bonds to the greater community.

**Further Readings On This Topic**


**Service-Learning Testimonials**

**Making Abstract Concepts Real**

"I learned what it meant to look at an issue and break it down, to see the inter-connectedness and the complexity of an issue such as homelessness, to brainstorm and initiate strategies that addressed root causes and to avoid slapping a 'band-aid' on a symptom... I could finally tie what I was learning from my text books and lectures to what was happening in my community and my world." - University of Michigan student

**Creating a Passion for Learning**

"I can honestly say that I've learned more in this last year in community service than I probably have learned in all four years of college. Maybe because I found something that I'm really passionate about and it makes you care more to learn about it -- and to get involved and to do more. You're not just studying to take a test and forget about it. It's not cram for a test the night before... I know when I take a test I just want to get it over with and that doesn't happen (with service-learning), it stays with you." - University of San Diego student

**Learning about the Complexity of Social Issues**

"(Before community service)... I thought of myself as a pretty smart person, but at the same time I hadn't developed the awareness of how interconnected the social structures are and how people are affected. I was really in a tunnel vision and where I came from and I really hadn't broadened my horizons... And when I got into INVST, all those stereotypes were just destroyed...especially in the homeless experience." - University of Colorado student

**Becoming an Active Citizen in the Community**

"(Service) is an integral part of who I am. It really is my basis for how I live my life and so to ask me to stop it would be to ask me to stop living...in the face of how overwhelming the problems are and how it seems as though our contributions are so minuscule, just a drop in the bucket...I've really been inspired by my peers who serve alongside me... It's really energizing to me and gives me more hope and optimism that we can make a difference." - Vanderbilt University student

**Regarding Academic Rigor in Service-Learning**

"I want everyone to have that kind of experience, to do community service. And a lot of it's grunt work. A lot of it's harder than (regular classes) -- reading a book and taking a multiple choice test for me is a lot easier than going into an organization and getting dumped on and feeling different dynamics of working with people. But that's to me what life is all about -- working with people. All those experiences, positive and negative and like failed fund-raisers, they all add up and make me feel like I'm a much more well rounded person and able to really exist and survive in this society." - University of Colorado student
ENHANCING THE DEVELOPMENT OF STUDENTS THROUGH SERVICE-LEARNING EXPERIENCES

COGNITIVE DEVELOPMENT

DISCIPLINE-SPECIFIC KNOWLEDGE
Service-learning projects allow students to engage in real life experiences that bring theory to life outside of the classroom. Students have the opportunity to put discipline-specific knowledge into practice through hands-on work with non-profit community organizations. As a result of engaging in experiential learning, students retain more information, actively participate in classroom discussions, and gain self-confidence in their ability to utilize their knowledge in real world contexts.

EPISTEMOLOGICAL DEVELOPMENT
Service-learning experiences challenge students to broaden their understanding of social justice issues by providing them with a larger social context in which to understand the systemic problems that members of our society face. Through various social interactions, discussions, and critical reflection activities, students are challenged to consider multiple perspectives of the same issue, thus augmenting their cognitive skills and epistemological development.

MORAL JUDGMENT
While participating in service-learning activities, students gain a better understanding of themselves in relation to others. The activities and discussions that they engage in cause them to question their personal values and morals, as well as their judgments of others. As a result of their interactions with people who are in need of assistance, students often develop an ethic of care and sense of citizenship which permeates all aspects of their lives.

PSYCHOSOCIAL DEVELOPMENT

SENSE OF PURPOSE
Service-learning activities provide students with opportunities to explore academic majors and/or gain valuable hands-on experience for their career goals. Often, participation in service-learning, combined with critical reflection activities, helps students to discover who they are, what they value, and what type of career they may be interested in pursuing. Students often report that these activities have helped them find their "calling in life."

CULTURAL IDENTITY DEVELOPMENT
Through participation in service-learning activities, students have the opportunity to interact with people who are different than themselves with regards to values, lifestyle, religion, race/ethnicity, and sexual orientation. These interactions, combined with appropriate critical reflection activities, cause students to become more aware of their own cultural identities and encourages them to develop an awareness and appreciation for diversity.

SENSE OF INTERDEPENDENCE
Through participation in group activities, students become more aware of their personal strengths and how these skills can assist a group or community achieve its goals. By working side-by-side with non-profit agency professionals and their clients, students become more aware of their role in society and the importance of community collaboration.
EFFECTIVE PRACTICES IN SERVICE-LEARNING

Methods & Models of Integrating Service-Learning

Service-learning activities can be incorporated into a variety of different disciplines in various ways. A faculty member may choose to have students participate in service-learning activities as an entire class, in small groups, or individually. If the faculty member is seeking to create group bonding around a common experience, having students participate in service as an entire class would be appropriate. But, just as beneficial is the idea of dividing the class into small groups and having them serve at different agencies. Having served different people and experienced different environments, students can compare and contrast their service-learning experience during classroom discussions. Finally, individual service-learning projects are appropriate when group projects are: not feasible for the agency, a faculty member wants to assess the learning of individual students, or a student is interested in doing a independent study project which incorporates service-learning. The following are examples of four different ways to incorporate a service-learning project.

1. Social Action Research
To meet course requirements, students conduct research on a particular issue identified by a community agency. The research project is designed to address informational needs of the agency and to apply classroom theory. If a research project is too large to complete within one semester, students may assist the agency with a portion of the total project.

Example: A local non-profit agency would like to conduct a needs assessment of children in the local area, but simply does not have the time. Students in a research class may assist with this process by working with the agency to develop a survey instrument, creating a strategic plan for distributing/collecting the survey, conducting the research, summarizing the results, and presenting their findings.

2. Service-Learning Course
A course involving students in studying community issues and engaging in relevant service experiences in order to gain hands-on experience with these issues. Students will usually engage in service projects that meet an agency’s long term or on-going needs.

Example: A faculty member would like her students to learn about issues which affect poverty in the local area. Throughout the semester, students could work with local agencies which provide services to low-income families, such as cooking and serving meals at the local shelter for homeless persons, participating in a food recovery program, and/or building a home for a family who has never been able to afford one. Upon completion of their service project, students could develop a program for “Hunger and Homelessness Awareness Week” (November) and educate others about what they learned.

3. Service-Learning Component
An existing course which incorporates a service project component that supports the learning objectives of the course. The component may be optional or required. Students will usually engage in service projects that meet an agency’s short term needs.

Example: A local environmental organization would like some assistance with testing the water quality of local rivers and lakes. Students in an environmental studies, biology or chemistry class could participate in this project to gain a better understanding of the effect that water quality has on the environment, wildlife, and people. During “Earth Week” (April), students could develop a project to create awareness about this issue.

4. Extra Credit For Service-Learning
Students receive extra credit for participation in a community service project related to the course. Students will usually engage in one-time projects or events sponsored by an agency.

Example: Once each month, a local non-profit agency sponsors a dance/social for people with mental and physical disabilities. Students who are part of a communications or public relations class may participate in this activity to serve the clients’ needs while simultaneously improving communication skills. Students could write a news article analyzing their experience or teach other students what they learned about working with people who are disabled.

Further Reading On This Topic
Service-learning: The home of service-learning on the world-wide web (csf.colorado.edu), Guide To University Programs, Courses, and Syllabi.

Steps To Integrating Service-Learning Into Curriculum

One Month (Or More) Before Semester Begins:
• Call ACT to request a Service-Learning Resource Guide For Faculty and complete/return an ACT Service-Learning Project Request Form.
• Meet with Shari Galiardi, Service-Learning Coordinator, to discuss your course objectives and how service will be integrated.
• Shari will research project options and send you recommendations and community partner contacts.
• Develop your syllabus and send a copy to Shari.
• Finalize service sites and student project deadlines with Shari and community partner(s).

First/Second Week of Semester:
• Discuss with your students the service-learning portion of the course. Explain the reflection activity and class project(s) that are required.
• Schedule an in-class ACT presentation with Shari or a time for your students to visit the ACT Community Outreach Center.

Third/Fourth Week of Semester:
• Have an in-class ACT presentation or have your students visit the ACT Community Outreach Center and complete the necessary forms.
• Distribute the Service-Learning Resource Guide For Students to your class.
• Have your students select a service site/project.
• Ensure that your students make their first visit to their chosen site and complete the Service-Learning Agreement Form.

Throughout Semester:
• Conduct reflection activities and/or have students complete critical analysis assignments designed to tie service experience to course content.
• Check in with students to find out how project/service experiences are going.

End of Semester:
• Shari will send evaluations to students, faculty member, and community partner(s).
• Meet with Shari to debrief and assess service-learning experience.

Expectations of ACT, Students, Faculty Members, & Community Partners

ACT Is Expected To:
• Respond with resources and consultation within two weeks of submission of an ACT Service-Learning Project Request Form.
• Create a list placement options, with position descriptions and contact information, hand-tailored to a specific course (ACT suggests that the request be made at least one month before the course is to be taught.)
• Provide classroom presentations and reflection sessions as requested.
• Consult on logistical, risk management, and troubleshooting issues as needed.
• Refer new faculty to faculty mentors and strive to strengthen the community of service-learning faculty.
• Distribute student evaluations two weeks before the end of the semester and provide a tally of scores and comments made by students.
• Inform faculty of resource and recognition opportunities via the ACT Service-Learning Program Newsletter.
• Maintain and share a current roster of service-learning faculty and courses.

Faculty Members Are Expected To:
• Complete an ACT Service-Learning Request Form and provide ACT with the course syllabus.
• Describe the service-learning activity and its relation to the course objectives in the course syllabus, and facilitate activities that will prepare students for their service-learning experience.
• Familiarize themselves with the service sites and monitor student progress through discussions, journal assignments, progress reports or individual check-ins.
• Have all students complete a Service-Learning Student Information Form and Ethics & Commitments For Service-Learning.
• If needed, have students complete an ACT Service-Learning Agreement Form and ACT Service-Learning Time Log.
• Provide individual and/or group forums for students to reflect on what they are learning from the experience.
• Provide ACT with a copy of any news articles featuring their service-learning course and inform ACT of significant events related to the students or the course.
• Nominate one service-learning colleague for recognition at the end of the academic year.

Students Are Expected To:
• Be prompt, willing, respectful and positive at their service placement.
• Complete the necessary forms during the first few weeks of the semester (or as directed by the instructor).
• Fulfill all agreed upon duties and responsibilities at the community site.
• Provide feedback about the service experience and its relevancy to the course material – participate in course discussions.
• Be open to learning about cultures and lifestyles that are different from their own.
• Speak with their supervisor and/or instructor if uncomfortable or uncertain about what they are to do.
• Respect the confidentiality of the people served.

Participate in the end-of-the-semester evaluation process.

Community Partners Are Expected To:
• Orient students to the agency's mission and goals so that they may better understand their role within the agency.
• Provide work that is significant and challenging to the student.
• Provide training, supervision, feedback and resources for the students to succeed during their service experience.
• Ensure a safe work environment and reasonable hours for the student to perform their service.

Guiding Principles & Good Practices in Service-Learning
The principles are the cumulative best practice wisdom articulated by experienced practitioners and have been adopted by service-learning professionals across the nation as the foundation for effective programs in schools and on campuses.

An Effective Program:
• Engages people in responsible and challenging actions for the common good.
• Provides structured opportunities for people to prepare and 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.
• Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interests of all involved.
• Is committed to program participation by and with diverse populations.

Further Readings On This Topic


Tips for Establishing Positive Community Connections
• Research the agency history, mission and related social issues before making contact.
• Meet agency representatives at their office whenever possible. But, when inviting community partners to campus, provide them with a parking pass and map of the ASU campus (available at Student Programs).
• When visiting the agency or service site, note details on location, transportation, and parking.
• Ask the agency how what you have to offer might be useful to them. It is a significant role reversal to put yourself in the position of learner, with the community partner as the expert and teacher.
• Learn about the assets of the agency and the clientele. Explore their capacities and abilities, and relate this to your students. As faculty and students shift their perception of community members as deficient and needy, to acknowledging that others have valuable and desirable strengths and insights, they will be able to realize the real reciprocity integral to the philosophy of service-learning.
• Be open to indirect service projects. Consider how you can help students see the value of service that provides support to community vs. direct contact with people.
• Take care to "do no harm." The community and the clientele are not a teaching or research "laboratory." The notion of community as laboratory assumes a false hierarchy of power and perpetuates an attitude of institutional superiority. Basic goals of service-learning include community development and empowerment. For these goals to be realized, faculty and community must be equal, collaborative partners.
• Invite community partners to be a part of reflections, class presentations, and other related activities.

Further Reading On This Topic

Common Faculty Concerns About Service-Learning

Is Service-Learning Academically Rigorous?

This is an important and legitimate concern for all who are concerned with quality higher education, and it is the focus of much of the past and current research on service-learning. Service-learning experiences are intended to produce real academic learning. Remember, credit is not given to students for the service hours that they complete; rather, they are given credit for the class projects that they complete in combination with the service that they do.

Am I Qualified To Implement Service-Learning In My Class?

Trying anything new is a risk, and it challenges our competencies. Most faculty members report a steep learning curve with confidence developing rapidly once the strategy is allowed to work. Relinquishing control of the classroom is difficult, but once instructors move themselves from being a "giver of knowledge" to a "facilitator of knowledge," they often find that students will play an active role in their learning if provided the appropriate structure. Service-learning pedagogy is trial and error at the beginning, but the sections in this Resource Guide on "Effective Practices in Service-Learning" and "Enhancing & Evaluating Service-Learning" should provide you with some guidance. Furthermore, ACT will sponsor "How To" workshops and faculty forums throughout the year to assist you with getting started and dealing with issues that you encounter along the way. Please check our website for workshop dates & times.

How Can Students In "Intro" Classes Engage In Meaningful Service?

Some faculty members are concerned that their students lack adequate preparation or skills to help others in a meaningful way. Participating in community service is not a new concept for students since most students come to college having done some service activities in high school, through church, or as a part of a youth group. In fact, several authors cite impressive contributions made by previously underachieving, marginal students. ACT's Service-Learning Coordinator uses judgment when selecting appropriate placements for students based on age/class level and type of course. When it comes to meeting the unsuspected challenges that we worry about, students often rise to the occasion. When faced with the challenge of tutoring a younger student, college students often exert extra effort to be able to succeed at the task because it is meaningful. This is the beauty of service-learning -- it motivates students to learn, gain higher levels of competence within their discipline, and provides them with opportunities to examine complex social issues. They begin to see the connections between coursework and their future when they can apply what they have learned in "real life" situations.

Do I Have The Time To Implement Service-Learning?

As with any new pedagogical tool, service-learning activities may take a little bit more of your time when you first get started using them. But, service-learning should not be an "add-on" to your current course requirements. It does not change WHAT faculty teach; it changes HOW they teach. Some of the traditional classroom activities are substituted with more dynamic information processing activities. Some "seat time" is replaced with action and meaningful involvement in experiential learning. Often, faculty members offer service-learning as a project option or substitute it for another class project. Active learning tends to motivate students which energizes teachers, thus making the time investment more than worthwhile. See "Methods & Models For Integrating Service-Learning" for more information on this subject.

Will Service-Learning Activities Put Unnecessary Strains On Students' Already Busy Schedules?

Faculty who use service-learning experiences in their classes report that most students are willing and able to serve their community. Actually, many students are already engaged in some type of service activity. ACT's Service Opportunities Directory is filled with a variety of service opportunities which provide day/time, transportation, and interest options for students. But, faculty members should be flexible with the parameters that they place on service requirements -- allowing students to do projects at agencies close to their home or where they are currently serving -- as long as the activities meet the learning objectives of the course curriculum.

Who Is Liable If A Student Is Injured While Participating in Service-Learning Activities?

Although due care and judgment must be exercised to ensure that students are not knowingly placed in dangerous situations, the Department of Student Programs carries a volunteer accident insurance policy that covers all "ACT-registered" students who participate in community service and service-learning projects. This accident insurance covers both personal injury and property damage. The University also covers faculty members with $11,000,000 in liability coverage. If one of your students is injured, please contact the ACT Community Outreach Center immediately at 262-2193.
Using Service-Learning To Meet Tenure Criteria

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. Service-learning can be used to enhance teaching effectiveness, advance scholarship and academic contributions, and provide service to the university and surrounding community.

Enhance Your Teaching Effectiveness By:

- Developing more powerful curricula that provides students with a "real world" context for theory and discipline-specific knowledge, thereby helping students to retain more relevant information.
- Raising students' awareness about current social issues as they relate to academic areas of interest.
- Engaging students in powerful, interactive classroom discussions that invite new perspectives and personal experiences.
- Becoming a "facilitator," rather than a "giver," of knowledge.
- Actively engaging students in the course material, thus causing them to look forward to participating in classroom discussions.
- Further developing students' critical thinking, writing, and interpersonal communication skills.
- Helping students learn about the complexities of social injustices and systemic problems.

Advance Your Research & Scholarship Efforts By:

- Identifying new areas for research and publication, thus increasing opportunities for professional recognition and reward.
- Structuring service-learning activities to address larger questions related to instructional effectiveness and/or appropriate outreach models for specific populations.
- Measuring the effectiveness of service-learning and discussing the results in the context of a broader subject matter.
- Presenting professional papers at state, regional, and national conferences.
- Publishing your findings in higher education publications or in applied academic journals, particularly those that report teaching innovations.
- Submitting grants for external funding related to service-learning activities.
- Making your work visible and emphasizing quality; your service-learning efforts may lead to nominations for university teaching awards, as well as other forms of recognition.
- Seeking publicity for you and your student's efforts through The Scene, Connections (Hubbard Center newsletter), The Appalachian, or other media venues. Also, ACT will regularly feature innovative projects on its website.

Serve The University & Surrounding Community By:

- Actively participating in the direct service and/or research projects that your students are doing.
- Offering your professional skills and expertise to the non-profit agencies where your students are serving.
- Serving on the board of directors for the non-profit agency with which you have "partnered."
- Mentoring other faculty members on integrating service-learning into their courses.
- Participating as a panel member in faculty workshops sponsored by the ACT Service-Learning Program.
- Making presentations to the Faculty Senate or academic departments about the impact of service-learning.

Other Tips 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 simply describing 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!
DON'T: Restrict yourself to tested methods and approaches.
ENHANCING & EVALUATING STUDENT LEARNING

Facilitating Preparation & Critical Reflection -- Theories, Methods, & Activities

“When a person’s behavior contains action but no reflection, it is only activism.
When one has reflection but no action, one performs hollow verbalism.” - Paulo Freire

According to Thomas Dewey, "truly educative" experiences generate interest, are intrinsically worthwhile, present problems that awaken new curiosity, create a demand for new information, and take sufficient time to foster development. By involving them in real community problems, service-learning provides students with a need to know, a desire to enhance their skills and a commitment to solving problems of importance to them. In order for this to take place, students must be given the opportunity to prepare for and learn from their service-learning experiences in an intentional way. The culture of the class must be one in which students feel included, respected, and safe. In service-learning terminology, the initial stage is known as “preparation” while the learning stage is called “reflection.”

Why Preparation?
Although most students are familiar with traditional community service, service-learning is often a new concept for them. Thus, in order for students to understand the educational value of service, the philosophy of service-learning, and help them work through some of their concerns, preparation is an essential part of the total service-learning experience. It allows students to have the opportunity to examine their expectations, assumptions, and fears, as well as provide them a context to understand their experience. As the first step in the process, preparation activities will enrich your students' service-learning experiences and serve as a spring board for future reflection activities and class projects.

Things To Consider During The Preparation Stage:
• Clarify students' responsibilities and expectations -- write them down and provide a copy for each student.
• Set the tone by establishing norms of behavior such as:
  - Anyone in the group may speak at any time -- no hand raising is required, but the rules of polite conversation are followed.
  - No profanity or sexual innuendoes are necessary to make a point.
  - Speakers should be respectful, open-minded, and not aim to put anyone down.
• Research background information about the people and problems the students will encounter in the service situations to sensitize them and help to revise any misconceptions.
• Assess the values, knowledge, and skills of your students. Develop and practice any skills that will be required, including being active observers and questioners of experience.

Suggested Activities:
• Take students on an agency tour or have a representative come to speak about the agency's mission, history, etc.
• Coordinate a panel of students who have previously taken the course to speak with the class about their experiences.
• Require that students do readings about the population that they will be serving.
• Conduct an "experience inventory" to assess the skills and knowledge that each student brings to the project.
• Do role playing to practice skills that may be required for the project.
• Use journaling, discussion, or drawing to have students express their assumptions, fears, and feelings about the project.

Why Critical Reflection?
Reflection is a process designed to promote the interpretation of experience and the promotion of cognitive and affective learning. Service-learners should be asked to think critically about their experiences by 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. Through reflection, students analyze concepts, evaluate experiences, and form opinions during and after the service experience. It involves observation, asking questions, and putting facts, ideas, and experiences together to derive new meaning. Reflection is an essential process for transforming experiences -- gained from the service activities and the course materials -- into powerful learning. It fosters learning about larger social issues such as the political, economic, and sociological characteristics of our communities. It enhances students' critical understanding of the course topics and their ability to assess their own values, goals, and progress.

Things To Consider During The Reflection Stage:
• Reiterate your expectations and norms of behaviors for the classroom (see above).
• Develop a framework for guiding reflection discussions (see ORID model on following page).
• Lead the group by actively engaging each student.
• Design on-going reflective activities that complement an array of learning styles and different cultural communication styles.
• Get closure on emotional issues by the end of each reflective session.
• Leave some topical issues open until the next session to give group members an opportunity to think more about them.
Suggested Activities:
Since students learn in different ways, reflective activities should accommodate multiple learning styles and intelligences. Don't limit yourself or your students to only learning through journaling and group discussions. Learning styles have a significant impact on how well a student learns and retains information. Ideally, instructors should provide a variety of options and power students to choose activities that match their learning styles. Below are some suggested activities that will engage a variety of learning styles.

Reading (Written Materials): Read case studies, books about social issues, government documents/legislation, professional journals, or classic/fictional literature on the subject matter.

Writing (Written Exercises): Keep individual/group journals, write reflective essays, develop poems, write songs, draft grant proposals, write press releases, draft legislation, send letters to politicians, publish articles in newspapers, or write community agency training manuals.

Telling (Oral Exercises): Conduct focus groups, participate in informal/formal discussions, give class/community presentations, teach a class, do story telling, give legislative testimony, or have one-on-one conferences between student and community partner/instructor.

Doing (Projects/Activities): Create art/photo journals, do role playing, develop skits, paint/draw pictures of evoked emotions, give agency tours, watch movies/videos, plan public relations events for an agency, conduct a rally or community forum, or plan service activities associated with campus "awareness days" (i.e., Make A Difference Day, National Youth Service Day) or "awareness weeks" (i.e., Hunger & Homelessness Awareness Week, Earth Week, etc.).

Moving Students From Reporting To Critical Analysis: The ORID Model
This model provides a progression of questioning designed to move students from simply reporting on the concrete experience to analytical and subjective reasoning. This model may be used as a guide to design reflection activities/discussions and course assignments. The progression may be completed within one assignment or over the entire semester.

Objective: Begin with questions related to the concrete experience. What did students do, see, read, and hear? Who was involved, what was said? Who have they been serving? What happened as a result of their work?

Interpretive: Next introduce questions that address the affective experience. How did the experience feel? What did it remind them of? How did their apprehension change or their confidence grow? Did they feel successful, effective, and knowledgeable? What has been the most enjoyable/frustrating part of their experience? What has been the most surprising aspect of their experience?

Critical: Then ask questions that explore their cognitive experience. What did the experience make them think about? How did it change their thinking about...? What did they learn? What worked and what didn't? Why is their service work needed? What have they learned about the issue and/or the people that they are serving? How do these issues tie into global issues? What connections have they made to other things they have been studying?

Decisional: Finally, students are prepared to incorporate their experience into a new paradigm. They may have a shift in knowledge, awareness, or understanding that affects how they see things and, ultimately, how they will act. What decisions or opinions have they formed? How have their assumptions or preconceived notions changed? Did this experience change the way that they would combat this issue? What will they do differently next time? How will the experience affect their career path, their personal life choices or their use of new information, skills or technology? How will they educate and inform others about what they have learned?

Further Reading On This Topic


Creating An Appreciation For Diversity Through Service-Learning

Service-learning provides powerful opportunities for students to experience and understand diversity in meaningful ways. It is a vehicle for students to learn from people of other cultures. Planning, processing and identifying common hurdles will optimize your students’ opportunities to learn about diversity.

Planning Considerations

Expand the definition of culture and diversity beyond ethnicity, race, or gender. Consider the following factors and the ways they influence your students’ perceptions and reflections: socio-economic status, geographic environment, values, beliefs, and traditions.

Take an inventory to understand the culture of your class:

• What are the different races/ethnicities represented?
• What are the geographic places your students call home?
• What is the age range?
• Where are they at in terms of student development?
• What are their learning styles—visual, auditory, or kinesthetic?

Encourage your students to explore the culture of the agency they are working with:

• What is the size of the organization?
• What is their history?
• What is the environment or atmosphere of the organization? Formal? Informal?

Encourage students to learn about the culture of the people that they are serving:

• How would you describe the clients being served?
• What are their stories?
• What are the stereotypes and what are the realities?
• What opportunities do you have to demystify stereotypes?

Prepare students for issues of diversity that they may encounter during their service experience:

• Help the students understand what has shaped their own cultural identity.
• Define and create an atmosphere that respects and nurtures differences.
• Model the type of behavior that supports respect for diversity.
• Facilitate exercises and activities that create awareness of the diversity issues present in the service-learning activity.
• Provide orientations that demystify stereotypes of students to agencies, and vice versa.
• Explain the differences between the culture of the agency and the culture of student life.

Reflection Issues

In addition to planning considerations, it might also help to thoughtfully consider issues which may affect reflection activities. There are different types of learning styles, processing styles, and cultural communication patterns—all of which may affect the quality and depth of your reflection activities. See “Facilitating Preparation & Critical Reflection” section for specific ideas.

Common Challenges with Diversity Issues in Service-Learning

Sometimes diversity issues are not fully addressed because they can be intimidating. Here are some common fears that faculty express, as well as some possible strategies or solutions.

Fear: Activities might perpetuate stereotypes.

Possible Solutions:

• Prior to the service project, ask students what types of activities perpetuate stereotypes and why. If the service work might relate to those activities, be proactive and ask students how they think this might affect their beliefs.
• Encourage them to examine their assumptions about the agency staff and/or clients with whom they will be working.

Fear: Having prejudiced/stereotyped comments come out during reflection sessions.

Possible Solutions:

• Work with the class to set parameters and boundaries prior to their service-work.
• If an inappropriate or uninformed comment is made, give it back to the class and facilitate a discussion around that belief.
• Follow up on the discussion during the next class. Utilize the expertise of the agency or organization to assist in demystifying stereotypes.
Fear: Not knowing what is okay to say or not, or not being knowledgeable enough about a certain culture or ethnicity.

Possible Solutions:
- Clarify that you are not necessarily responsible for being an expert on different cultures, but are there to facilitate dialogue and exploration on thoughts regarding different cultures.
- Utilize the norms and ground rules on acceptable behavior as a guide.
- Remind the students that "an error in judgement is not an error in character", and that if something is not articulated properly but is respectful, it is still okay and it is not a reflection upon the person's character.

Evaluating & Assessing the Impact of Service-Learning

Evaluation and assessment of service-learning activities must serve a dual purpose: to assess the value of services performed from the community perspective and to investigate the effectiveness of the educational experience for student learning and development. Evaluation is about usefulness, and therefore "requires clarity about what one is attempting to evaluate, care in using measures that generate relevant and useful data, and willingness to act on what is learned." (Morton, 1996). While faculty members may have additional learning goals, service-learning often helps students to make meaning of the course material, improve their written/oral communication skills, and improve their critical thinking/analytical skills. Furthermore, students often learn about other cultures during their experience and they begin to understand the complexities of social issues.

The following individuals/groups are stakeholders of service-learning experiences and must be considered when conducting a comprehensive outcome assessment:
- Community Partner (Agency)
- Beneficiaries of the Service Provided
- Faculty Member
- Students
- Academic Department
- University

In the context of this complex partnership, outcome evaluations may provide a critical step in generating trust and reliance, as well as a means of enhancing and extending program momentum and development (Gugerty and Swezey, 1996). Evaluation forms are included in this Guide to assess the value of the service performed as well as to measure the impact of the experience on the student. The ACT Service-Learning Coordinator will distribute these forms to faculty members, students, and community partners near the end of each semester. Note: Faculty members may complete these evaluations on-line by visiting the ACT website at www.act.appstate.edu and choosing the "Service-Learning Program" link.

Further Reading On This Topic


INTERNET RESOURCES FOR SERVICE-LEARNING

Service-Learning Listservs & Electronic Mailing Lists

National Service-Learning Listserv: This active listserv is facilitated by the University of Colorado at Boulder. This discussion group is made up of faculty, staff, and students nationwide who are interested in developing service-learning syllabi and programs, discussing evaluation strategies, expressing views on critical issues in the field, and more. To subscribe, send a message to listproc@csf.colorado.edu and type "sub service-learning firstname lastname" in the body of the message. Or, go to http://csf.colorado.edu/sl/.

ACTMail Electronic Newsletter: As an ACTMail subscriber, you will receive an "electronic newsletter" sent directly to your e-mail account approximately every two weeks. This newsletter will keep you updated on the latest service opportunities that the ACT Community Outreach Center receives from the local non-profit community. Our intent is to provide you with helpful, easy-to-read information that will assist you with finding ideal service opportunities for you, your group, or your class. To subscribe, visit the ACT web site at www.act.appstate.edu and choose the "Join ACTMail!" link.

ASU Service-Learning Program Listserv: Coming Soon...this listserv will allow ASU faculty who are using service-learning in their classrooms to share ideas, successes, and challenges with other colleagues on campus. Also, you will have the opportunity to stay abreast of upcoming workshops, programs, and conferences related to service-learning. If you are interested in joining, please send an e-mail to Shari Gaiardi, ACT Service-Learning Coordinator, at gaiardisi@appstate.edu. You will receive a "welcome message" when the listserv is operational.

Service-Learning Websites

American Association For Higher Education (AAHE): The AAHE Service Learning Project consists of a two-part initiative dedicated to the integration of service-learning across the disciplines. The project is anchored by an 18-volume series (available from ACT) designed to provide resources to faculty wishing to explore community-based learning in and through the individual academic disciplines. www.aahhe.org

Campus Compact: A coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. It is the only national higher education organization whose primary purpose is to support campus-based public and community service. www.compact.org

Corporation For National Service: A government organization which oversees Americorps, Learn & Serve America, and the National Senior Service Corps programs. www.cns.gov

Greater Kalamazoo Evaluation Project: The vision of this project is to create an evaluating community, enabling all organizations to continually improve their effectiveness and to communicate their outcomes to the rest of the community. Their newsletter is published on their website. www.wmich.edu/evalctr/eval_nsltr/evalnsltr.htm

International Partnership For Service-Learning: Founded in 1982, this incorporated non-profit organization serves colleges, universities, service agencies and related organizations around the world by fostering programs that link community service and academic study. www.studyabroad.com/psl/

Michigan Journal of Community Service Learning: An academic journal containing papers written by faculty and service-learning educators on research, theory, pedagogy, and issues pertinent to the service-learning community. www.umich.edu/~ocsl/MJCSL/

National Service-Learning Homepage: This comprehensive service-learning resource provides information on syllabi development, a list of universities and colleges with service-learning programs, information on upcoming conferences, bibliographies, etc. csf.colorado.edu/sl/

Rural Clearinghouse For Lifelong Education & Development: Provides several full-text articles on rural service-learning programs and links to related resources. www-personal.ksu.edu/~rcled/

Who Cares: A national quarterly journal devoted to community service and social activism. www.whocares.org/
REFERENCES BY TOPIC

**DISTINCTIONS BETWEEN COMMUNITY SERVICE & SERVICE-LEARNING**


**PHILOSOPHY & PEDAGOGY OF SERVICE-LEARNING**


**METHODS & MODELS OF INTEGRATING SERVICE-LEARNING**

Service-learning: The home of service-learning on the world-wide web (csf.colorado.edu). Guide To University Programs, Courses, and Syllabi.


**GUIDING PRINCIPLES & GOOD PRACTICES IN SERVICE-LEARNING**


**TIPS FOR ESTABLISHING POSITIVE COMMUNITY CONNECTIONS**


Facilitating Preparation & Critical Reflection -- Theories, Methods, & Activities


Evaluating & Assessing the Impact of Service-Learning


Note: I would like to give a special thanks to the folks at Colorado State University and George Mason University for allowing ACT to utilize their service-learning manuals as a guide to create this one.
Service-Learning Forms
For Faculty & Students

Before Service-Learning Experience...

Note To Faculty: These forms are included in this Guide to assist the ACT Service-Learning Coordinator and Peer Counselors with finding appropriate service-learning projects for your students. Please call the ACT office for a copy of the Service-Learning Project Request Form (yellow). Upon receipt of this form, ACT’s Service-Learning Coordinator will send you project options, as well as the appropriate number of Service-Learning Student Information Forms (pink) and Ethics & Commitments For Service-Learning Forms (blue) based on the number of students in your class who are participating in service-learning projects. Please collect the pink forms from your students and/or ask them to return them to the ACT office prior to beginning any service-learning projects. The blue forms are for your students to read, sign, and keep for their records.
Service-Learning Forms
For Students

During Service-Learning Experience...

**Note To Faculty:** These forms are included in this Guide for use by faculty members who do not have an "experiential contract" as a part of their course syllabus. These forms are intended to enhance communication between students, professors, and community partners and reduce confusion about service-learning project goals and expectations. *Please photocopy the number of forms that you need and use them as you deem necessary, as they are for your use only and do NOT have to be returned to the ACT office.*
Service-Learning Forms
For Faculty, Students, & Community Partners

After Service-Learning Experience...

Note To Faculty: These forms are included in this Guide to evaluate the experience of the students, faculty members, and community partners who were involved in service-learning project(s). Approximately 3 weeks before the end of the semester, ACT’s Service-Learning Coordinator will send you the appropriate number of evaluation forms for your class. Please complete and return these forms to the ACT office by the end of the semester. Also, ACT will send an evaluation form to the community partner(s) with whom you worked. Upon receipt of all of these forms, ACT will make copies and return them to you for your records.