Keys to KERA: A Service Learning Faculty Development Workshop Manual

Wendell Cave
Billie Hardin

Follow this and additional works at: http://digitalcommons.unomaha.edu/slceguides
Part of the Service Learning Commons

Recommended Citation
KEYS to KERA

A SERVICE LEARNING FACULTY DEVELOPMENT WORKSHOP

Manual Compiled by:
Wendell Cave
and
Billie Hardin
KEYS to KERA

A SERVICE LEARNING
FACULTY DEVELOPMENT
WORKSHOP

Hurstbourne Hotel and Conference Center
October 27 - 28, 1994

Manual Compiled by:
Wendell Cave
and
Billie Hardin

NSLC
C/o ETR Associates
4 Carbonero Way
Scotts Valley, CA 95066

"This material is based upon work supported by the Corporation for National Community Service under Learn & Serve America: Higher Education Grant No. 94LHB00024."
# Table of Contents

- Conference Agenda .................................................. ii
- Acknowledgements ......................................................... vi
- Conference Presenters ................................................... vii
- KEYS TO KERA Partner Map ........................................ viii
- KEYS TO KERA Partner Contacts ..................................... ix
- Conference Participants ................................................. xiii
- Introduction (Yellow) ....................................................... 1
  - Section Bibliography and Articles .................................... 7
- Instruction (White) ........................................................... 8
  - Section Bibliography and Articles .................................... 18
- Involvement (Pink) ............................................................ 19
  - Section Bibliography and Articles .................................... 20
- Implementation (Green) ..................................................... 21
- Service-Learning Resources (Buff) .................................... 25
  - Organizations and Resources ......................................... 25
  - Service-Learning Bibliography ...................................... 27
- Workshop Handouts (Blue) ............................................... 36
- Evaluation ................................................................. 37
KEYS TO KERA
SERVICE-LEARNING
FACULTY DEVELOPMENT WORKSHOP

Thursday, October 27, 1994

(Dinner will be served from 5:00 p.m. until 7:00 p.m. in the Julia Belle Ballroom.)

Introduction and Overview of Service-Learning

7:00 - 7:15 p.m. Welcome and Introduction
- Wendell Cave
- Gary Cox, Executive Director
  Council on Higher Education
  Goldenrod Room

7:15 - 7:30 p.m. Mission, Expectation, Overview
- Michael Morgan, Master of Ceremonies
  Murray State University

7:30 - 8:00 p.m. Video: "Today's Heroes"
- Michael Morgan
  Murray State University

8:00 - 8:30 p.m. Service-Learning on a National Level
- David Crowley
  Kentucky Community Service Commission

8:30 - 9:00 p.m. Why Service-Learning?
- David Sawyer
  Berea College
FACULTY DEVELOPMENT WORKSHOP

Friday, October 28, 1994

(A Continental Breakfast will be provided from 7:30 - 8:30 a.m. in the rear of the Goldenrod Room.)

Instruction

8:30 - 9:00 a.m. Instruction Session I
Principles of Good Practice
- David Crowley
Kentucky Community Service Commission
Goldenrod Room

9:00 - 9:30 a.m. Instruction Concurrent Session I

A. Service-Learning and KERA
- Wendell Cave and Billie Hardin
  Council on Higher Education
  Appalachian Room

B. Service-Learning Preparation, Monitoring and Assessment
- Louise Stone
  University of Kentucky
  Iroquois Room

C. Service-Learning Course Syllabuses
- Michael Morgan
  Murray State University
  Heart Land Room
FACULTY DEVELOPMENT WORKSHOP

Friday, October 28, 1994, continued

9:30-10:00 a.m.  **Instruction Concurrent Session II**

A. Service-Learning and KERA
   - Wendell Cave and Billie Hardin
     Council on Higher Education
     Iroquois Room

B. Service-Learning Preparation, Monitoring and Assessment
   - Louise Stone
     University of Kentucky
     Heart Land Room

C. Service-Learning Course Syllabuses
   - Michael Morgan
     Murray State University
     Appalachian Room

10:00 - 10:30 a.m.  **Instruction Concurrent Session III**

A. Service-Learning and KERA
   - Wendell Cave and Billie Hardin
     Council on Higher Education
     Heart Land Room

B. Service-Learning Assessment Strategies
   - Louise Stone
     University of Kentucky
     Appalachian Room

C. Service-Learning Course Syllabuses
   - Michael Morgan
     Murray State University
     Iroquois Room

10:30 - 10:45 a.m.  **Break**
FACULTY DEVELOPMENT WORKSHOP

Friday, October 28, 1994, continued

Involvement
10:45 - 11:45 a.m. Involvement
- David Sawyer
  Berea College
  Goldenrod Room

Presentations
11:45 a.m. - 1:00 p.m. Lunch and Student Speakers
  Introduction of Speakers
  - David Sawyer
    Berea College
    Julia Belle Room

  Speakers: Robin Brookshire - Transylvania
            Natalie Schol - Berea College
            Damon Gue - Americorps
            Alexander Clay - Jefferson
            Community College

Implementation
1:00 - 1:30 p.m. Goals and Expectations
  - Wendell Cave
    Council on Higher Education
    Goldenrod Room

1:30 - 2:15 p.m. Individual/Institutional Planning Time

2:15 - 3:00 p.m. Small Group Sharing
  Facilitated by Conference Presenters

Evaluation
3:00 - 3:30 p.m. Evaluation and Closing Remarks
  - Wendell Cave and Billie Hardin
    Council on Higher Education
    Goldenrod Room
KEYS TO KERA
SERVICE-LEARNING
FACULTY DEVELOPMENT WORKSHOP

Acknowledgements

Many people contributed their time and energy to make this conference and manual a reality. Judy Silva of Spalding University, Betty Griffin of Kentucky State University, and Ken Duckworth of the University of Louisville, were part of the initial task group given the charge of writing this manual and developing the workshop. Wendell Cave has spent numerous hours in negotiations with the Corporation for National and Community Service regarding conference funding. Billie Hardin has written and rewritten sections of the manual several times and has spent many hours researching articles and books.

Constant and steady through the entire process has been Louise Stone of the University of Kentucky and Michael Morgan of Murray State University. Their consistency and steadfastness is truly appreciated. Coming on board late in the process was David Crowley of the Kentucky Community Service Commission and David Sawyer of Berea College. Together they have significantly influenced the direction of the conference.

Many more individuals were involved in the writing and planning of the conference. Among those are Gary Cox, Joanne Lang, Carrie Dean, and Martha Helen Smith. Our apologies to those whom we accidentally omitted.
KEYS TO KERA
SERVICE-LEARNING
FACULTY DEVELOPMENT WORKSHOP

Conference Presenters

Wendell Cave
Council on Higher Education
1050 U.S. 127 S
Frankfort, KY 40601
(502) 564-3553

David Crowley
Kentucky Community Service Commission
State Office Building, Room 923
Frankfort, KY 40622
(502) 564-5195

Billie Hardin
Council on Higher Education
1050 U.S. 127 S
Frankfort, KY 40601
(502) 564-3553

Michael Morgan
Director
English as a Second Language
Murray State University
Murray, KY 42071
(502) 762-4536

David Sawyer
CPO 1842
Berea College
Berea, KY 40404
(606) 986-9341 x 6561

Louise Stone
Experiential Education
206 Mathews Bldg.
University of Kentucky
Lexington, KY 40506
(606) 257-3632
KEYS to KERA College and University Partners

- Thomas More College
- Kentucky State University
- University of Louisville
- Jefferson Community College
- Owensboro Community College
- Bellarmine College
- Kentucky Wesleyan College
- Spalding University
- Elizabethtown Community College
- Paducah Community College
- Hopkinsville Community College
- Murray State University
- College Sue Bennett
- Somerset Community College
- Morehead University
- Ashland Community College
- Prestonsburg Community College
- Pikeville College
- Southeast Community College
- Hazard Community College

Map showing the locations of the above universities and colleges.
KEYS TO KERA COLLEGE AND UNIVERSITY CONTACTS

PUBLIC INSTITUTIONS

Kentucky State University
Sandy M. Trammell.
Literature, Languages and Philosophy
317 Hathaway Hall
Frankfort, KY 40601
502/227-6990 ext. 6933
FAX: 502/227-6409

Morehead State University
Dan Connell
Director
Academic Services Center
Morehead, KY 40351
606/783-2005
FAX: 606/783-5026

Murray State University
Michael Morgan
English Department
1 Murray Street
Murray, KY 42071
502/762-4536
FAX: 502/762-3434

Northern Kentucky University
Leo Calderon
Assistant to the President
Nunn Drive
Highland Heights, KY 41099-8002
606/572-6573
FAX: 606/572-5566

University of Kentucky
Louise Stone
Director Experiential Education
206 Mathews Building
Lexington, KY 40506-0032
606/257-3632
FAX: 606/323-1085

University of Louisville
Kitty Amos
Assistant Vice President for Student Development
Louisville, KY 40292
502/852-0291
FAX: 502/852-7007
KEYS TO KERA COLLEGE AND UNIVERSITY CONTACTS

COMMUNITY COLLEGES

Ashland Community College
Jim Winter
Cooperative Programs Coordinator
Ashland KY 41101-3617
606/329-2999
FAX: 606/325-8124

Elizabethtown Community College
Mo Hassan
Social and Behavioral Sciences
600 College Street Road
Elizabethtown, KY 42701
502/769-2371x332
FAX: 502/769-0736

Hazard Community College
Richard Crowe, Director
Center for Teaching and Learning
Highway 15 South
One Community College Drive
Hazard, KY 41701-2402
606/436-5721 ext 330
FAX: 606/439-2988

Henderson Community College
David F. Brauer
2660 South Green Street
Henderson, KY 42420
502/830-5225
FAX: 502/826-8391

Hopkinsville Community College
John Wheeler
Dean, Student Affairs
Hopkinsville, KY 42241-2100
502/886-3921
FAX: 502/885-5755

Jefferson Community College
Beverly Dennis
Curriculum Development Coordinator
109 E. Broadway
Louisville, KY 40202
502/584-0181x115
FAX: 502/584-0181x115

Lexington Community College
Eunice Beatty
Acting Academic Dean
209 Oswald Building
Cooper Drive
Lexington, KY 40506
606/257-4832
FAX: 606/257-5651

Madisonville Community College
Susan Edington, Asst. Prof. Teacher Ed
2000 College Drive
Madisonville, KY 42431-9241
502/821-2250
FAX: 502/825-8553

Maysville Community College
Jerome T. Greiner
Dean of Student Affairs
1755 U.S. 68
Maysville, KY 41056
606/759-7141
FAX: 606/759-7176

Owensboro Community College
Judy Rhoads
Dean Academic Affairs
4800 New Hartford Road
Owensboro, KY 42301
502/686-4503
FAX: 502/686-4496
Paducah Community College
Don Rudolph
Humanities Department
Blandville Rd. - Alben Barkley Parkway
Paducah, KY 42002-7380
502/554-9200 ext 145
FAX: 502/554-6217

Prestonsburg Community College
Joe Sutton
Counseling Center
One Bert T. Combs Drive
Prestonsburg, KY 41653
606/886-3863 ext 230
FAX: 606/886-8683

Somerset Community College
Lynn Crabtree
Writing Program Director
808 Monticello Road
Somerset, KY 42501
606/679-8501
FAX: 606/679-5139

Southeast Community College
Walter Green
Teacher Education
Cumberland, KY 40823-1099
606/589-2145
FAX: 606/589-4941

UKCCS
Keith Stephens
Coordinator, Resource Development
17 Breckinridge Hall
Lexington, KY 40506-0056
606/257-6054
FAX: 606/257-5640
**KEYS TO KERA COLLEGE AND UNIVERSITY CONTACTS**

**INDEPENDENT INSTITUTIONS**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Contact Person</th>
<th>Title</th>
<th>Address</th>
<th>Phone</th>
<th>FAX</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellarmine College</td>
<td>Fred W. Rhodes</td>
<td>Vice President for Student Affairs</td>
<td>2001 Newburg Road</td>
<td>502/452-8304</td>
<td>502/452-8050</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Louisville, KY 40205-0671</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Berea College</td>
<td>David Sawyer, Director</td>
<td>Students for Appalachia</td>
<td>CPO 1842</td>
<td>606/986-9341x6561</td>
<td>606/986-4506</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Berea, KY 40404</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campbellsville College</td>
<td>Robert Clark</td>
<td>Academic Vice President</td>
<td>200 W. College Street</td>
<td>502/465-8158</td>
<td>502/789-5020</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Campbellsville, KY 42718</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kentucky Wesleyan College</td>
<td>Ann Rickman</td>
<td>Director of Community Service</td>
<td>3000 Frederica Street</td>
<td>502/926-3111</td>
<td>502/926-3196</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Owensboro, KY 42301</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pikeville College</td>
<td>Carol H. Baker</td>
<td>Associate Dean</td>
<td>Pikeville College</td>
<td>606/432-9307</td>
<td>606/432-9372</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pikeville, KY 41501-1194</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spalding University</td>
<td>Deborah L. Ford</td>
<td>Dean of Students</td>
<td>851 S. 4th St.</td>
<td>502/585-9911 ext. 236</td>
<td>502/585-7158</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Louisville, KY 40203-2188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sue Bennett College</td>
<td>Gwen Stivers</td>
<td></td>
<td>151 College St.</td>
<td>606/864-2238</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>London, KY 40741-8710</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thomas More College</td>
<td>Marilou Singleton</td>
<td></td>
<td>Office of Institutional Advancement</td>
<td>606/344-3614</td>
<td>606/344-3613</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>770 Buttercup Court</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crestview Hills, KY 41017-3428</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
LIST OF REGISTRANTS
Faculty Development Workshop
October 27-18, 1994

KENTUCKY STATE UNIVERSITY
Nancy Farley
Sandy Trammell
Melanie Halliday

MOREHEAD STATE UNIVERSITY
Andrew Glendening
Karen Hammons
Ernestine Winfield

MURRAY STATE UNIVERSITY
Rose Bogal-Albritten
Renae Duncan
Michael Morgan

NORTHERN KENTUCKY UNIVERSITY
Marjorie Artzer
Willie Elliott
Lon Richardson

UNIVERSITY OF KENTUCKY
Harriette Arrington
Geraldine Maschio
Keith Stephens
Louise Stone

UNIVERSITY OF LOUISVILLE
Sally Edwards
Bruce Kemelgor

BELLARMINE COLLEGE
Nelson Belizario
Sue Hockenberger
Harold Koch

BEREA COLLEGE
Peggy Rivage-Seul
Janet Fortune
Ed McCormick
David Sawyer

CAMPBELLSVILLE COLLEGE
Patricia Cowherd
Darlene Eastridge
James Howard

PIKEVILLE COLLEGE
Carol Baker
Jane Carpenter
Mary Beth Ulrich

SPALDING UNIVERSITY
Michael Day
Helen Deines
Debbie Ford

SUE BENNETT COLLEGE
Gene McSweeney
Gwen Stivers
Harry Toder

THOMAS MORE COLLEGE
Nancy Bruns
Barbara Davis
John Ferner

ASHLAND COMMUNITY COLLEGE
Janet Keeton
Richard Leake
Barbara Walters-Bator
ELIZABETHTOWN COMMUNITY COLLEGE
Mo Hassan
Dean Nason
Richard Williams

HAZARD COMMUNITY COLLEGE
Venita Morgan-Caldwell
Anna Napier
Sandy Phipps

HENDERSON COMMUNITY COLLEGE
Arlene Alexander
Sally Kline
Dianne Siewert

HOPKINSVILLE COMMUNITY COLLEGE
Betty Liles
Vernell Larkin-Bussell
John Wheeler

JEFFERSON COMMUNITY COLLEGE
Sherman Bush
Patti Couch
Joyce Hancock

LEXINGTON COMMUNITY COLLEGE
Sandra Carey
Gail Carpenter
Vicki Partin

MADISONVILLE COMMUNITY COLLEGE
Robert Adkins
Felecia Johnson
Pamela McLaughlin

MAYSVILLE COMMUNITY COLLEGE
Tony Boyd
Dana Calland
Tara Kilgore

OWENSBORO COMMUNITY COLLEGE
Sharon Davis
Cornelia Glenn
Fred Wetzel

PADUCAH COMMUNITY COLLEGE
Tracy Jordan
Don Rudolph
Kelly Wright

PRESTONSBURG COMMUNITY COLLEGE
Hope Bennin
Hailu Bogale
Dorothy Carlson
Carol Mulling
Craig Mulling

SOMERSET COMMUNITY COLLEGE
Steve Sargent
Lynn Crabtree

SOUTHEAST COMMUNITY COLLEGE
Richard Elliott
Walter Green
Carlie Thompson
Introduction and Overview
Michael Morgan, Murray State University

The mission of this workshop is to prepare, train and empower university faculty members to integrate service-learning into existing courses; and to replicate site-based service-learning training sessions for colleagues. To accomplish this mission, participants will be introduced to service and experiential learning principles and practices, methods to assist faculty with the integration of the principles and practices into course content and/or department curriculum. Finally, participants will be prepared to lead their institutions in the formulation of a campus service-learning plan which focuses on assisting local public schools with KERA implementation.

One resource we will refer to throughout this workshop is Campus Compact's, Rethinking Tradition: Integrating Service with Academic Study on College Campuses, edited by Tamar Y. Kupiec. Additional copies of the manual may be purchased from Campus Compact, Box 1975, Brown University, Providence, Rhode Island 02912, 401-863-1119. Also provided in your manual is a copy of "Legal Issues for Service-Learning Programs," published by the Nonprofit Risk Management Center and "The Principles of Good Practice for Combining Service and Learning," published by the Johnson Foundation.
Service-Learning on a National Level
David Crowley, Kentucky Community Service Commission

For the past ten years, there has been a growing service-learning movement in American higher education. In the 1980's, two national organizations were formed to promote collegiate service: the Campus Outreach Opportunity League (COOL), which works directly with college students engaged in service, and Campus Compact, a national association of college presidents committed to service-learning.

Federal funding for service-learning was initially provided by the National and Community Service Act of 1990, which included approximately $10 million annually for higher education programming.

More recently, the National and Community Service Trust Act of 1993 has taken federal funding for service-learning to an even higher level. This Act is a major initiative of the Clinton Administration which received a $380 million appropriation in Fiscal Year 1994, and funding will increase substantially in Fiscal Year 1995. The centerpiece of this Act is AmeriCorps, the program whereby individuals can earn an educational award in exchange for an intensive year of service. Over 20,000 AmeriCorps Members have already begun to serve through this program.

In January of 1994, Governor Jones created the Kentucky Community Service Commission (KCSC) to oversee the implementation of national service in Kentucky. The KCSC is funding six AmeriCorps programs around the state with a total of $1.4 million.
Why Service-Learning?
David Sawyer, Berea College

We have all gathered here in Louisville for this workshop on a new method of teaching and learning, some who are just interested, some already practicing this method of teaching, some sent, perhaps by their deans or their presidents, some of us to present. We're here, as you know, to consider something called service-learning. That's good. Because I believe that service-learning is not only a marvelous tool for educators, but that it is absolutely crucial for the development of our students, our communities, and of or democracy. Tonight I'm going to talk about why I believe this so strongly.

Although we are all members of the higher education community in one way or another, I also want to speak to you tonight as members of your local towns and cities, as citizens from Frankfort, Louisville, Murray, or Owensboro, as parents, as sons and daughters of aging parents, as people happily or not so happily married, with enough or not enough money, with struggles both inside and outside the academy, people worried about tenure or perhaps struggling with a great challenge in your life. In short, as Americans, and as human beings.

In my view, we are a nation and world at a pivotal crossroads. Our social and environmental problems, as you know, are utterly immense and utterly complex. Today 1 in 4 American children are growing up in poverty and the figure could be 1 in 2 Kentucky children before the end of decade. Thirty million Americans will go to bed hungry tonight. Teen suicide has tripled and teen violence has gone off the charts. Racial and hate crimes are escalating. Thirty years after the incredible heroism of the civil rights movement the chances of a young black man graduating from college are less than his chances of dying a violent death or ending up in prison. I won't even touch on the problems of the environment. Something is wrong with this picture. It is with complete conviction that I say we are a nation and a world in profound distress.

From a certain perspective you might say thank god for higher education, that higher education is a beacon of hope in the midst of this vast sea of distress. That if it weren't for higher education things would be even worse. Yes, from a certain perspective that would be true.

But I have com, regrettfully, to another perspective as well. I now believe that higher education must also should part of the blame for this state of affairs, that we are failing our country and our communities in many ways. Failing to have prevented this kind of world in the first place, failing to help solve these problems effectively as they arise, failing to prepare young people to function effectively as citizens and problem solvers in this crazy world of ours. Higher education is insulated and we have, I believe, lost touch with
what is going on in this society. Ira Harkavy at the University of Pennsylvania was right when he said that "universities cannot afford to remain shores of affluence, self-importance, and horticultural beauty at the edge of island seas of squalor, violence, and despair."

Certainly higher education has never been held in lower esteem than here on the brink of the 21st century by the public, by parents, by employees, by government officials, and most sadly, by students. Ernest Boyer said that "universities and colleges will be either engaged or judged irrelevant." If you are keeping current with the debate, you know that this judgement grows stronger every day.

This is a strong message I know, and you may not agree with it, but it is not delivered in a spirit of condemnation but in a spirit of urgency and with an ardent belief in the immense power of higher education to be a much richer and more meaningful experience for students, for faculty, for our communities, and for our country. I believe we have great power to help solve these problems, to reinvigorate our communities and our country.

This is, in fact, where service-learning fits in, and why it is so important. Not only does it address and help solve problems, but it is a wonderful method of teaching and learning. It does not necessarily discard the standard tools of academic assessment-tests, papers, journals. What it does is expand upon the category of what we call "class participation" in remarkable ways. It sends students out into the actual world, not simply as a laboratory to be analyzed or observed, but rather as a living community of people and problems within which students can exercise a variety of actions for the well being of others. And then through reading, reflection and discussion we add breadth and depth to that experience. "Not I but the city teaches", said Socrates.

Service without learning is not as rich an experience and does not automatically produce the sensitive, educated and empowered citizens our communities are so in need of. This is one of the crucial concerns many of us have about national service, and why I believe that our role as educators is crucial to the whole national service effort.

I know all the complaints that faculty have about service-learning. There is a kind of an intellectual snobbism that suggests that it just isn't rigorous's enough. None of the research done in the last few years confirms this. When service-learning is done right it is more rigorous for the students. The students in my class last January are still complaining about the work load. The hardest class I've had at Berea said one. The best class I've had in college said most. It is certainly not my genius that made it so. It was the involvement and engagement of the students.

What service-learning does, by exposing students to real people and real problems in the world, and by going even further and engaging them in actual service to others, is create
a powerful "need to know". A need to know is like having a fertile seed bed into which the seeds of the knowledge can be planted. This instead of the rocky and disinterested soil educators regularly and rightly complain about.

Service-learning, when it is done right, does at least four things: 1) it strengthens learning within the discipline, 2) it brings energy and excitement to students and into the classroom, 3) it serves the community in tangible ways, and last but not least, 4) it invigorates faculty.

The complaint that service-learning is complicated and difficult to do well is a valid one. It is more complicated than simply "covering the material", supplemented by lecture and discussion. It does require more of a faculty member, and more finally of the student. It definitely goes beyond the ritual of memorization and regurgitation that passes for education today. Service-learning requires that students think, process, synthesize, worry over, digest, and draw conclusions from the educational experience. Yes, it takes something to do it, but the effort is well worth it.

William Butler Yeats said that "Education is not the filling of a pail but the lighting of a fire." Here at the dawn of the information age, people have unprecedented access to knowledge. What we need to do now is give them the skill and the passion to seek it out on their own. Way back in the middle ages when the academy started knowledge itself was rare and precious thing. Now what is rare and precious is the student who is passionate about knowledge and is motivated to learn.

I suspect that the real resistance that most faculty seem to have into service-learning has to do with how we see our roles and how we envision education. We are used to being the diseminators of knowledge, the bearers of truth. There's a lot of power and personal satisfaction in that. And I want to be kind here and say that we all came by this old way looking at education honestly. Most of us were taught that way from K-Ph.D. But to do service-learning right we must also become facilitators of learning, coaches, partners with our students. This can be scary. As one honest faculty member put it after service-learning was explained, "my god, I'd lose control of the classroom." It doesn't mean giving up power but it does mean sharing power, and also sharing responsibility for the learning.

The experience of every faculty member I know of or have heard about is that after some initial discomfort they are delighted to share the responsibility for the classroom environment and for the learning, are excited by engaged students, and often renewed in their own appreciation of their discipline. We must remember that the desire to make a contribution, to make the world a better place is not limited to our students but is a drive that we have too, though we sometimes try to hide it with our elegant academic cynicism. That is, in fact, the drive that brought many of us into education in the first place, made education our calling, our vocation, our passion.
I know that embracing service-learning or experiential education is controversial, it is regarded askance by much of mainstream academic thought. It is also sadly true that faculty who go out on the limb of service-learning may be risking the judgement of colleagues whose friendship they do not want to lose. Non-tenured faculty must be especially careful. Faculty who have embraced and are doing service-learning also report feeling isolated, marginalized, misunderstood. And they are. My colleagues in the Invisible College all report that feeling of isolation to some degree. This makes me angry. I also have lots of personal experience with this sort of marginalization. It's odd, don't you think, that for all the talk about academic freedom that there is precious little real freedom in the academy to tach in new and novel ways.

I suppose that anyone with the courage to explore new territory is always misunderstood. It is my hope that this group of faculty might be the nucleus of a collegial association in Kentucky that will endure for many years and relieve some of the loneliness of you, the trailblazers.

I've been asking myself the question constantly over the last few years, "what is education?", and have come to feel that my legitimate job in higher education-no, my sacred duty-is: first, to connect students with the living world, second, to work with them to help solve our great common problems, third, to develop citizens of high conscience for our democracy, fourth to prepare individuals for useful and meaningful careers, and fifth, to lay strong foundations of broadmindedness and greatheartedness in my students that will manifest as happiness and service over the course of a lifetime.

Service-learning is by far not the only way to accomplish these ends. But it is the most effective way I know of to accomplish them.

I'd like to leave you with this wonderful reflection from one of my students, a woman who came from a poor family in the mountains of Kentucky. I don't know about all of you, but personally I remain connected to the academy because of my deep admiration for the students I work with and for the great privilege of being an influence in their lives. Two years ago Lisa Perkins said,

My life has been changed forever by the experiences I have had, through the people I have helped and thorough the service all have been part of. No longer am I without purpose. I have come from being a woman full of unfocused anger at the system, to a woman working towards a better world, focusing my anger, my frustrations my energy towards the work that I do, the speeches that I give, the hugs that I share, and the education that I provide. I have become a servant-leader, serving those who need to be served. . ."

"Education is not the filling of a pail but the lighting of a fire."
Section Bibliography

______. "Academic Options for Service Learning." Campus Compact.


______. "Service Learning: Rationales for Service Learning." Campus Compact.
ACADEMIC OPTIONS FOR SERVICE LEARNING

1. Independent Study
2. Student-Initiated Courses
3. Instruction in Field Data Gathering Methods
4. Special Topics Courses
5. Internships/Cooperative Education
6. First-Year Required Courses (e.g., Writing Courses)
7. Extra-Credit Option
8. Honors Thesis or Advanced Project
9. Community-Based Field Research/Community-Sponsored Research
10. Special Service Learning Program (e.g., Student Literacy Corps)
11. Courses on Volunteerism and Philanthropy
12. Practica in Social/Behavioral Sciences
13. Off-Campus Semester/Quarter (geographic variety)
14. International Service Learning Programs
15. Community Studies
16. Experimental College Courses
Commonly Used Definitions of Service-Learning:
A Discussion Piece

By
Brad Belbas
Kathi Gorak
Rob Shumer, Ph.D.

October 1993
Defining Service-Learning

Service-learning means different things to different people. Because of this, no one definition of service-learning will satisfy everyone. Several commonly used definitions of service-learning are presented here to provide a basis for discovering the common ground among them and to promote discussion about the meaning of service learning.

"The term 'service-learning' means a method:
   A) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs;
   B) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the service activity;
   C) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
   D) that enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others."

-National and Community Service Act of 1990

"Service learning appears to be an approach to experiential learning, an expression of values — service to others, which determines the purpose, nature and process of social and educational exchange between learners (students) and the people they serve, and between experiential education programs and the community organizations with which they work."

-Timothy Stanton

A Delphi Study (Shumer, 1993) sought consensus on a definition of service-learning. The Executive Summary states: "while there is consensus on some aspects of service-learning, for the most part there is still disagreement on the details." A brief summary of the Delphi study's findings are as follows:
- There is consensus that service-learning can be envisioned through forms, or types, and that these forms are best understood through specific examples.
- There is general agreement that service-learning occurs in two general categories: school-based and community-based.
- ...twenty-nine different dichotomous variables ('continua') were named ...which further describe purposes, goals, processes, and settings of service-learning. All these types and models provide a framework for conceptualizing service-learning in its various configurations; yet none of them are fixed or exact in meaning or description.
- As powerful and as exciting as any educational innovation and practice, ...service-learning is still very much an amorphous concept which continues to resist rigid definitions and universal understanding.

-Robert Shumer
"...service-learning is both a program type and a philosophy of education. As a program type, service-learning includes myriad ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way."

- Research Agenda For Combining Service and Learning in the 1990s

"Service-learning is a method by which young people learn and develop through active participation in thoughtfully-organized service experiences...
- That meet actual community needs.
- That are coordinated in collaboration with the school and community.
- That are integrated into each young person's academic curriculum.
- That provide the structured time for a young person to think, talk, and write about what he/she did and saw during the actual service activity.
- That provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities.
- That enhance what is taught in the school by extending student learning beyond the classroom.
- That help to foster the development of a sense of caring for others.

- Alliance for Service-Learning in Education Reform

References


Service Learning

Service Learning is a methodology that encourages students to address community problems while she/he learns in a real life situation. An effective service learning program contains three important components: Preparation, Action and Reflection.

- **Preparation** Students identify and research a community need and are trained to be effective in their volunteer activities. Service learning projects are most effective when an initial needs assessment and project identification is performed by or with the students. When the students are included in this part of the process they feel commitment to the project.

  For example, a service learning class for education majors might want to initiate a tutoring program. The students would research why children sometimes have trouble in school and would be trained in effective one-on-one tutoring techniques.

- **Action** The students sign a volunteer job description/contract and follow through with their commitment. Failure to complete a committed role results in an insufficient grade.

- **Reflection** Reflection is the most important step of service learning because the students are given a structured chance to learn about what happened. There are many ways to reflect including: logs, journals, expressing emotion through the arts, or reflecting in a group discussion.

  Group discussions are very effective because students learn about others' experiences. For example, John had a terrible experience at a nursing home and Jane had a wonderful time. If John hears about Jane's experience he might be willing to give the project another chance.

Prepared by Jodi Orr, Youth Engaged in Service Ambassador, 1050 US 127 South, Suite 101, Frankfort, KY 40601
Volunteers are Working: Patients Come Back to Give Back
Mary R. Herman-Cappoli

The Effect of Voluntary Service on Adolescent Attitudes Toward Learning
Laurel Dean and Shelley W. Murdock

AIDS, HOSPICE and VOLUNTEERS: The Casey House Volunteer Program
Gloria Murrant and Stephanie Strathdee

Retiring the Volunteer: Facing Reality When Service Is No Longer Possible
Ann Cook

Corporate Volunteer Recognition Campaign
Phoebe McLelland

Volunteer Community Service: What Are the Benefits to the Volunteer?
Rena Harel
Volunteer Community Service: What are the Benefits to the Volunteer?
Zinman College, Israel
Rena Harel, R.N., Ed.D.

The concept of community service as a requirement for graduation is appearing in more and more institutions for higher education. "Learning through service" is a different way of study. By integrating theoretical knowledge acquired in the classroom with practical work in the community, the student has the opportunity to test and apply his/her knowledge, while, at the same time, helping others.

The National and Community Act, passed on Nov. 16, 1990 (Public Law 101-610) emphasizes the need for U.S. citizens "regardless of age or income, to engage in full time or part time service to the Nation." Some of the purposes of the act are to renew the ethic of civic responsibility in the United States, call young people to serve in programs that will improve the life chances of the young through the acquisition of literacy and job skills, expand full time and part time opportunities for all citizens, particularly youth and older Americans; generate additional service hours each year to help meet human, educational, environmental, and public safety needs, particularly those needs relating to poverty. (Public Law 101-610, Nov. 16, 1990; 42 USC 121411-101)

COMMUNITY SERVICE AND HIGHER EDUCATION
Innovative projects in higher education for community service (Section 118) is part of Public Law 101-160 whose purpose is to encourage students to participate in Community Service activities while such students are attending institutions of higher education.

The law identifies the following factors as important in service-learning:
(l) Community service and service to others is an integral part of American tradition;
(b) that is integrated into the students' academic curriculum or provides structured time for a student to think, talk, and/or write about what the student did and saw during the actual service activity;
(c) that provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and
(d) that enhances what is taught in school by extending academic learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

The term "service opportunity" indicates a program or project that enables students or out-of-school youth to perform meaningful and constructive service in agencies, institutions, and situations where the application of human talent and dedication may help to meet human, educational, linguistic, and environmental community needs, especially those relating to poverty. (Public Law 101-610, Nov. 16, 1990; 42 USC 121411-101)

DEFINITIONS
The term "service-learning" is a method:
(A) under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and are coordinated by collaboration with the community;
(B) that is integrated into the students' academic curriculum or provides

Rena Harel is a Public Health and Psychiatric Registered Nurse and Educational Psychologist. She started and developed the Center for Community and Welfare Services at the Zinman College of Physical Education at the Wingate Institute in Israel.
(2) Existing volunteers and volunteer programs should be praised for their efforts in helping and serving others;

(3) The definition of a successful life includes service to others;

(4) Individuals should be encouraged to volunteer their time and energies in community service efforts;

(5) If asked to volunteer or participate in community service, most Americans will do so. (Public Law 101-610, Nov. 16, 1990:42 USC 12561:302)

Dancing suggests that service-learning might give young people the sense of having paid their dues to their country, a sense of citizenship earned rather than citizenship received, a sense of valuing themselves, their education and their country more highly. (Public Law 101-610, Nov. 16, 1990:37)

Pertinent literature shows a growing trend among academic institutions to develop learning-through-service, work-for-credit programs. However, a required community service program for colleges/universities is seldom described. Thus reported that colleges such as Alverno in Milwaukee, Mt. St. Mary in Los Angeles and Berea in Kentucky required public service for graduation. (Theus, 1988:32)

The University of West Florida, University of Maryland-Baltimore (Rapp & Primo, 1974), and the University of Michigan have programs where students in psychology and other social service disciplines are expected to volunteer in community based agencies. This included such things as work in mental health hospitals, drug abuse centers, or hospitals for adolescents with mental illness. Redefining and Biasca (1982) report that students volunteering reported feeling good about themselves and others as a result of the time they spent volunteering. Changes occurred in self-concept and development of positive mental health attitudes.

Project Rondon, started in 1967 by a group of students and teachers at the University of Guanabara in Rio de Janeiro, addressed health problems in isolated populations. The purpose was to broaden the students' education and assist in poverty-stricken areas. There was no credit or pay for the experience. At the end of the service period, students reported enjoyment of their contribution and learning and valued their knowledge, initiative and common sense. (Reichlin, 1982)

Numerous surveys of volunteers report that most volunteers become involved to do something useful for others, or altruistic reasons. However, Green reports that non-altruistic motives are stronger than altruistic ones. Requiring voluntary service as part of a school curriculum can be an accepted learning strategy, rather than a subjective commitment. (Green, et al, 1984) It has the potential to generate powerful motivational elements and increase the results for the student learner.

COMMUNITY SERVICE AT THE ZINMAN COLLEGE

The Zinman College of Physical Education at the Wingate Institute (Israel) has a four-year academic program for physical education teachers. The concept of learning through service has been incorporated in the philosophy of student training since 1983. (Harel, 1989)

For graduation, the College requires each student to serve in a community service project. Through the combination of practical work, and the theoretical subjects acquired in class, the student has the opportunity to apply his/her knowledge, while working in different projects that, at times, present situations foreign to him/her. Learning through service thus provides an additional component of the student's future career.

The Program and Its Goals

Since the program's goal is to reach low-socio-economic culturally deprived populations of all ages, but mostly children, the projects offered are as follows:

a) Individual work with a child (Big Brother/Big Sister).

b) Group projects: mainly enrichment through physical education programs.

c) Work with the handicapped — individually or in groups: children with motor deficiencies, paraplegics in wheel chairs, Cerebral Palsy victims, mentally handicapped.

The Journal of Volunteer Administration
d) Elderly projects in hospitals, senior citizens clubs, elderly homes.

e) New immigrants: "adoption" of students, enrichment programs in absorption centers, help to families.

f) A "Girl in Distress" program (age 14-17) rehabilitation through physical education of girls who are neither studying nor working.

g) An "Alienated Youth" program: boys (age 14-17) on the verge of delinquency, rehabilitation through physical education.

h) "Children of inmates": individual work with grade school children whose fathers are imprisoned for long terms.

i) Battered women shelter: work with children and their mothers, individually and in groups.

j) Neighborhood centers: physical education (sports and dance) programs for children and youth.

k) Children's homes (orphanages): sports, games, coaching.

l) Help to staff in different medical institutions.

The community service project is generally required of students in their second year of study. Upon request, and if found eligible, first year students may also enroll. Although the service is required, each student selects their placement.

The goals of the community service work suggests that the student will develop skills and/or tools to work in their assignment. Things such as creative problem-solving, use of the imagination, development of citizenship values, and personal growth are expected outcomes. Each student is counseled individually and continuously, verbally and through periodic written reports. The student writes a self evaluation of his/her work and progress toward established goals. The continuous feedback and support helps the student to perform in the most efficient way, and at the same time, optimize learning from the experience.

THE STUDY

The purpose of this study was to analyze and verify student evaluation of learning through service. Two questions were addressed: a) Did community service help you as a person and as a future teacher? b) Did your contribution help, in your opinion, the child you worked with (or other)? How?

The study was based on 318 questionnaires completed by students at the end of their project during the years 1985-1987, and chosen at random. This study had the following hypotheses:

a) Community service becomes an additional educational tool toward teacher training;

b) Community service strengthens self-confidence by applying theory to practice;

c) Community service helps gain a better understanding of the needs of the specific population;

d) Community service enhances citizenship values.

SUBJECTS

a) Students participating in the study data:

<table>
<thead>
<tr>
<th>Gender</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>217</td>
<td>68.5%</td>
</tr>
<tr>
<td>Male</td>
<td>100</td>
<td>31.5%</td>
</tr>
</tbody>
</table>

b) Class level when performing:

<table>
<thead>
<tr>
<th>Class level</th>
<th>N</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Preacademic class</td>
<td>2</td>
<td>0.3%</td>
</tr>
<tr>
<td>2. First year</td>
<td>86</td>
<td>27.3%</td>
</tr>
<tr>
<td>3. Second year</td>
<td>184</td>
<td>57.9%</td>
</tr>
<tr>
<td>4. Third year</td>
<td>46</td>
<td>14.5%</td>
</tr>
</tbody>
</table>

Although the choice of service was broad, children in groups, children on individual basis, elderly in nursing homes and day clubs, handicapped, children of prison inmates, new immigrants, and others, most of the students (31.3%) chose to work individually with one child. The 1:2 male/female ratio represents the student gender ratio at the college at the time.

STUDY RESULTS

A. Question: Did the community service help you in any way as a person or a future teacher?

a) Findings show that:

1. First year students report: a better understanding in identifying child's problem, enhancement of work experience, close ties with the child and his family, and personal satisfaction.

THE JOURNAL OF VOLUNTEER ADMINISTRATION
Summer 1992

28
DISCUSSION AND RECOMMENDATIONS

Findings of this study show that community service performed as a requirement for graduation is "learning through service," and enhances the performance of the child (or other) receiving the service.

The choice between individual or group service should be the student's (who "volunteers") according to his/her interests and qualifications, since both choices help him/her to develop.

Requirement of community service in the students' second year of study seemed to be the most effective. Community service as part of the school curriculum is recommended. While doing the project, the student may not be aware or convinced that required "volunteering" adds to his education and experience, but as time goes by the student enjoys his/her new learning, adding new tools to his/her education as a teacher. Self-confidence is strengthened, and the student comes (while being closely guided) to understand community problems. Sensitivity to his/her environment helps the student develop values of caring for others and good citizenship.

Community Service performed by the Zinman College student is nonaltruistic, since it is required. However, it does help the student develop both on a personal and professional level, while providing a valuable service to the community.

REFERENCES


Service-Learning
What and Why

David Sawyer
Berea College

Service-learning is what happens when service combines with reflection. Service does not automatically combine with reflection to create service-learning, but it does occur naturally as well, and sometimes unexpectedly.

The National Youth Leadership Council list these outcomes that can be developed through service-learning: builds critical thinking skills; enhances academic performance; fosters engaged learning; promotes active citizenship; improves self-esteem and self-concept; develops a service ethic; teaches leadership skills; increases sense of social responsibility; provides career exploration.

I think there are two types of reflection that produce service-learning. One is inner, where you reflect on your motivation for service, your values, your happiness or lack of it, your commitments. The other is outer, where you reflect on the problems of the world that your service work addresses. For instance, your effort to teach an adult to read may lead you into questions about education and a commitment to education reform. Serving food to hungry and homeless people may lead you to consider the distribution of wealth and government housing policy. The reason service-learning is more powerful than regular book learning is because when you are having the service experience, when you are in the streets, you are much more receptive to information and critical thinking than when you have not experienced it yourself. Learning Spanish while you are in Mexico is much more interesting, effective, and compelling. You have a "need to know". In service-learning, interest and information collide, values are formed, and action emerges.

Models

Here is one model that encompasses the range of possibilities for service-learning on a college campus.

Academic Courses with a Service Component
A number of courses around the country have added a service component, usually from 2-5 hours per week, that gives students a chance to perform community service in the area of their academic study. An example would be an education class with a tutoring component.

Service Experience with an Academic Component
Most campuses have field study courses and internships where a student spends a good deal of time outside the formal classroom. Academic work usually takes the form of a seminar, journal, or final presentation/paper. An emphasis on service distinguishes this from other internships.

Academic Courses about Service
The formal academic study of philanthropy, of social policy and movements, of social change and service leaders, and of social problems such as hunger and homelessness adds substance and depth to a student's understanding of service and of the world.

Service Programs with Non-Academic Learning Components
Many service programs on campuses around the country are not associated with academic departments but with areas like student development or campus ministry. A strong emphasis on reflection is a current national trend. A program like Students for Appalachia at Berea College is an example.
What Has Worked In Other Places

Service-learning programs appear in great variety on campuses across America. At one extreme are large programs like the Haas Public Service Center at Stanford and The Public Service Center at Brown where programs—both curricular and co-curricular—are centralized in one administrative complex. On other campuses service and service-learning programs are small and associated with residence halls, campus ministry, or individual faculty members.

When a college or university begins to seriously promote public and community service, a first major effort is often the establishment of a center. Rutgers, Spellman, Tufts, Wheaton (Mass.), the Universities of Utah and Massachusetts, Hood, Indiana/Purdue, and Harvard have all done so. The issue of whether to centralize community service programs on a campus is debated both locally and nationally. Should the program be located in academics or student affairs? Does creating a "center" further marginalize public service initiatives? How do we get faculty involved?

One well-known model is at James Madison University in Virginia. The Center for Service-Learning at James Madison operates under the premise that service-learning is not a new or unknown methodology. It is simply a form of experience based education and an extension of what faculty already do in field study, practicums, and internships. It sees its role as supporting faculty who are interested in experimenting with service-learning—not as burdening them with yet another responsibility.

The Center for Service-Learning is coordinated by tenured faculty on release time with the help of a campus advisory board. The Center develops service placements and helps with interviews, orientations, and monitoring for faculty interested in teaching a service-learning course. Most faculty simply do not have time to handle the complex arrangements necessary to insure an effective service experience for students. The Center sends out regular information about service events to both students and faculty. Department heads are encouraged to send representatives from their departments to brown bag seminars sponsored by the Center where course syllabi from the campus and around the country and opportunities for faculty development in the field are discussed.

The integration of service and learning is not limited to the social sciences and the humanities. At Drexel in Philadelphia, engineering students design irrigation systems for third world communities and then travel together to build them. At Hampshire College biology students do research into malnutrition and work with poor neighborhoods to implement nutrition action programs. The Director of the Center for Service-Learning reports that faculty appreciate the Center and its low-key, supportive approach. More faculty at James Madison are experimenting with service-learning courses, enjoying new interdisciplinary connections, and welcoming the energy and enthusiasm that students have for learning when the experience of serving others is combined with serious academic work.

Why?

Service-learning is important. When it is well conceived and executed it brings students alive, faculty alive, the discipline alive. It creates a rich sense of community in the classroom and after all of this, it serves others and strengthens our society. I believe it is crucial for higher education, crucial for the health of young people, and crucial for our country. Let's make it happen in Kentucky.
SERVICE LEARNING

RATIONALES FOR SERVICE LEARNING

- Connect Theory and Practice
  - puts concepts into concrete form (ground ideas)
  - provides a context for understanding abstract matter
  - opportunity to test and refine theories
  - opportunity to induce new theories

- Integration of Learning
  - presents challenges requiring more than one set of skills or knowledge
  - provides diverse contexts for linking "real" world with academy
  - opportunity for study in depth (immersion)
  - connects varieties/compartment of knowledge

- Use of Knowledge
  - historical understanding/appreciation
  - social, economic and environmental implications
  - moral and ethical implications
  - communication and interpersonal skills
  - literacy: writing, reading, speaking, listening
  - technical skills

- Learn how to Learn
  - collect and evaluate data
  - relate seemingly unrelated matters and ideas
  - self-directed learning, inquiry, logical thinking, relate ideas and experience
  - transfer learning from one context to another
  - reflect on, conceptualize, and apply experience-based knowledge

- Diversity and Pluralism
  - empathy with, understanding of, and appreciation for those different from you
  - opportunity for international and multicultural experience
  - develop cross-cultural interaction skills

- Service Ethic/Civic Literacy
  - empowerment in the face of social problems
  - experience, understand and appreciate traditions of volunteerism
  - consider and experience democratic citizenship responsibilities
During the instruction portion of this workshop, we will guide you in clarifying your definition of service-learning. We will assist you with the initial formulation of an institutional service-learning team and an individual course syllabus. Instruction sessions will consist of one large group session of thirty minutes and three small group sessions of twenty-five minutes each. The small group sessions will be repeated three times to ensure that all participants can attend and ask questions.
Principles of Good Practice in Combining Service and Learning
David Crowley, Kentucky Community Service Commission

An effective and sustained program:

1) Engages people in responsible and challenging actions for the common good.
2) Provides structured opportunities for people to reflect critically on their service experience.
3) Articulates clear service and learning goals for everyone involved.
4) Allows for those with needs to define those needs.
5) Clarifies the responsibilities of each person and organization involved.
6) Matches service providers and service needs through a process that recognizes changing circumstances.
7) Expect genuine, active and sustained organizational commitment.
8) Includes training, supervision, monitoring, support, recognition, and evaluation to meet service and learning goals.
9) Ensures that the time commitment for service and learning is flexible, appropriate, and in the best interest of all involved.
10) Is committed to program participation by and with diverse populations.
Central to this session is the definition of service and experiential learning. Also, how does service-learning relate to KERA? Some believe that service-learning is a new phenomenon and a passing trend. This is far from the truth. Service-learning, in one form or another, has been in existence since the first apprenticeship. Perhaps if we began to look at service-learning in light of its many synonyms we will be able to understand the concept. Some synonyms for service-learning include: experiential learning, internships, practicum, volunteer, and citizen training. Dwight Giles, et. al., state in Research Agenda for Combining Service and Learning in the 1990s, that

... service-learning is both a program type and a philosophy of education. As a program type, service-learning includes myriad ways that students can perform meaningful service to their communities and to society while engaging in some form of reflection or study that is related to the service. As a philosophy of education, service-learning reflects the belief that education must be linked to social responsibility and that the most effective learning is active and connected to experience in some meaningful way.

One of the characteristics of service-learning that distinguishes it from volunteerism is its balance between the act of community service by participants and reflection on that act, in order both to provide better service and to enhance the participants' own learning ... . Service-learning therefore combines a strong social purpose with acknowledgment of the significance of personal and intellectual growth in participants. (Giles, 1991, 7).

Giles goes on to state,

Since the mid 1980s, educational reform efforts have focused on fundamentally rethinking and restructuring the process of teaching and learning. At the center of current educational reform is attention to student outcomes—the knowledge and skills we want students to have as a result of their education. Service-learning may be shown to be an effective method of teaching which improves student learning through involvement in the community and through critical reflection on what is being learned in the service experience. Research may show...
that service-learning programs contribute to a reshaping of
the curriculum by actively engaging students in their learning
and by motivating them toward achievement of the knowledge
and skills represented by the national goals. (Giles, 1991, 15).

This project's mission is to establish a state-wide infrastructure engaging students from
28 college and university campuses in service-learning activities with elementary and
secondary school students. Increasing the proportion of successful elementary and
secondary school students is another major goal of the project.

During the 1990 regular session the Kentucky General Assembly adopted House Joint
Resolution 54 which stated in part, "Whereas the leadership of higher education has
recognized its responsibility to assist in the improvement of our schools and has offered
its further assistance . . . . That the Council on Higher Education in cooperation with the
university presidents shall prepare a plan of action for higher education to assist in the
improvement of Kentucky's public schools."

With the charge coming from HR 54, Kentucky higher education institutions have received
definite instructions to concentrate efforts on developing strategies to assist with KERA
implementation. This project's mission is one such effort to meet the challenge that the
General Assembly set before us. In addition, the president of your institution has voiced
institutional commitment to the charge by supporting the KEYS to KERA endeavor.

Colleges and universities have a potentially powerful resource (people) available to assist
with this effort. Not only do they have faculty experts, but they also have a vast army
of potential volunteers in their student bodies. Combining these two resources through
service-learning courses can create an agent that is capable of producing dramatic and
lasting changes in the community at large, the institutional community, and within the
individual.

The purpose of this session is to provide the necessary background to assist in
unleashing that change agent at your institution through implementing service-learning
courses that directly impact your community's KERA needs. Two distinct areas will be
examined. First, we will discuss areas of school reform where college students can
provide needed assistance to KERA implementation. Secondly, we will review a
suggested planning mechanism for establishing service-learning courses.
Areas Where College Students can Assist with KERA:

Serving as tutors in various academic areas
Serving as mentors for at-risk students
Serving as big brothers/big sisters for children needing positive role models
Providing volunteer services to Family Resource and Youth Service Centers
Providing service to KDE funded extended school services programs
Pre-service education majors providing direct service to classroom teachers
Assisting school age youth in developing service and volunteer skills.
Sharing of other ideas generated in group discussion

(Teacher education institutions should consider providing service-learning workshops, modeled after this workshop, for K-12 teachers and teacher education majors).

Recommended Planning Mechanism
for Implementing Service-Learning Courses

1. Organizational Literacy

- What is your institution's mission statement?
- How does a service-learning initiative support it?
- What are the relative priorities of research, teaching and service on your campus?
- How many students are involved in community service on your campus on a regular basis?
- How many courses currently incorporate community service?
- Is community service integrated into the academic experiences of students on your campus in ways other than the curriculum?
- What are the strengths and weaknesses of your campuses with regard to service and service-learning?
- What are the opportunities and threats to service and service-learning both on and off your campus?
- What financial commitments has our campus made to community service and/or service-learning?
- What is the financial status of your campus; what are the implications for your initiative?
2. **Stakeholder Analysis**  
(People who will be needed to bring about change, people who will be affected by change and people who will actively oppose change)

- Who are the primary stakeholders in a service-learning initiative for your institution?  
- What do each of these stakeholders (groups) have at stake?  
- How will you work with each of them to carry out your initiative?  
- What will be your most effective use of time and energy in dealing with your stakeholders?

3. **Philosophies of Service**  
(Citizenship, Liberal democracy, participatory democracy, social justice, service as citizenship)

- What are the assumptions, commitments or questions about service that will inform efforts to integrate service with academic study on your campus?  
- To what extent are these complementary or competing?  
- How will this be acknowledged and worked with on your campus?

4. **Community Relationships**

- How do I decide on priorities for community service?  
- How do I establish initial contacts?  
- How do I develop a service site? How do I maintain and grow that relationship?  
- How do I evaluate the effectiveness of community relationships?
To ensure that learning actually occurs and is measured, faculty must thoughtfully prepare students for the experiential learning, accurately guide students as they interpret the professional world, and carefully monitor and evaluate the learning which has transpired.

At the end of this session, participants will be able to:

- Understand the experiential learning theory;
- Define basic workplace skills;
- Review learning contracts;
- Utilize various learning skill;
- Identify assessment techniques;
- Illustrate good practice in service-learning preparation and evaluation.

This session will provide participants with a basic synopsis of good practice in pre-field preparation, reflection, and evaluation. All participants will need to further develop the basic framework of this instruction outline to fit the course(s) taught on her/his individual campus. Following is an outline of the session.

I. Pre-field Preparation
   A. Introduction to Experiential Learning Theory
      1. Definition
      2. Concrete Experience
      3. Reflective Observation
      4. Abstract Conceptualization
      5. Active Experimentation
   B. Basic Workplace Skills
      1. Professional Behavior
      2. Agency Mission Statements/Goals
      3. Contacting Professionals Regarding Placements
C. Learning Contracts
   1. What, Why, How
   2. Learning Objectives
   3. Procedures

D. Learning Skills
   1. Observation
   2. Reflection
   3. Recording

E. Passive-to-Active Learning Skills
   1. Data Gathering
   2. Communication
   3. Role Taking
   4. Decision Making
   5. Working in Groups

II. Preparation and Assessment Techniques and Strategies

A. Simulations
   1. Role Playing
   2. Games
   3. Case Studies
   4. In-basket exercise
   5. Challenge situations

B. Structured Reflection
   1. Journal writing
   2. Oral exam
   3. Discussion groups
   4. Essay exams
   5. Free-form response
   6. Story telling
C. Product Rating

1. Panel review
2. Peer assessment
3. Individual review
4. Self assessment

D. Observation

1. Site visit
2. One-way mirror
3. Supervisor interview
Service-learning is implemented into courses in one or more of these three basic ways:

1. Creation of new courses;
2. Integration of service throughout an existing course;
3. Utilization of service for a single unit of an existing course.

In this session we will briefly examine each of the three methods (with emphasis on number 2 and 3 above). Implementation will be placed into the context of course syllabi with emphasis on how service learning can enhance course objectives and instructional activities.
Section Bibliography

Boyer, Ernest L. "Creating the New American College." ____________


Cameron, Connie and David Crowley. "Service-Learning and the Kentucky Education Reform Act."


Crowley, David B. "Learning to Serve; Serving to Learn." Written for the Kentucky Association of School Councils' Newsletter, January 15, 1993.

______. "Kentucky's Learning Goals and Academic Expectations." Published by the Kentucky Department of Education, Thomas C. Boysen, Commissioner.

Melincoff, Judy and Denise Gaskins. "An Introduction to Service-Learning/Academic Public Service" (Sample course syllabus, includes a reflection evaluation.)


University of Iowa. Service Learning Practicum Handbook: Math/Science/Social Studies Practicum - 1 credit Elementary Education Program.

Creating the New American College

Point of View
By Ernest L. Boyer

How can American higher education successfully contribute to national renewal? Is the rise of the service professions likely to relate more effectively to our most pressing social, economic, and civic problems? These questions, while always appropriate, seem especially relevant today, for the first time in years, our colleges and universities are not collectively caught up in some urgent national endeavor.

Higher education and the larger purposes of American society have been—from the very first—inextricably intertwined. In the Colonial college, teaching was a central, even sacred, function; the goal was to train the clergy and educate civic leaders. "... If we nourish not Learning," minister John Eliot wrote in 1636, "both churches and nations perish by famine of knowledge, and are unable to know the will of God, from which the power of kings also is derived." Following the American Revolution, the purpose of higher learning's goals slowly began to shift from the shaping of young lives to the building of a nation. The founding of institutions such as Rensselaer Polytechnic Institute in 1824 was an acknowledgment that America needed railroad builders, bridge builders, builders of all kinds, according to the historian Fred Rudolph.

In 1862, the move toward practicality emerged again when Congress was persuaded to locate the last intact institution of higher learning to the nation's agricultural and industrial revolutions. When the social critic Lincoln Steffens visited the University of Wisconsin at Madison at the turn of the century, he said; "In Wisconsin, the university is a university and the state is a state, and the best minds of the nation are working to make the university and the state work together."

In 1896, Woodrow Wilson, who would become Princeton's president in 1902, declared, "It is not learning but the spirit of service that will give a college a place in the public annals of the nation." On the West Coast, David Starr Jordan, president of Stanford University, declared in 1903 that the entire university movement in this country was progressing toward "realism" and "practicality.

Franklin D. Roosevelt found it quite amazing that less than a century ago, the words reality, practicality, and service were used by the nation's most distinguished academic leaders to describe higher education's mission. In my own lifetime, this vision of service has been reaffirmed time and time again. When the nation's economy collapsed, President Franklin D. Roosevelt recruited distinguished scholars to serve as his academic brain trust. During World War II, great universities joined government to create the world's most powerful research engine. When hostilities ceased, Vannevar Bush, director of the federal Office of Scientific Research and Development, insisted that universities, having helped "win the war," could also win the peace. The founding of the National Science Foundation in 1950 sparked a government-university partnership that still persists. Another historic partnership was formed when the GI Bill brought eight million veterans to campus, spurring economic renewal and a revolution of rising expectations.

After the Soviet Union launched Sputnik into space, colleges and universities were called upon once again—to help rejuvenate the nation's schools. The very title of the National Defense Education Act of 1958 clearly linked higher learning to the security of our country. Federal fellowships brought thousands of teachers back to campus to upgrade their skills in the latest techniques.

Then, in the early 1960's, President John F. Kennedy's Peace Corps inspired college students to help create a better world. And I vividly recall how the civil rights movement of that decade vigorously challenged colleges and universities to join a national crusade to promote human justice. The story of America and higher learning have been inseparably interlocked.

But what about today? I'm concerned that in recent years, higher education's historic commitment to serving the public seems to have diminished. I'm troubled that many now view the campus as a place where professors get tenured and students get credentialed; the overall efforts of the academy are not considered to be at the vital center of the nation's work. And what I find most disturbing is the growing feeling in this country that high education is a private benefit, not a public good. Liberal learning and scholarly investigations are indeed service to the nation. Yet the mission statement of almost every college and university in the country includes not just teaching and research, but service, too—a commitment that was never more needed than it is today.

Consider the condition of our children. Nearly one out of every four youngsters under the age of six is poor. Thousands of babies are born each year damaged by alcohol or drug abuse. Many children live in substandard housing, some are homeless, and only about one-third of the youngsters eligible for Head Start are being served. Given such conditions, can colleges and universities honestly conclude that the crises confronting America's children are someone else's problem?

Recently, I visited a residence hall at Texas Woman's University that has been converted into apartments for single mothers and their children. While the mothers work and attend class, the youngers are in a day-care center run by college students. The university's nursing school runs a clinic for mothers and babies at a nearby housing project. Such programs reveal, in very practical ways, how academic talent can touch the lives of families.

Consider also the crisis in our schools. Some students are successful, but far too many are educationally deficient, often dropping out. What we're facing in education is not just academic failure, but also drugs, violence, and alienation—problems that cannot be solved by simply adding more requirements for graduation. Do colleges really believe they can ignore the social pathologies that surround schools and erode the educational foundations of our nation?

And what about our cities? Urban America is where the nation's fabric is now experiencing its most serious strain. Violence, unemployment, poverty, poor housing, and pollution often occur at the very doorsteps of some of our most distinguished colleges and universities. How can the nation's campuses stay disengaged? Ira Harkavy, director of the University of Pennsylvania's Center for Community Partnerships, warns that "universities cannot afford to remain shores of allure, self-importance, and horticultural beauty at the edge of inland seas of squallor, violence, and despair.

The good news is that universities in cities such as Detroit, Buffalo, New York City, and Philadelphia, to name a few, are linking campus talent to local problems. Recently, a consortium of 10 colleges and universities in Baltimore launched the Shriver Center, a bold new initiative that will focus a rich array of academic resources on communities in need.

Such efforts surely should be applauded. At the same time, we should candidly acknowledge that model urban programs such as these all too frequently operate with little support and even less academic status. Let's also acknowledge that faculty members who spend too much time engaged in such projects often jeopardize their tenure tower. Scholarship has to prove its worth, not on its own terms, but by service to the nation and the world.

How, then, do we proceed? First, let's re-evaluate the priorities of the professoriate and give to scholarship a broader, more efficacious meaning. In a recent Carnegie report entitled "Scholarship Reconsidered," we proposed a new paradigm of scholarship, one that not only promotes the scholarship of discovering knowledge, but also celebrates the scholarship of integrating knowledge, of communicating knowledge, and of applying knowledge through professional service.

In this context, means far more than simply doing good, although that's important. Rather, it means that professors apply knowledge to real-life problems. Use that experience to revise their theories, and become, in the words of President Donald Schlossman of the Massachusetts Institute of Technology, "reflexive practitioners." Today, it is widely acknowledged that academic work in such fields as medicine, law, architecture, teacher preparation, and business can be strengthened as both students and faculty apply knowledge into intimate relationships with the small, daily problems of real people and real communities. We need campuses that give priority to teaching. But we also need institutions that define professional service as a central mission. The goal of such colleges would be "to bring knowledge into intimate relationships with the small, daily problems of real people and real communities," as Ellen Condliffe Lagemann, professor of history and education at Teachers College, Columbia University, has eloquently put it.

What I'm describing might be called the "New American College," an institution that celebrates teaching and selectively supports research, while also taking special pride in its capacity to connect thought to action, theory to practice. This New American College would generate cross-disciplinary institutes around pressing social issues. Undergraduates at the college would participate in field projects, relating ideas to real life. Classroom and laboratories would be extended to include health clinics, youth centers, schools, and government offices. Faculty members would build partnerships with practitioners who would, in turn, come to campus as lecturers and student advisers. The New American College, as a connected institution, would be committed to improving, in a very intentional way, the human condition. As clusters of such colleges formed, a new model of excellence in higher education would emerge, one that would enrich the campus, renew communities, and give new dignity and status to the scholarship of service.

More than a half century ago, the historian Oscar Handlin put the challenge this way: "Our troubled planet can no longer afford the luxury of pursuits confined to the ivory tower. Scholarship has to prove its worth, not on its own terms, but by service to the nation and the world." Responding to this challenge is what the New American College will be about.

Ernest L. Boyer is president of the Carnegie Foundation for the Advancement of Teaching. This article is adapted from a speech to the Association of American Colleges' recent annual meeting.
Appendix E
Continuum of Service Opportunity and Experience
Developed by Brevard Community College

This continuum lists types of experiences along a continuum of time, commitment, prior skills, academic preparation, and curriculum involvement. 1 represents the lowest level of time, commitment, etc., and 10 represents the highest level of time, commitment, etc.

Less time, commitment, prior skills/academic preparation/curriculum involvement.

<table>
<thead>
<tr>
<th>Service Opportunity</th>
<th>Co-curricular community service</th>
<th>Class related observational assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Periodic, short duration service/social clubs, student organizations, usually 1-10 hours for specific service event.</td>
<td>Part of regular course assignment. 1-6 hours for points or percentage of grade. Students are oriented to service settings, societal concerns.</td>
</tr>
<tr>
<td>Examples</td>
<td>• Fundraising for runaway youth shelter. • Beacj clean-up • Phi Theta Kappa's monthly service requirement.</td>
<td>• Interview homeless service providers and prepare informational speech. • Visit 3 mental health agencies and prepare reflective report.</td>
</tr>
<tr>
<td>Developmental Level</td>
<td>Exposure/Beginning</td>
<td>Exposure/Beginning</td>
</tr>
<tr>
<td>Status/Recommendation</td>
<td>Recognize and encourage. Fits student agenda, schedules.</td>
<td>Recognize and encourage Excellent beginning of integration of volunteer and academic work. Can lead to service-learning involvement.</td>
</tr>
<tr>
<td><strong>Volunteer Clearinghouse</strong></td>
<td><strong>Service Pay</strong></td>
<td><strong>Service-Learning Options/Pedagogy</strong></td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Students seek a volunteer experience in a local service organization or project. Student performs 1-5 hours of service (or more depending on job description). Recruitment, placement, support provided, students encouraged to reflect on experience. However, academic integration not required.</td>
<td>Student serves in public service setting while receiving small stipend, scholarship or pay. 2-12 hours weekly for semester.</td>
<td>Service-learning options in regular classes. Usually 20-30 hours of service plus reflective writing tool for 17%-33% of course grade. Often in lieu of term paper, essays, or exam. Students perform service as way to gather, test, and apply content and skills of existing courses.</td>
</tr>
<tr>
<td>• Volunteer in hospital for 1 year. 12 hours monthly.  • Tutor a child for 2 hours weekly for 1 semester.  • Serve meals to the homeless once per week for 3 months.</td>
<td>• Community service/learning for work-study eligible students.  • Mini grant school mentoring project which pays students minimum wage to tutor youth.  • $500 scholarship for students to do creative environmental project.</td>
<td>• Criminology: 25 hours of service and journal. Drop lowest test score (25%) if service-learning completed successfully.  • Developmental Psychology: 20 hours of service and journal for 20% of grade. Students opt for service or research paper.  • Speech: At least 20 hours of service and related analytical journal for 60 additional class points toward grade.</td>
</tr>
</tbody>
</table>

**Exposure/Beginning**

Support, encourage, recognize. Attracts those students who already possess service ethic. Purest form of volunteering. Good source of leadership

**Exposure/Intermediate**


**Beginning/Intermediate**

Powerful, profound teaching method. Least costly, intrusive option. Incorporated into diversity of disciplines. Direct link between volunteer and academic work. Recognize, encourage, offer in-service credits for teaching, developing.

---

E.2 - Community and Volunteer Service
Community Service Credits | Community Service Courses | Public/Community Service General Education Option
--- | --- | ---
Student contracts with instructor or service-learning office. Valuable credit hours depending upon service and reflective requirements. | Community/public service is combined with classroom experiences to provide information, skill building, reflection, generalizing principles, assessment methods to help students serve and learn more effectively. | In-depth, theoretical and practical course which allows for weekly seminars and maximum experience opportunity. 3 to 4 credit hours. Can be utilized as general education option, e.g., Social Science I and public service course to fulfill social service requirement.

- As part of a college social responsibility requirement, students must complete regular course offered with a service-learning project.
  - For 1-3 credit hours, students can contract with instructor to do service-learning project. Independent study mechanism with service focus.
  - All sophomores must complete 30 hours of community service.

- Human Service Experience classes. 1 credit hour, elective. 20-30 hours of service, 2-6 seminars, and reflective analytical instruments (service-learning plan, journal, report book, etc.).
  - Introduction to Public Service. 1-3 credit hours depending on service-learning requirements.

- Public/Community Service Experience. 6 hours of service weekly plus 2 hour seminar. Count as 2 classes for faculty load.
  - Community involvement and philosophy. 20-30 hours of service plus seminars, readings.

Intermediate | Beginning/Intermediate/Experienced | Intermediate/Experienced

Good option for students with time, scheduling impediments. Good for adding to previous experiences/courses. Skilled, experienced students would fit well into this option. "Designated Helper Project" has been developed, needs to be implemented.

Recognize, reward human service faculty. Excellent method to integrate service and learning. Limited class sessions allow for extensive feedback, assessment, and skill building. Should be integral part of curriculum. Offers documented learning from service experiences. Flexible, can build upon initial experiences. Utilize more extensively.

Strongest combination of service-learning principles and features. Powerful motivator and skill builder. Best method of incentive to involve diversity of student body. Should be examined.
<table>
<thead>
<tr>
<th>College-wide Theme/Focus</th>
<th>In-depth experiences usually toward the end of coursework. 6-20 hours weekly but can be full time. Course prerequisite to enter. More skills, time commitment needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each department, division, determines how knowledge and skills of their disciplines can be applied for the betterment of others and the community.</td>
<td>* All students take a community service course. * Mass communications students would help agencies with newsletters, radio spots, video tapes, photo displays. * Child development students would assist in nursery schools. * English students would help adults read and write. * Math students would provide computer services for selected service agencies.</td>
</tr>
<tr>
<td></td>
<td>* Nursing practicum * International service-learning * Marketing Internship.</td>
</tr>
<tr>
<td>Beginning/Intermediate/Experienced</td>
<td>Experienced</td>
</tr>
<tr>
<td>Most desirable approach to permeate total curriculum Community service not isolated but integral part of college. Human application of knowledge is practiced in all disciplines for the benefit of most students. Can revitalize faculty and curriculum. Would take considerable effort to implement, but is goal worth pursuing.</td>
<td>Culminating experiences especially for technical programs. Capstone endeavors which build upon other service experiences and coursework.</td>
</tr>
</tbody>
</table>

**E4 - Community and Volunteer Service**
Service-Learning and the Kentucky Education Reform Act

Definitions

Community Service is the act of providing meaningful service to the community.

Service-learning is a powerful process which combines meaningful service to the community with a structured opportunity to learn from the service experience. This learning is most effective when it occurs as part of the academic curriculum.

Examples of Service-Learning

- Science classes throughout Washington state adopt polluted streams. The students take water samples and report the results to the state environmental protection agency and their local community. While mobilizing the stream clean-up, the students also raise salmon fry in their classroom, which they re-introduce to the stream when the pollution levels are sufficiently reduced. This service-learning project is a compelling way for the students to develop and apply their biology, chemistry and communication skills.

- As part of English and health classes, 180 secondary school students from six Louisville schools write and perform anti-drug skits for elementary students through the Partners in Anti-Drug Learning Skills (PALS). This provides an exciting way for students to apply their writing skills; furthermore, PALS students develop their critical thinking skills as they facilitate elementary students' discussions of drug issues.

Service-Learning Outcomes

- Provides a practical way for students to learn to become responsible members of the community.

- Serves as a form of performance assessment as students apply their classroom learning to real-life problems.

- Motivates students to learn by providing experience with inherent meaning.

- Increases students' feelings of self-worth and self-competence.

- Helps students understand the causes of social problems.

- Enhances connections between school and community.

Prepared by Connie Cameron, Louisville Volunteer Talent Center (502) 473-3710 and Dave Crowley, Points of Light Foundation/Council on Higher Education (502) 564-3553.
'Doing Good' and Scholarship: 
A Service-Learning Study

JEREMY COHEN AND DENNIS KINSEY

The national interest in formal links between university classroom education and community service raises two important issues for college and university teaching.

The first is definitional. What is service learning—learning that combines public service with related academic work—and what distinguishes it from academic internships, semesters abroad, and classroom laboratories?

The second issue is pedagogical. Is there reason to believe that the learning aspects of service learning justify the entry of colleges and universities into the public service sector?

An undergraduate mass communication and society lecture course at a residential research university provided the laboratory to experiment with a dozen independent service-learning projects. Although the class was large and included several teaching assistants, the unit of analysis was service project. Each project was viewed as an individual endeavor suitable for a small class with no graduate student assistance. Some service projects involved experiential learning in which students worked directly with off-campus community groups. Non-experiential service-learning service projects provided the opportunity to aid community groups, but without direct student/community contact.

The projects enabled us to reach anecdotal, but systematic conclusions about the pedagogical value of service learning and to document empirically the differences in pedagogical value between service learning with and without an experiential component. We also were able to identify and then bring our observations to several normative issues.

Service learning

The growth of service. Interest and participation in community service has become well entrenched on American college campuses over the last decade. More than 305 campuses, for example, belong to Campus Compact, an umbrella organization established in 1985 by a number of college and university presidents to encourage community service among undergraduates. The 1993 Report of the Commission on National and Community Ser-
vice estimates that 140,000 students at Campus Compact schools participated in service on a weekly basis in 1992. Another 650 colleges and universities participated in the Campus Outreach Opportunity League and 150 schools now provide academic credit for service-learning programs offered by the Partnership for Service Learning. And of course, 1993 saw bipartisan support for President Bill Clinton’s March 1 proposal for a program to offset tuition through public-service participation and for the inauguration of the 1993 Summer of Service.

The variety of motivations and rationales for service education are numerous and might even suggest that some see service education as a panacea. The 1980 report of the National Commission on Youth is often cited for its recommendation that community service be used to “bridge the gap” between youth and adulthood. In a 1985 report for the Carnegie Foundation for the Advancement of Teaching, Frank Newman concluded, “If there is a crisis in education in the United States today, it is less that test scores have declined than that we have failed to provide the education for citizenship that is still the most important responsibility of the nation’s schools and colleges.” Rutgers political scientist Benjamin Barber has become the leading advocate of teaching citizenship values in a democracy through service education courses.

In yet another Carnegie report, however, Ernest Boyer takes higher education to task “for the gap between values in the academy and the needs of the larger world. Service is routinely praised, but accorded little attention,” Boyer notes in Scholarship Reconsidered: Priorities of the Professorate. And although Boyer embraces the values of service education, he does so only with the practiced critique of the classroom professor. “Colleges and universities have recently rejected service as serious scholarship, partly because its meaning is so vague and often disconnected from serious intellectual work,” Boyer warns. “All too frequently, service means not doing scholarship, but doing good,” Boyer says.

Boyer’s critique goes to the heart of the matter. Service may be a good thing, but not all good things fall within the province of the university. In dismissing the panacea approach Boyer provides a context for service education with a solid academic footing. “To be considered scholarship,” [and therefore within the province of the university and academically justifiable] “service activities must be tied directly to one’s special field of knowledge and relate to, and flow directly out of, this professional activity,” Boyer concludes. For the classroom teacher the challenge is clear. Does the use of community service within the curriculum actually enhance an identifiable goal such as mastery of course material or increased understanding of citizenship in a democracy? The issue of academic enhancement is the basis of our study.

A significant body of literature praises service education, but there are few empirical studies. A 1993 study of political science undergraduates at the University of Michigan concluded that students involved in service learning were significantly more likely than others in the same class to “report that they had performed up to their potential in the course, had learned to apply principles from the course to new situations, and had developed a greater awareness of social problems.” Given the popularity of service, there is a clear need for more evaluations like this one that go beyond the purely descriptive.

Service learning. There is no single definition of service learning. Tim Stanton, director of the Haas Center for Public Service at Stanford University, calls it “a particular form of experiential education, one that emphasizes for students the accomplishment of tasks which meet bu-
man needs in combination with conscious educational growth." The National and Community Service Act of 1990 defines service learning with a set of four criteria:

1. Under which students learn and develop through active participation in thoughtfully organized service experiences that meet actual community needs and that are coordinated in collaboration with the school and community;

2. That is integrated into the students' academic curriculum or provides structured time for a student to think, talk, or write about what the student did and saw during the actual service activity;

3. That provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their own communities; and

4. That enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others.

The common weave within the literature provides an operational definition of service learning and distinguishes it from other forms of academic experience. Explicit is that service learning has a public service component that relates directly to and that strengthens the academic component of a specific area of study. Communication curriculum reports and texts such as the Oregon Report and Media Education and the Liberal Arts champion the value of experiential education, but do not focus on a public-service aspect. Internships and classroom laboratories are recommended as hands-on instruction in which students learn by doing. The distinguishing characteristic of service learning then appears to be the claim that it is a heightened form of experiential education—that because of the community contact and service component, there is greater breadth and depth to the student's learning experience. Advocates suggest that students learn to understand their classes in a context that goes beyond the closed environment of the university and the media industries they hope to work in, and in doing so, develop a richer understanding of their subject matter.

There is of course no single criteria for what constitutes public or community service. The Commission on National and Community Service suggests that it consists of "substantial contributions to meeting key public priorities: school reform, community revitalization, and leadership development for the community-service field."

In the end we can operationalize service learning as meeting at least two criteria. It must respond to Boyer's call for explicit links to scholarship, and it must respond to explicit community needs.

Project rationales and goals

The decision to adopt service learning as an integral element of the introductory mass communication and society course was premised on the one dozen projects' potential as pedagogical tools to facilitate both curriculum-specific and curriculum-general types of goals. Adoption also took into consideration the presence of other more global objectives that can be bundled under the omnibus heading, "general education."

Curriculum-specific goals. Our goals in mass communication and society are numerous and include the charge of teaching students to evaluate mass communication in terms of messages, audiences, and institutions. The rationale is that this knowledge, along with accompanying critical thinking skills, enables students to understand the role of mass communication in society. This is really nothing more than liberal arts theory; the ability to think critically about a useful and accurate body of knowledge is the ability to participate in the democratic process. Familiarity with, and contextual understanding of, the literature of the discipline of mass communic-
cation are traditional substantive classroom goals in journalism and communication studies and are the curriculum-specific goals of our course.

Curriculum-general goals. A useful curriculum also takes into account general pedagogical goals such as student motivation and the efficient use of time. The adoption of our service learning projects took into account both motivation and the demands of service projects compared to more traditional classroom fare. We hoped to create learning experiences that would add to the curriculum, but not overpower it.

General education goals. Systematic planning of service-learning projects also must take into account three additional elements:

- The potential to meet the identified needs of the client community as distinguished from the pedagogical needs of students;
- The potential to contribute to the general educational goals of liberal arts that go beyond the major-specific curriculum of a given course; and
- Ethical dimensions such as the tension between required and voluntary service and the potential of service work to raise issues similar to those usually covered by human-subjects guidelines. Human-subjects issues often are more familiar to academic researchers in the natural and social sciences than to scholars based in the humanities or to teachers and administrators who are not actively engaged in research.

The projects

Project criteria. The 220 students enrolled in the course "Mass Communication and Society" attended three lectures a week as a group. Breaking down into pods of about sixteen students each, they also attended a required weekly seminar taught by doctoral students or the course professor. An individual service-learning project was developed for each student, although three students chose the alternative library research rather than participate in the service-learning projects.

Potential projects were identified the summer prior to the autumn course with the help of the campus public-service center. Each project site was contacted and the decision to proceed was based on a set of criteria that included: 1) the community need for work relating directly to the curriculum; that 2) could be accomplished by students taking an introductory mass communication and society class; and that 3) did not require an on-going internship but could be handled in roughly the same timetable as a term project and presentation.

Experiential projects. Media-literacy projects were conducted for grades one through five at a local elementary school and in high school social studies classes. Mass communication and society students visited classrooms and with the aid of audio and video tapes, led workshops and discussions focused on issues such as media stereotyping, consumerism, gender and racial images, and cartoon violence. Some of our seminars met with classroom teachers before making site visits, while others relied on phone contact in order to develop age appropriate materials and presentations. These projects were considered experiential in that they required on-site visits and contact between university students and members of the community.

Non-experiential projects. Other projects did not place our students into one-on-one contact with community members. Community-service projects, based on mass communication and society curriculum, were developed on the university campus. Projects included:

- Content analysis (for a support network for battered women) of the media portrayal of violence against women;
- Analysis of media recruitment efforts for a low-income job training and placement service;
• Development of a brochure for a local city's volunteer program serving a senior center, day care programs, and the parks and recreation department; and
• Development of public-relations materials for a youth program that placed at-risk boys and girls with adult "mentors."

Classroom issues. To avoid the issue of "forced volunteerism," students were given the option of taking part in the project or writing an individual bibliographic essay. Only three students opted for the bibliographic essay. Service-learning students worked in teams and were told that each would receive the same project score, worth about 7 percent of the total class grade, and that an important element was the team's ability to work as a group. Most groups received full credit.

Although teaching assistants expressed initial concern that students would object to team grading, student concerns were negligible following the professor's class explanation. Sufficient other means existed to measure student mastery, including traditional tests and essay assignments. The service-learning projects were conceived not as an assignment to be graded, but as a pedagogical tool inherently ill-suited to traditional grading. The object of the project assignment was to create experiences that would lead to learning rather than performance measurement. Points were awarded for spending time with the projects themselves. Project presentations were scheduled for the end of the quarter to allow sufficient time for the students to be initiated to the appropriate methods and literature and to apply their elementary knowledge to the projects at hand.

Project evaluations. We also designed a four-part evaluation scheme. One hundred and sixty-seven of the 217 participating students completed a twelve-item questionnaire after finishing their projects. Site representatives completed a short, self-administered evaluation form that solicited open-ended comments. Seminar leaders completed a self-administered evaluation that paralleled the student instrument. The authors of this study, as the primary project coordinators, were debriefed by a team from the university's Center for Teaching and Learning. The Center team then provided a written summary of the debriefing that included their analysis.

Results

Curriculum-specific goals. The greatest strength of the community projects appears to be in helping university students to place classroom material into a meaningful context. Respondents were asked to indicate whether the projects were more useful, about the same, or less useful than other kinds of assignments. Nearly one-half of the respondents (47%) said that compared to other assignments, their community project was more useful than other kinds of assignments in placing classroom material into a meaningful context. Three-fourths of the teaching assistants (75%) were in agreement. Less than one-quarter (22%) of the students and only one teaching assistant (8%) found the assignments less useful than others.

In a related question, students and seminar leaders were asked how helpful the projects were—very helpful, somewhat helpful, or not very helpful—in developing a sense of the relationship of the course material to the "real" world. Seminar leaders perceived greater benefit than did students. More than half the seminar leaders (58%) ranked the projects as very helpful. A majority of the students also found the projects either very helpful (38%) or somewhat helpful (46%).

We asked, "Relative to other kinds of assignments, how effective as a learning exercise was the community project—more effective, about the same, or less effective?" A plurality of students (45%) judged the projects about the same. Less than a third (30%) judged the projects more effective while nearly as many (25%)...
found the projects less effective. The seminar leaders' perceptions were close, but a little more optimistic. Among seminar leaders, 42 percent found the projects more effective, 33 percent judged them about the same, and 25 percent found them less effective.

We then narrowed the question by asking, "Relative to other assignments, how much learning about mass communication took place by working on the community projects—more learning, about the same, less learning?" One-half (52%) of student respondents reported that projects contributed about the same amount of learning as other assignments. Only 17 percent responded that more learning about mass communication resulted from working on the projects, and nearly one-third (31%) said less learning occurred. Again, seminar leaders were slightly more optimistic with 33 percent saying more learning occurred, 42 percent saying about the same, and 25 percent indicating less learning.

Viewed as a question of relative—rather than absolute—learning, this response does not negate the value of the projects. Furthermore, it acknowledges that other teaching tools, such as lectures, discussions, readings, and writing assignments, contribute to learning about mass communication. The issue is not whether any one type of assignment is sufficient to teach communication, but whether specific assignments add to the mix in a positive manner. Even acknowledging the 31 percent of students who found the projects less useful than other assignments, more than two-thirds (69%) found the projects leading to at least as much learning about communication as other assignments.

Moving from relative to more absolute questions of learning about mass communication, we asked whether the projects were helpful as a means of placing audiences, institutions, and mass communication messages into meaningful contexts. For each area we asked whether the projects were very, somewhat, or not very helpful. These three units of analysis—audience, institution, and message—were stressed throughout the course as substantive components of the study of mass communication and society. The students found the projects most helpful in placing audiences into a meaningful context (see table 1), followed closely by placing messages into a meaningful communication context. The projects were least helpful to students as a means of understanding the role of institutions in mass communications.

Not all projects can serve all educational needs, even within a single course. Our findings that the projects were better for teaching about audiences and messages than for institutions were expected since the projects provided ample opportunity to work with media audiences such as children who view television, and to consider messages, such as those examined in the content analyses done for the shelter for battered women and the media materials developed for the low-income job training program. None of the projects directly addressed the mass media within the context of an institutional framework.

### Table 1
HELPFULNESS OF THE COMMUNITY PROJECT FOR PLACING AUDIENCES, INSTITUTIONS, AND MESSAGES INTO A MEANINGFUL COMMUNICATION CONTEXT
(N = 167)

<table>
<thead>
<tr>
<th>Audience</th>
<th>Institution</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Very Helpful</td>
<td>9.6</td>
<td>27.3</td>
</tr>
<tr>
<td>Somewhat Helpful</td>
<td>29.3</td>
<td>55.2</td>
</tr>
<tr>
<td>Very Helpful</td>
<td>61.1</td>
<td>17.6</td>
</tr>
</tbody>
</table>

Table percentages add down (may not add to 100% because of rounding).
TABLE 2
STUDENT RESPONSES TO CURRICULUM-SPECIFIC-GOALS QUESTIONS

(Mean opinion ratings according to type of community project)

<table>
<thead>
<tr>
<th></th>
<th>Experiential</th>
<th>Non-Experiential</th>
</tr>
</thead>
<tbody>
<tr>
<td>(N = 88)</td>
<td>(N = 79)</td>
<td></td>
</tr>
<tr>
<td>3. How helpful was the community project in developing a sense of the relationship of the communication material we studied in class to the real world?</td>
<td>2.41</td>
<td>2.03</td>
</tr>
<tr>
<td>5. Relative to other kinds of assignments, how effective as a learning exercise what the community project?</td>
<td>2.25</td>
<td>1.82</td>
</tr>
<tr>
<td>7. Relative to other kinds of assignments, how much learning about mass communication took place by working on the community project?</td>
<td>1.99</td>
<td>1.72</td>
</tr>
<tr>
<td>8. Relative to other kinds of assignments, how useful was the community project in helping you place classroom material into a meaningful context?</td>
<td>2.60</td>
<td>1.87</td>
</tr>
<tr>
<td>9. Not all projects serve all educational needs, but in the one you took part in, was the community project helpful to you as a means of placing each of the following into a meaningful communication context:</td>
<td>2.74</td>
<td>2.27</td>
</tr>
<tr>
<td>a. Audiences</td>
<td>1.97</td>
<td>1.83</td>
</tr>
<tr>
<td>b. Institutions</td>
<td>2.56</td>
<td>2.17</td>
</tr>
<tr>
<td>c. Mass communication messages</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

finding may make the pedagogical use of service projects especially attractive to those instructors who find the available introductory mass communication and society texts rich in institutional description and analysis, but lacking as a means of bringing students into contact with considerations of audience and message.

We viewed the student respondents' ability to differentiate in their evaluations of project effectiveness among the elements of audience, message, and institutions as an indicator of internal response validity. The students detected effectiveness differences in the value of the projects as tools for studying differing aspects of mass communication and society. Seminar leader responses to open ended questions were parallel to the view that the projects were better suited to placing audiences and messages than institutions into a meaningful context.

Together, the student and seminar leader results yield a very strong indication that experiential-learning—individual contact between students and community members—was pedagogically superior to non-experiential learning. Experiential learning students reported greater appreciation for the projects. Table two shows the mean opinion ratings and t-tests for the student instrument questions with separate results for students involved in experiential and non-experiential learning.

Curriculum-general goals. Students were asked about two types of general curriculum issues, motivation and the effective use of time.

Judged against other assignments within our mass communication and society class, students ranked their motivation to do the service assignment. Again, they were asked to respond to a three-level comparison scale. One-third (36%) said they were more motivated to do class work involving the community project than traditional communication assignments. A plurality (39%) ranked their motivation as about the same, and one-fourth (25%) said they were less
motivated. The seminar leader responses reflected a stronger perception of increased motivation with the majority (58%) reporting increased student motivation, a third (33%) reporting motivation about the same and only one seminar leader reporting less motivated students.

A similar comparison was made between the community project assignment and the students' self-perceived motivation for participating in "other classes." One-third (34%) viewed the community project as more motivating, one-half (50%) found their motivation about the same, and the remainder (16%) found the projects less motivating. The teaching assistants were not asked this question since as first-time teachers they lacked other classroom experiences with which to compare the assignment.

We also considered the pedagogical question of time usage. Fully three-quarters (75%) of the student respondents felt this was an "effective use of time." One-quarter (25%) reported that it was not. In a parallel question, seminar leaders responded to the question, "Was this a good tool for you as a teacher, that is, was it an effective use of time?" A large majority (83%) reported in the affirmative. Seventeen percent of seminar leaders did not find the community project assignment an effective use of time.

Students were also asked, relative to other kinds of assignments, how much time the community projects required—more, about the same, or less time? A minority (17%) said more time was required, the majority (62%) reported spending equal time, and about a fifth (21%) said the projects required less time than other kinds of assignments.

The comparison of responses between students involved in experiential and non-experiential projects follows the same pattern as noted in the curriculum-specific questions. Although both experiential and non-experiential community projects are positive pedagogical tools, the experiential condition drew significantly stronger student evaluations. (See Table 3, on the next page). The single exception was that there was no significant difference in the amount of time required of students between experiential and non-experiential projects.

General educational goals. A short, open-ended questionnaire was mailed to each project site in an attempt to establish a qualitative sense of whether the short term contact with the community had in practice met identifiable needs and provided a "community service." While degrees of enthusiasm varied, there was unanimous encouragement from each of the sites to continue the university/community relationship and each reported interest in continuing the projects in the future. It is important to note in these qualitative responses that experiential projects generated a stronger sense of value from site representatives than the non-experiential projects, a finding that directly parallels both the student and the seminar leader responses. Even so, there was general support for the non-experiential projects as well as the experiential.

The authors' debriefing with the Center for Teaching and Learning identified the following three qualitative issues.

Classroom-sanctioned contact between university students and the community raises human-subjects type issues. Relationships should not be created, for example, in which community children become dependent upon individual students as would be the case in long-term tutoring and similar direct delivery of services.

The delivery of services may require special training, such as how to develop age-appropriate materials for school children. One seminar, for example, held a discussion with ninth graders focused on the issues of stereotyping, race, and gender within the context of rap music. A preplanning session with a secondary education master teacher proved invaluable in
TABLE 3
STUDENT RESPONSES TO CURRICULUM-GENERAL-GOALS QUESTIONS
(Mean Opinion Ratings of According to Type of Community Project)

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Non-Experimental</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(N = 88)</td>
<td>(N = 79)</td>
</tr>
<tr>
<td>1. Compared to your other classes, were you more motivated or less motivated to work on the community project?</td>
<td>2.41</td>
<td>1.92</td>
</tr>
<tr>
<td>2. Compared to other assignments in this class, were you more motivated or less motivated to work on the community project?</td>
<td>2.40</td>
<td>1.81</td>
</tr>
<tr>
<td>4. Was this a good learning tool for you, that is, was it an effective use of time?</td>
<td>1.86</td>
<td>1.62</td>
</tr>
<tr>
<td>6. Relative to other kinds of assignments, how much of your time was required in the community project?</td>
<td>2.02</td>
<td>1.89</td>
</tr>
</tbody>
</table>

*** = p < .001
scale for Q1, Q2 and Q6: 1 = less, 3 = more;
for Q4: 1 = no, 2 = yes

helping our university students to prepare appropriate material for their audience of teenagers in a public high school. Similar planning sessions were held with elementary school principals and teachers to help our students to develop media literacy lesson plans that would hold the attention of young children and that would be within their intellectual grasp.

The liberal arts goals of expanding the students' ways of knowing to include experience as well as analytical objectivity, and of teaching students to take their place in a democracy, are not easily subject to measurement. Our debriefing with the Center for Teaching and Learning reinforced the idea that neither are stand-alone goals for a single course or curriculum. Further, we concluded that neither goal is self-activating. The use of a service component in a curriculum will not in and of itself provide students with an understanding of democracy or with an expanded context for considering traditional objective classroom knowledge. It is therefore very important to build into the curriculum a “reflection” component so that teachers can facilitate learning through instructor-directed discussion and/or papers and journals after the projects are completed. Context and the identification of implications requires the guiding influence of a teacher.

Discussion
Two hundred and seventeen of the 220 students in Mass Communication and Society developed service education projects that reached twelve sites ranging from first-grade classrooms to a shelter for battered women. Service education, as a pedagogical tool, increased motivation and contextual understanding of specific, substantive course material involving messages and audiences.

Although the community projects involved numerous sites, varying academic methodologies and literature bases, seven teaching assistants, and more than 200 students, there was wide spread agreement that the projects required little or no more time and effort than other, more traditional assignments. This perception may be generated in part by the increased motivation displayed by students, teaching assistants, site representatives and the course professor. In fact, additional time was required of the course professor—for the most part during the early summer set-up stages when contacts were made with local agencies and schools and again supervising the teaching assistants.

Confirmation that we had provided a useful service to the community...
came at the end of the project when the school district requested that we continue and expand the media literacy program. Although the scale of our effort was made possible by the availability of several teaching assistants, we concluded that the faculty/student ratio was more critical to the program's size than to the quality of individual projects. Because fewer teaching assistants would be available during the next round, we asked for project veterans to volunteer to help; they have done so.

Framed as an issue of cost/benefit analysis our experience suggests that there is little disincentive in adopting service learning as a pedagogical element of the curriculum. The financial costs were negligible. The human resource costs are consistent with those required by other types of teaching efforts.

Framed as an issue of pedagogy, however, service learning—and especially experiential service learning—take on real significance. Many students and seminar leaders found experiential learning to be a more effective means of teaching and learning than reliance on traditional means alone. Looking back to Ernest Boyer's concerns, we conclude that service learning is more than doing good. It is an effective means of teaching that increases student understanding of complex material.

Finally, we have not attempted to measure the effect of service learning on student attitude toward and understanding of democratic principles. Nonetheless, our experience leads us to conclude that the practice of service education is the practice of sound pedagogy and the preparation of young people for the assumption of citizenship in so far as it places them face to face with academic work that carries greater consequence than a grade. Community service tied directly to academics—service learning—carries the promise of success in its potential to transport the student beyond the limiting cultural bounds of the text/lecture forms of the campus and outward into the larger social context from which, and for which, we construct the institutions of education.

1. Seven doctoral teaching assistants were assigned to the course, which was designed as their first teaching practicum and required concurrent enrollment in the Communication Department's Pedagogy and Curriculum Development seminar. Each was responsible for one or two sections of undergraduates. The course professor also taught a section in addition to the lectures and supervised one service learning project. Mass Communication and Society fulfills a general education social science requirement for the university and is a prerequisite for all communication majors.

2. Campus Compact is headquartered at Brown University in Providence, Rhode Island. The organization conducts training workshops in service education and is a source for small grant funding.


4. Ibid.


9. Ibid.

10. Ibid.


14. From the standpoint of pedagogy, one educator has noted that with experiential learning "teachers speak less of teaching methods and teaching strategies and more about learning activities and learning experiences." Fox, Dennis. "Personal Theories of Teaching." Studies in Higher Education, Vol. 8, No. 2, 1983.

15. Quoted in Luce, Ibid. 1.

16. The National and Community Service Act of 1990 created the Commission on National and Community Service, which began on September 25, 1991, with twenty-one members appointed by President George Bush. The Act created four main grant programs including Higher Education Innovative Projects to encourage student participation in community service as part of their post-secondary education.

17. The Oregon Report: Planning for Curricular Change in Journalism Education. (Eugene, Oregon: University of Oregon School of Journalism, 1984. See especially Section Eight, "Toward Model Curricula").


19. Ibid., xvii.


23. Human subjects committees exist within most universities to review research proposals in order to safeguard the rights and welfare of participants. Approval from such committees is normally required before any research utilizing human subjects can proceed. Under some circumstances, service education projects may also trigger human subjects approval requirements. The authors recommend a careful review of local policy prior to any new project.
The goals and valued outcomes of the Kentucky Education Reform Act (KERA) represent a bold re-thinking of the purpose and process of education. For example, Goal 4 is to "Develop students' ability to become responsible members of a family, work group or community, including demonstrating effectiveness in community service", and Goal 5 states: "Develop students' ability to think and solve problems... in a variety of situations similar to what they will encounter in life."

School councils are now responsible for providing guidance as to how the local school will enable students to achieve these goals and outcomes. One must ask: Do we develop young citizens simply by having them read from a text book, or do we create opportunities for them to actively participate in their communities?

Community service-learning, a process which combines meaningful service to the community with a structured opportunity to learn from that service experience, can be a powerful method for helping students achieve the KERA valued outcomes. Consider the following examples:

- Science classes throughout Washington state adopt polluted streams. The students regularly take water samples and report the results to the state environmental protection agency and their local community. While mobilizing the stream clean-up, the students also raise salmon fry in their classroom, which they re-introduce to the stream when the pollution levels are sufficiently reduced. This community service-learning project is a compelling way for the students to develop and apply their biology, chemistry and communication skills.

- As part of English classes, 180 secondary school students from six Louisville schools write and perform anti-drug skits for elementary students through the Partners in Anti-Drug Learning Skills (PALS). This provides an exciting way for students to apply their writing skills; furthermore, PALS students develop their critical thinking skills as they facilitate elementary students' discussions of drug issues.

- Every junior at Williamsburg Independent High School must perform 25 hours of community service-learning as part of their history course. Projects have included conducting an oral history project and creating a directory of people buried at the town cemetery. As a result, many students are turned on to history for the first time because service-learning connects subjects to their own lives and their community.

The two examples from Kentucky mentioned above are part of YouthServe, a Department of Education project funded by the Commission on National Community Service.

Community service has long been viewed as a nice thing for young people to do after school because it helps them develop a sense of responsibility and self-worth; however, many schools have overlooked the potential of connecting community service to the curriculum.
Community service-learning infuses lessons with real meaning, provides an opportunity to integrate and apply knowledge and breaks down the barriers which typically separate students from the surrounding community.

Supporting William Butler Yeats' adage that "education is not the filling of a pail, but the lighting of a fire", integrating community service into the curriculum ought to be an essential part of Kentucky's efforts to educate a new generation of citizens capable of applying their knowledge to improve their communities.

David Crowley is a Points of Light Foundation YES Ambassador and CampusServe Project Director at the Council on Higher Education (502) 564-3553. He is available to provide training and technical assistance on community service-learning.

Written for the KY Association of School Councils' Newsletter, January 15, 1993
Kentucky's Learning Goals and Academic Expectations

What Kentucky high school graduates must know and be able to do as they exit public schools

Kentucky Department of Education

Thomas C. Boysen, Commissioner
KENTUCKY'S LEARNING GOALS AND ACADEMIC EXPECTATIONS

What Kentucky High School Graduates Must Know
And Be Able to Do As They Exit Public School

April 27, 1994

Goal 1: Students are able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives.

1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems.

1.2 Students make sense of the variety of materials they read.

1.3 Students make sense of the various things they observe.

1.4 Students make sense of the various messages to which they listen.

1.5 - 1.9 Students use mathematical ideas and procedures to communicate, reason, and solve problems.

1.10 Students organize information through development and use of classification rules and systems.

1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.12 Students speak using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

1.13 Students make sense of and communicate ideas with the visual arts.
1.14 Students make sense of and communicate ideas with music.

1.15 Students make sense of and communicate ideas with movement.

1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
Goal 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living studies, and vocational studies to what they will encounter throughout their lives.

**Science**

2.1 Students understand scientific ways of thinking and working and use those methods to solve real-life problems.

2.2 Students identify, analyze, and use patterns such as cycles and trends to understand past and present events and predict possible future events.

2.3 Students identify and analyze systems and the ways their components work together or affect each other.

2.4 Students use the concept of scale and scientific models to explain the organization and functioning of living and nonliving things and predict other characteristics that might be observed.

2.5 Students understand that under certain conditions nature tends to remain the same or move toward a balance.

2.6 Students understand how living and nonliving things change over time and the factors that influence the changes.
Mathematics

2.7 Students understand number concepts and use numbers appropriately and accurately.

2.8 Students understand various mathematical procedures and use them appropriately and accurately.

2.9 Students understand space and dimensionality concepts and use them appropriately and accurately.

2.10 Students understand measurement concepts and use measurements appropriately and accurately.

2.11 Students understand mathematical change concepts and use them appropriately and accurately.

2.12 Students understand mathematical structure concepts including the properties and logic of various mathematical systems.

2.13 Students understand and appropriately use statistics and probability.
Social Studies

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

2.21 (Incorporated into 2.16)
Arts and Humanities

2.22 Students create works of art and make presentations to convey a point of view.

2.23 Students analyze their own and others' artistic products and performances using accepted standards.

2.24 Students have knowledge of major works of art, music, and literature and appreciate creativity and the contributions of the arts and humanities.

2.25 In the products they make and the performances they present, students show that they understand how time, place, and society influence the arts and humanities such as languages, literature, and history.

2.26 Through the arts and humanities, students recognize that although people are different, they share some common experiences and attitudes.

2.27 Students recognize and understand the similarities and differences among languages.

2.28 Students understand and communicate in a second language.
Practical Living

2.29 Students demonstrate skills that promote individual well-being and healthy family relationships.

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.32 Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

2.34 Students perform physical movement skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout their lives.
Vocational Studies

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

2.38 Students demonstrate skills such as interviewing, writing resumes, and completing applications that are needed to be accepted into college or other postsecondary training or to get a job.
Goal 3 *: Students shall develop their abilities to become self-sufficient individuals.

Goal 4 *: Students shall develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service.

* Note: Goals 3 and 4 are included in Kentucky statute as learning goals, but they are not included in the state's academic assessment program.
Goal 5: Students shall develop their abilities to think and solve problems in school situations and in a variety of situations they will encounter in life.

5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.

5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.

5.3 Students organize information to develop or change their understanding of a concept.

5.4 Students use a decision-making process to make informed decisions among options.

5.5 Students use problem-solving processes to develop solutions to relatively complex problems.
Goal 6: Students shall develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources.

6.1 Students connect knowledge and experiences from different subject areas.

6.2 Students use what they already know to acquire new knowledge, develop new skills, or interpret new experiences.

6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills, and experiences.
AN INTRODUCTION TO
SERVICE-LEARNING/ACADEMIC PUBLIC SERVICE
MDSN 201-0401
FOURTH BLOCK SPRING 1993
(1 CREDIT)

Judy Melinoff, Teaching Assistant
Denise Gaskins, Teaching Assistant

WORKSHOP SYLLABUS

Workshop Description: The workshop is designed for staff members of the Center for Service-Learning for 1993-94. The workshop will address the following areas: service-learning/academic public service as experiential learning, the history/philosophy of the JMU Center for Service-Learning, leadership/team building, the CSL and Student Affairs, the CSL and Academic Affairs, the CSL and the community. In addition, communication and student development through service-learning and reflection will be discussed. Students will leave the workshop with an enhanced opportunity to engage in "servant-leadership" through the CSL.

Learning Activities: Assigned readings, presentations, guest presentations, interviews with current Program Assistants, site visits, one-on-two conversations with faculty, and agency mentors, reflection sessions, and general workshop discussion. Students will keep a journal in which they record the content of sessions, readings, observations from site visits and conversations with faculty, staff, and community mentors, and personal reflections. A final essay will address the topic of "the importance of service-learning as part of the undergraduate experience at JMU."

Workshop Requirements:

1. Conversation with each current Program Assistant about experiences in their area.
2. Two site visits in any area.
3. One-on-two conversations with one community mentor and one faculty member.
4. Complete a journal integrating readings, presentations, and experiences.
5. Regular attendance and participation.

Evaluation of Performance: Each student will be evaluated on the following criteria:

Journal - 60%
Participation - 30%
Out of class assignments - 10%
Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  

D - Material lacks even a basic understanding of the concepts/theories/practices and is incomplete.  
C - Means that you seem to have a very basic understanding of the content; not much depth.  
B - Your material goes into some depth - you're able to look at the issue from a different perspective; material presented is relatively clear.  
A - Your material has depth and it's very clear; also you're able to explain and defend the assumptions you make.  

Workshop Outline:  

MARCH 24  
Introduction to Course  
"What is Service-Learning/Academic Public Service?"  
History and Philosophy of JMU's Center  
R. Ann Myers and Cecil D. Bradfield  

Readings Due:  
Kendall, "Combining Service and Learning: An Introduction"; CSL Mission Statement  

Assignments:  
Journal Entry  
One-on-one conversations with Program Assistants in each area by 3/31  
"1993-94 Goals and Objectives" for CS-L  
"The Service-Learning Cycle"  

MARCH 31  
The Center for Service-Learning  
Introduction of current staff and structure  
Comparisons to other national models  
Who we work with - Team player  

Readings Due:  
Goals and Objectives, "The Service-Learning Cycle"  

Assignments:  
Journal Entry  
Two Site Visits (in areas of interest, by 4/14)  

APRIL 7  
Connection to the University and Community  
"The Academic Connection"
Dr. Diane Fuqua, Faculty Liaison
Dr. Reid Linn, Faculty Member

"The Student Affairs Connection"
Dr. Lee Ward, Assoc Director of Student Activities,

"The Agency/Program Connection"
Fern Nisley, VA Mennonite Retirement Community

Assignment:
Journal Entry - turn in journals by Monday 4/12 at 9am to CSL office in Wine-Price.
Reflection readings

APRIL 14

The Meaning and Importance of Reflection:
In our Service and In our Lives

Conduct Reflection session with staff

Assignment:
Journal Entry
Submit index cards with questions about position
Requests for Program Areas (notify by end of week)

APRIL 18

CSL Annual Recognition Event
4:00 pm Shenandoah Room, Chandler Hall

APRIL 21

All you need to know and More: The Life of a Program Assistant

Pairing of PA's in old and new positions
Sharing of information, insights and hints

Assignments:
Journal Entry
one-on-two conversations with faculty member and agency mentors (due by May 1)
introductions in your new area/site visits/etc.

APRIL 28

Communication: Understanding varied populations
Mary Morsch and Bruce Matthias

Student Development: How are we making a difference?

Program Assistant Development: Beyond the daily grind
Nikie Gilliland, Program Assistant CSL

Assignments:
Journal Entry - Turn in journals by Mon. May 1 at 9 am.

MAY 3

Workshop Wrap-Up
Sharing of Journals
Questions/Concerns/Hopes
Plans: Summer and Fall: orientation/training/start-up
REFLECTION EVALUATION

PROGRAM AREA:

# OF STUDENTS: ___ FACULTY: ___ AGENCY REPS: ___

WHO FACILITATED YOUR SESSION? ____________________________

WHAT WAS THE LEVEL OF PARTICIPATION OF THE STUDENTS IN THE SESSION?

HOW DID FACULTY/AGENCY REPS IMPACT THE SESSION?

WHAT TYPES OF ISSUES DID THE STUDENTS FOCUS ON?

- PERSONAL:

- COMMUNITY:

- SOCIETAL:

WHAT APPEARED TO MAKE THE STUDENTS' SERVICE-LEARNING EXPERIENCE SUCCESSFUL?

WHAT APPEARED TO MAKE THE STUDENTS' SERVICE-LEARNING EXPERIENCE NOT SO SUCCESSFUL?

WHAT DID YOU LEARN FROM THIS SESSION?

DID THE SESSION MEET YOUR EXPECTATIONS? PLEASE EXPLAIN

WHAT MIGHT YOU DO DIFFERENTLY IN THE FUTURE WHEN PLANNING/FACILITATING A REFLECTION SESSION?
Youth Development/Youth Service
Reconceptualizing the Roles of Youth

FROM...

- youth seen as problems:
  - of crime, suicide, drug abuse, poverty
  - unemployment, unwanted pregnancy,
  - gang violence...

- youth "at risk"...
- to, for, at youth...
- youth as consumers...
- victims...
- dependents...
- adults in the making...
- neglected...
- apathetic...
- passive receptacles of knowledge...
- guided...
- onlookers (especially through T.V.)...
- youth as objects...
- sheltered...
- objects of adult sentimentalization...
- self-centered...

TO...

- youth as solutions:
  - to environmental renewal,
    - intergenerational & multicultural understanding,
    - child development, affordable housing,
    - health care, public safety...

- youth "at strength"
  - with youth
  - youth as producers
  - actors in charge of their own destiny
  - providers
  - today's community leaders
  - loved and loving
  - involved
  - engaged learners and teachers
  - self-directed and responsible
  - active citizens
  - youth as subjects
  - shaper of society
  - thinking, doing individuals
  - service-oriented youth leaders

National Youth Leadership Council - 1990
With thanks to Ruthanne Kurth-Schal,
The Educational Forum, Winter, 1988
Higher Ground for Higher Education

Service-learning won’t be readily accepted until higher education’s purpose is redefined

by David Sawyer, Director, Students of Appalachia Berea College

This article is excerpted with permission from the May/June, 1990, edition of “Experiential Education,” the newsletter of the National Society for Internships and Experiential Education (NSIEE). For more information, contact the NSIEE at 3309 Haworth Dr., Raleigh, NC 27609 (919) 787-3263.

I believe higher education should address itself equally to two great goals—the happiness of the individual and the health of the society. One wonders if American higher education is doing either very well. I also wonder whether service and experiential learning can become widely accepted unless we articulate a new and compelling vision for higher education.

Something seems fundamentally amiss about the way we prepare young people for contemporary adult lives. Our teaching methods promote passivity and even glorify the distinction between thought and action. What an odd way to educate young people in a democracy, which flourishes only when profound values are translated into active citizenship. One hardly needs to be reminded of such regular but serious symptoms of democratic decline as the general lack of awareness about current issues and our consistently poor voter turnout.

Higher education needs to be reminded of the greater context in which it exists. That context includes not only democracy and world community, but the earth itself. If the very survival of the human race and of our planetary system depends on vast campaigns of public participation, what role do you think higher education needs to play in the coming decades?

Isn’t it our responsibility to prepare graduates for more than private careers and abstract futures of self-satisfaction? Can you imagine the excitement on a campus if the entire institution—faculty, staff, and students—took on local or global problems and set about solving them? When all hands unite in common work, community is established. Indeed, to teach civic virtue and “right livelihood” to students, higher education itself must practice it.

The second goal of education, the development of the inner person, must always complement preparation for citizenship. The character-shaping power of family and community continues to

“Education must not only pour information in, it must pull character out.”

Experiential education and service-learning will not be readily accepted until we rethink and redefine the basic purposes of American higher education. To do so we must ponder the greater environment in which our institutions exist—that global context has never been more challenging or complex. The need is critical for a generation of young people who are profoundly involved. In a new interpretation of the role of higher education, service and experiential learning will certainly be recognized as valid ways of learning and teaching. It is clear that in these lively educational experiences interest and information collide, values are formed, and action emerges.
EXECUTIVE SUMMARY

DESCRIBING SERVICE-LEARNING: A DELPHI STUDY

While many have tried to understand the notion of service-learning, no one seems to agree on one definition or description. A Wingspread conference in 1990 defined service-learning as both a philosophy and a program (Giles, Honnet, & Migliore, 1991). The National and Community Service Act (1990) contained a four part definition which described characteristics and processes of service-learning, including reflective components which tie service experiences to a curriculum.

To get a better sense of service-learning, a Delphi study was conducted to seek consensus on the characteristics and traits which defined various programs. Twenty-five service-learning practitioners and researchers participated in three "rounds" of the Delphi, providing examples and describing what makes programs different. While there is consensus on some aspects of service-learning, for the most part there is still disagreement on details. Panelists agreed on two primary categories; on most other topics there was never unanimity on what characteristics constituted service-learning. There is consensus, though, that service-learning can be envisioned through forms, or types, and that these forms are best understood through specific examples.

There is general agreement that service-learning occurs in two general categories: school-based and community-based. In this study eleven forms of school-based and fifteen forms of community-based programs were identified and defined through specific examples. In addition, twenty-nine different dichotomous variables ("continua") were named which further describe purposes, goals, processes, and settings of service-learning. All of these types or models provide a framework for conceptualizing service-learning in its various configurations; yet none of them are fixed or exact in meaning or description. Perhaps this reflects the complexity of the concept identified in the Wingspread definition of service-learning: being both a philosophy and a program. Indeed, the various forms and "continua" represent both programmatic and philosophical dimensions.

As service-learning continues to expand and grow, new forms will be added to the typology to further describe its variations and structures. Through dialogue and analysis, practitioners and researchers will refine our knowledge and improve our understanding of what service-learning is and in what forms it exists. These are not very comforting words for a world that wants precise definitions and exacting models of practice. Yet they are the honest responses of people who have thought about and practiced service-learning for a long time. As powerful and as exciting as any educational innovation and practice, service-learning is still very much an amorphous concept which continues to resist rigid definitions and universal understanding.
<table>
<thead>
<tr>
<th>FORMS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Community service class</td>
<td>A. Elective where students earn credit in a class called Community Service, which is distinguished from other academic courses.</td>
</tr>
<tr>
<td></td>
<td>B. A middle school class where students tutor elementary children in reading at a near-by school as part of their &quot;Enrichment&quot; period, a course offered at the end of the school day.</td>
</tr>
<tr>
<td>2. Academic class</td>
<td>A. Elective Biology class with an optional assignment in stream monitoring.</td>
</tr>
<tr>
<td>(either required or elective, where credit is earned in a discipline, such as English, Math, or History and service experience is integrated into the basic curriculum of the course)</td>
<td>B. Required Government course with a service component involving community projects.</td>
</tr>
<tr>
<td></td>
<td>C. Elective Health course where students do a community service project with a local hospital as part of the course requirements.</td>
</tr>
<tr>
<td></td>
<td>D. English Literature course where students read a novel with a protagonist who is homeless; students do work at homeless shelter, plan food collection and meal preparation; write opinions for local paper</td>
</tr>
<tr>
<td></td>
<td>F. Elementary school math class where students help senior citizens to save money by computing best values in stores and assisting in shopping activities.</td>
</tr>
</tbody>
</table>
### 3. Interdisciplinary projects/courses
(single teacher or team teaching with service theme)

| A. Science class which includes testing water quality in a local river and using the data in computing statistical trends for a Math class. |
| B. Social studies/English/Video project where students conduct study of how elderly are treated and read novels about the elderly. Students write stories about elderly for young children and assist in an Alzheimer's clinic. Process is documented by students through video demonstration. |
| C. Elementary children conducting research by reading, writing, using art and math to chart collection of recycled goods to raise funds to purchase trees for local park. |

### 4. Practica
(Includes apprenticeships, internships, and other forms of field study)

| A. Community service experience which accompanies or follows a formal course (Social Studies course on Civics, followed the next semester by a course which requires students to do a service project in the community). |
| B. Internship with a social worker where students assists with running support groups for troubled teens. |
| C. Course on Child Development which has an accompanying course where students actually work with children at a school-sponsored child care facility. |
5. Vocational education course  
(Includes apprenticeships, Internships, cooperative education, work experience, usually involving some vocational application)

A. Class which has a goal of occupational skill development, and includes a service dimension such as house building, child care, or food service.

B. Home Economics course where students prepare meals for older citizens and study the nutritional needs of seniors.

C. Construction course tied to Habitat for Humanity where students learn specific trade skills and techniques while building homes for low income citizens.

D. Either paid, stipended, or unpaid work experience in a service occupation where supportive class is included in program structure.

6. Programs for special populations or special locations

A. A specific program which focuses on at-risk youth, learning handicapped, low income youth and includes a service component.

B. Program focusing on a specific geographical location, such as a tutoring project which targets a particular inner city community or a particular elementary school.

C. Special program for low income youth sponsored by Job Training Partnership Act funds where students serve non-profit organizations and learn pre-employment skills and basic skills.

D. Program for Learning Handicapped students which places them at a senior citizen home to learn interpersonal skills and to study history through personal stories.
7. **Co-curricular activities**  
(Service-learning programs existing outside the school classroom).

<table>
<thead>
<tr>
<th>A. Special event, such as a food drive or community tutoring project, which is planned and organized outside of classroom time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Program, such as the Youth Community Service Project (YCS) in Los Angeles, where teachers sponsor work through student clubs to plan and execute community service projects.</td>
</tr>
<tr>
<td>C. Distributive Education Clubs of America (DECA) which plan, outside of school time, fund raising projects for low income citizens or people with special needs.</td>
</tr>
</tbody>
</table>

8. **Clearinghouse**  
(which engage students in researching and locating service-learning opportunities)

<table>
<thead>
<tr>
<th>A. Programs providing information on service opportunities available in the community which are staffed by youth and primarily operated by youth.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Program in Hudson, Ohio, where students collect requests for service from community people and agencies and assign volunteers.</td>
</tr>
</tbody>
</table>

9. **District-wide initiative**  
(an initiative which leads to service-learning program, but is not directly a service-learning model).

<table>
<thead>
<tr>
<th>A. An entire K-12 school district includes service-learning at all grade levels, as in Minnetonka, MN or Springfield, MA.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. A school district focuses on a specific age or grade level, such as middle schools or high schools.</td>
</tr>
</tbody>
</table>

10. **State-wide initiative**  
(initiative leads to service-learning program, but is not directly a service-learning model).

| A. Effort to include service-learning activities in all districts in a state, such as in Vermont (SerVermont) or in Pennsylvania (PennServe). |
11. Service hour graduation requirement

|  | A. Program administered by school personnel which requires a specific number of hours of service for graduation, such as the Atlanta Public Schools (75 hour) or state of Maryland (100 hours). There is usually a product required as part of the reflective component, such as a written paper. |
CATEGORIES OF COMMUNITY-BASED SERVICE-LEARNING

<table>
<thead>
<tr>
<th>FORMS</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Service Program sponsored by community organization or institution (which includes some type of formal or informal reflection)</td>
<td>A. A hospital volunteer program where youth are oriented to various tasks and receive follow-up training and assistance.</td>
</tr>
<tr>
<td></td>
<td>B. A docent program for a museum or nature center where youth provide direct service to clients and receive continuous training.</td>
</tr>
<tr>
<td></td>
<td>C. Student YM/YWCAs where youth perform a variety of services.</td>
</tr>
<tr>
<td></td>
<td>D. An after-school recreation program run by a community-based organization which uses high school youth to coach and supervise younger children's activity.</td>
</tr>
<tr>
<td></td>
<td>E. Troop activities sponsored by the Girl Scouts/Boy Scouts which include service activities for youth in community settings.</td>
</tr>
<tr>
<td></td>
<td>F. Programs sponsored by religious groups which engage youth in service and include well developed training and education components.</td>
</tr>
</tbody>
</table>
2. **Specific courses**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Red Cross course in Basic Aid Training (BAT) where youth initially receive instruction in basic first aid and then teach material to fourth graders in their community.</td>
</tr>
<tr>
<td>B.</td>
<td>Search and Rescue program by Native Americans in New Mexico where youth receive training in rescue procedures and then serve the community, as needed, in times of emergency.</td>
</tr>
<tr>
<td>C.</td>
<td>Courses in Emergency Medical Technology (EMT) offered through hospitals and local health agencies where youth are taught emergency procedures, certified through testing, and then perform services to the community at large.</td>
</tr>
</tbody>
</table>

3. **Series of courses/programs**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Red Cross program in Disaster Action training where youth take a series of courses focusing on disaster preparedness and then perform those services when needed in the community.</td>
</tr>
<tr>
<td>B.</td>
<td>Series of courses/trainings offered through the Girl Scouts/Boy Scouts in environmental studies where youth engage in community projects to apply their knowledge.</td>
</tr>
</tbody>
</table>

4. **Vocational programs where job training, skill development, and service are major goals**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>Youth Employment Programs administered by municipal governments which place young people in service related jobs.</td>
</tr>
<tr>
<td>B.</td>
<td>Programs which place participants in service related occupations sponsored by private industry, Private Industry Councils of the Job Training Partnership Act, or other job training entities.</td>
</tr>
<tr>
<td>C.</td>
<td>State sponsored employment and training programs which place youth in service occupations as part of a youth employment project.</td>
</tr>
</tbody>
</table>
5. Programs for special populations

| A. Programs for at-risk youth sponsored by State Extension Services where youth develop and administer service programs for their community. |
| B. YMCA sponsored program serving handicapped youth where the "Y" provides skills training in service areas and youth use those skills in the community. |
| C. 4-H programs where low-income youth receive training in developing community gardens (urban) or agricultural business projects (rural). |

6. Short term projects

| A. A special project, such as a food drive, where youth assist in planning and executing the entire effort. |
| B. A short term event to raise funds for a charitable organization where youth plan, implement, and evaluate the project. |

7. Clearinghouse

| A. Volunteer Center which both places young people in a variety of service opportunities and uses youth to research and coordinate participant placements. |
| B. Program sponsored by local service organization which coordinates community service opportunities for youth and use youth to publicize the program. |

8. Career Exploration

<p>| A. Programs such as the Explorer Scouts, where youth work with police departments to do service related activities for purposes of occupational exploration. |
| B. Programs sponsored by the U.S. Military where youth shadow personnel and assist with routine duties. |</p>
<table>
<thead>
<tr>
<th>9. Compensatory service mandated by court system</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Juvenile court-imposed sentences to do community service which include attachment to educational programs, such as in Carver County, Minnesota.</td>
<td></td>
</tr>
<tr>
<td>B. Court imposed sentences where youth provide service and discuss learning with Probation Officers.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Summer programs with service components</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Governors' Schools, in many states, which engage youth in service work as part of their summer learning experience.</td>
<td></td>
</tr>
<tr>
<td>B. Summer Youth Employment Programs (SYEP) which place youth in service related occupations and include educational components, as in programs sponsored through the Job Training and Partnership Act (JTPA).</td>
<td></td>
</tr>
<tr>
<td>C. Park and conservation programs which place youth in local, state, and national parks to do service work and which include educational support.</td>
<td></td>
</tr>
<tr>
<td>D. Leadership development programs for youth, such as the National Youth Leadership Project (NYLP), sponsored by the National Youth Leadership Council, which train youth in leadership skills and include service projects in the training agenda.</td>
<td></td>
</tr>
<tr>
<td>E. Youth Volunteer Corps, which provide service to the community during summer months and include educational support.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>State service programs</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>A. State literacy programs, such as those run by Literacy Volunteers of America, which</td>
</tr>
<tr>
<td></td>
<td>B. Intergenerational programs developed as part of the Commission on National and</td>
</tr>
<tr>
<td></td>
<td>Community Service, Subtitle D, which are administered by state agencies and provide</td>
</tr>
<tr>
<td></td>
<td>service and support to local communities.</td>
</tr>
<tr>
<td></td>
<td>12. Conservation Corps</td>
</tr>
<tr>
<td></td>
<td>A. State administered program, such as the Wisconsin Conservation Corps, which focuses</td>
</tr>
<tr>
<td></td>
<td>B. Municipally or locally administered program, such as the Los Angeles Conservation</td>
</tr>
<tr>
<td></td>
<td>Corps, which focuses on service and conservation, and provides educational support to</td>
</tr>
<tr>
<td></td>
<td>participants.</td>
</tr>
<tr>
<td></td>
<td>13. Specific event/crisis/problem</td>
</tr>
<tr>
<td></td>
<td>A. Response to a specific crises or event, such as a tornado, earthquake, or other</td>
</tr>
<tr>
<td></td>
<td>disaster through organizations such as the Red Cross. Youth are trained to provide</td>
</tr>
<tr>
<td></td>
<td>appropriate response and receive support and guidance while serving. Training is short</td>
</tr>
<tr>
<td></td>
<td>term, though, which differs from Form 3, &quot;Series of Courses.&quot;</td>
</tr>
<tr>
<td></td>
<td>B. Girl Scouts &quot;Stand By For Service&quot; program, where youth perform service as needed</td>
</tr>
<tr>
<td></td>
<td>by the community.</td>
</tr>
</tbody>
</table>
| 14. Youth Community Service Advisory Groups | A. Youth United Way, where youth advise United Way agencies on youth needs and learn about volunteer structures in the community.  
B. Youth Community Foundation Board, where youth advise agencies on youth issues and promote dissemination of information.  
C. Youth Engaged in Service (Points of Light Foundation) uses Youth Ambassadors (usually college students) to develop youth leadership in the K-12 arena and to assist in developing youth advisory boards. |
| 15. National Service | A. Programs such as City Year (Massachusetts) where youth work year-round on urban problems.  
B. Programs such as New York City Volunteer Corps where youth assess community needs and then design and implement projects to provide needed service. |
There is much discussion about awarding academic credit for service-learning. The focus of the discussion: by what criteria is credit issued for learning done primarily outside of the classroom? Many institutions, especially those of higher education, dismiss learning from internships, apprenticeships, vocational classes, community service, and other experiential type programs as being unworthy of academic credit. The purpose of this paper is to explore why that is and to determine if experiential learning fits in the academic learning process.

What is academic learning? Academic is defined as a) scholarly, b) related to a college or university, and c) of theoretical interest rather than practical value (Webster's Dictionary, 1989). It is additionally defined as d) scholarly to the point of being unaware of the outside world (American Heritage Dictionary, 1981). Thus, academic learning is derived from scholarly pursuits, is related to the kind of learning found in colleges and universities, deals primarily with the theoretical, and is unconcerned with the world outside the academy. Since it deals primarily with the theoretical, we discover that theory is defined as: a) an organized body of ideas as to the truth of something, usually derived from the study of a number of facts relating to it, but sometimes entirely a result of exercising the speculative imagination, b) a general body of assumptions and principles, c) a group of mathematical theorems presenting a comprehensive and systematic view of a subject, and d) a conjecture (Webster's Dictionary, 1989). Based on these definitions, a commonly held attribute of theories is they are constructs of the mind. Theories relate to speculation, to assumptions, to principles, to imagination, and to conjecture. All five of these terms refer to mental processes, to relationships pieced together through manipulation of ideas. By their very nature, theories are abstractions. They do not physically exist; they are manufactured in the mind to explain relationships.

Based on these definitions, the purpose of academic schooling is to prepare people to think abstractly, to use and develop theories, and to develop mental processes. A major component of such education is the development of academic learning. To do academic learning, one must be able to see relationships based on similarity of ideas and concepts; to develop principles, conjectures, and assumptions. A researcher who studies learning and cognition has found there actually is a difference in the disposition of
individuals who go through formal schooling and those who learn from life experiences (Rogoff, 1990). This disposition is based on cognitive patterns.

Schooling fosters perceptual skills in the use of graphic conventions to represent depth in two-dimensional stimuli and in analysis of two-dimensional patterns. Schooled people are skilled in deliberately remembering disconnected bits of information, and are more likely than nonschooled individuals to spontaneously engage in strategies that organize the unrelated items to be remembered. Schooled individuals are more likely to organize test objects on a taxonomic basis, putting categorically similar objects together, whereas nonschooled people often employ functional arrangements of objects that are used together. Schooled people show greater facility in shifting to alternative dimensions of classification and in explaining the basis of their organization. Schooling appears not to relate to rule learning or to logical thought as long as the individual has understood the problem in the way the experimenter intended. Nonschooled subjects seem to prefer, however, to come to conclusions on the basis of experience rather than by relying on the information in the problem alone. Schooling may be necessary for the solution of Piagetian formal operation problems.

Rogoff, 1990, p.46

Schooled learners organize their world by classifying things through similarity, by creating strategies to connect unconnected items, by exploring alternative dimensions, and by using perceptual skills to represent knowledge and understanding. In contrast, nonschooled individuals rely more on experience as a basis of understanding, organize their world through functional relationships, and trust what they know to be true rather than what they have learned through perceptual representations. In other words, schooled individuals rely on symbolic constructions of meaning, while nonschooled individuals rely on experience and function. The cognitive processes developed in these two systems are different, as is the orientation to the world of knowledge and knowing.

This difference in cognitive orientation and cognitive skills suggests a basic tension between academic and experiential learning. On one side we find those who know the world through symbols and mental images; on the other we find those who know through doing. The two worlds appear to be juxtaposed. In fact, they are not; they simply represent two complementary pieces of what I call "complete learning" or "whole learning."

Some writers have already addressed this apparent split between academic and experiential approaches. In a classic essay, James
Coleman (1976) analyzes the differences between classroom (academic) and experiential learning. He describes the former as an information assimilation process where symbolic media dominate the instructional landscape and the latter as a process where doing forms the basis of knowledge and where understanding is based on personal experience. The strengths of traditional classrooms or academic study are in the opportunity to cover large amounts of material in a short time, in the ability to generalize and support theory with specifics, and in the potential for instilling in students theories and patterns of knowledge too complex for them to discover on their own. In opposition, experiential learning is strong on specific examples but weak on extracting generalizations and theories. Experiential programs cover limited amounts of material, but they do so in more depth and detail than classroom programs.

Coleman suggests that both forms of learning have their strengths and weaknesses, but that experiential learning has in its favor motivation and retention. In traditional academic classrooms motivation is extrinsic; it comes primarily from the teacher in the form of grades, punishment, or other external systems that encourage the student to continue to learn what is presented. In experiential programs, learning is primarily intrinsic, with the student perceiving immediate connections between what is learned and why it has meaning. The desire to learn comes from within the student. The reason for doing the learning is embedded in the action itself. Gratification is not delayed; what is learned is immediately understood and its value immediately observable. This is not so with traditional classroom instruction, where frequently the reason for learning something is often unknown or so delayed that the student fails to perceive any practical application of the knowledge gained.

Dewey (1938) described this difference as a contrast between traditional and progressive education, where the former relies on experts, tradition, and institutional control and the latter relies on personal experience, unique learning situations, and learner-controlled activities. In traditional, academic settings anointed experts, usually called teachers, pour into the heads of learners information deemed critical to their development and intellectual growth and then test the students to determine how well they have retained this information. Students rarely select the topics they study nor relate what is taught to their own lives. They usually follow directions and complete tasks, many of which have been done in a similar fashion by students years before. The assumption is that students, because of their novice status, do not know what is best for themselves nor how their learning will apply to the future. Thus, the experts must tell them what to know because they, the teachers, have already learned from others how the prescribed knowledge is eventually used in the future.

The problem for Dewey with the traditional academic approach is its
lack of support for essential elements of lifelong learning, specifically those of continuity and interaction of experience. He suggests that experiences that are educative must fit into a lifelong continuum for each person; that one's understanding of current and future experiences are built upon connections with past experiences. Furthermore, the ability of a person to integrate experiences into the life process is interactive, with the learning dependent on the reciprocal affect of internal and external environments. In other words, people must process their external environments through their internal (affective, cognitive, value, social, and moral) filters to arrive at their next stages of action. This process produces a constantly changing dynamic, where every experience has an affect on the individual, and subsequently, every individual response has an affect on the environment. Bandura (1977) has described this process as the basis of all social learning.

Realizing the importance of environment, Dewey goes on to suggest that the role of the teacher is to know where in the world students will be exposed to situations which encourage and promote growth, the ultimate goal of education. Whereas the traditional teacher promotes growth in the classroom by exposing students to the theories and principles of the disciplines, the progressive or experiential educator does this by knowing where those principles and theories exist in the community and then connects students with those environments so they can discover the knowledge through doing rather than just hearing or seeing abstract representations. He says:

A primary responsibility of educators is that they not only be aware of the general principle of the shaping of actual experience by environing conditions, but that they also recognize in the concrete what surroundings are conducive to having experiences that lead to growth. Above all, they should know how to utilize the surroundings, physical and social, that exist so as to extract from them all that they have to contribute to building up experiences that are worth while.

Dewey, 1938 p. 40

Thus the difference between academic and experiential learning is not in the eventual outcomes of learning -- both strive to provide principles and general knowledge which can guide one's movement through life. This knowledge must be specific enough to have value in discrete situations, yet be flexible enough to provide applications in changing environments. The major difference is where the essential learning experiences must occur and whether or not they must be connected to the learner's life experiences.
WHAT ACADEMIC LEARNING SEEMS TO BE

By combining the thoughts and traits described by these two authors, certain characteristics emerge which further describe what is commonly held to be academic learning. There is a sense that one simply "knows" what academic programs are like; we especially know what they are not. They are not primarily based on personal experience. They are not focused on practice, on doing things. They are not focused on the here and now. They are not concerned with the world outside the institution.

They do emphasize generalized knowledge. They are directed by experts who have already gone through rituals of learning theories and generalizations deemed essential for an educated person to know. They set standards for what should be understood and methods by which people become acquainted with the knowledge base. They are rooted in symbolic discourse and measured by the amount of mental energy necessary to understand the issues and dilemmas of the field. They are founded upon histories of others transmitted through books and other documents. They require students to use the symbolic representations of scholars: writing, speaking, reading, using higher levels of quantitative representations, or scientific formulae and techniques.

Translated into everyday language, academic learning programs are made up of several components. The basic elements are:

1) a teacher who has completed a formal program, acquainting him/her with the concepts, ideas, and important theorists in the field

2) a planned set of readings and exposures to key information sources which introduce the student to concepts and theories in the field

3) requirements which engage the student in the use of key concepts and theories through scholarly techniques such as writing, reading, analyzing, speaking, innovating (other forms of media such as art, video, radio, etc.)

4) activities which measure the knowledge and understanding of the student through tasks such as tests, papers, oral presentations, laboratory experiments, mathematical computations

5) an understood sense of "rigor" and systematic inquiry; a program which demands sufficient effort on the part of the student to master the material covered

Students who enroll in programs or courses which include the above mentioned components, through formal institutions of learning, and
complete the required work with some minimal level of proficiency are granted academic credit. Thus, academic credit is awarded for academic learning.

Many experiential programs exist today as part of the educational offerings in schools and colleges which purport to offer academic credit. Unfortunately, most find themselves in the category of "other" requirements, either career or vocational development, personal growth, or simply for community service. Most of these programs deal with practical issues and activities, including learning tasks and skills used in the workplace or the home. Because they are practical in nature, they are not considered academic.

Because the credit is perhaps issued to propel the student toward some degree or benchmark of completion does not necessarily mean the work completed is academic. It may only mean that it meets a requirement deemed necessary by the institution for some specific area of learning, such as general education, applied education, or personal development. It does not fulfill any requirement for academic disciplines such as English, mathematics, social sciences, sciences, or related subjects. It certainly is not recognized by academic institutions, namely higher education, as worthy of consideration for academic entrance to an institution of higher learning.

ANOTHER APPROACH

How can programs and courses which use experiential components be considered as part of an academic program? Simply stated, it is difficult. Remember that the statement at the beginning of this essay presented academic as juxtaposed to practical. Thus anything that is practical is not academic ... by definition. Most experiential learning is tied to the practical.

However, one can argue that many theories are born out of practice. Dewey suggested (1938) that scientific method was simply the use of empirical study to generate theory -- that developing and testing hypotheses was a function of thinking and action. One cannot be separated from the other. In simpler terms, practice informs theory and vice versa. One cannot generate good theory, especially related to human behavior, unless one engages in and analyzes human behavior. This analysis must not occur in isolation, but in naturally occurring situations.

Our definition of theory included the notion that such constructs were based on a collection of facts, on interactions beyond the world of the classroom to either refute or reinforce the theory. Information necessary to support the generation and acceptance of theory comes from the world at large through experiences and observations. Without forays into practical, real environments,
there is no theory. For the social sciences, especially, this is very important.

Practical life experiences are the basis for all knowledge. Recent research in cognition has suggested this is so. Leading cognitive theorist Lauren Resnick of the University of Pittsburgh has discussed how people use experience as the basis for understanding. In *Developing the Thinking Curriculum* (1989) she and her associate discuss how previously most people learned about life through work and family units.

During the 19th and early 20th century people were expected to do most of their learning when they would practice their skills: in families or in apprenticeships. Despite important limitations, traditional apprenticeships had certain advantages over schools. Most important, because learning took place in the context of actual work, there was no problem of how to apply abstract abilities, no problem of connecting theoretical to practical activities, and no temptation to substitute talk about skills for experience in actually using them.

Resnick and Klopfer, 1989, p.9

Mental and manual learning, occurring through apprenticeships and other guided learning experiences, combine experiential and academic learning. It has only been in the last century that isolation of youth has occurred, separating them from situations which allow natural connection between theory and practice. Resnick and Klopfer have called for a new "cognitive apprenticeship", where students once again engage theory and practice simultaneously.

Other writers (besides Rogoff, cited earlier) suggest that knowledge and understanding are attached inseparably to situations and experiences (Scribner and Cole, 1973; Thomas, 1989). Knowledge does not exist in a vacuum; in fact, it exists primarily in context. Without context, understanding is incomplete, knowledge is inexact. Therefore, educational programs, to promote the development of theory and to connect cognitive processes with knowledge development, must present practice and theory as intertwined. One cannot learn theory without practice.

**ACADEMIC LEARNING: THEORY INTEGRATED WITH PRACTICE**

This acknowledgment that theory and practice are inseparable changes the nature of the original question. No longer are we asking if experience has a role in academic learning, but how experiential learning is part of the academic learning process and thus worthy of academic credit? The answer is to organize
experiential programs to include an academic (or theoretical) perspective. This means programs which grant credit for learning beyond the classroom must include components found in any academic process. It also means that the definition of academic learning needs to be expanded to include the use of practical experience as a necessary part of building and confirming theory. Any program which claims academic integrity should include an experiential component.

Experiential learning, to receive academic credit, should meet the criteria for any academic program. This means learning should parallel that of traditional academic systems, including components which combine the strengths of learning both in and out of school. Programs must include activities which develop both relational and functional thought.

Criteria for academic learning which utilizes the community for a significant portion of the instructional program should include the following:

1) A teacher who has completed a formal program, acquainting him/her with the concepts, ideas, and important theorists in the field. A teacher must also be involved who has a working knowledge of where in the community concepts, ideas, and important theories are found.

2) A planned set of experiences, readings and exposures to key information sources which introduce the student to concepts and theories in the field. The experiences must be integrated into the conceptual and theoretical framework of the area of study so as to expand and enhance the knowledge of the subjects under investigation through symbolic and functional thinking.

3) Requirements which engage the student in the use of key concepts and theories through scholarly techniques such as writing, reading, analyzing, speaking, innovating (other forms of media such as art, video, radio, etc.). Participants must use these scholarly techniques in gathering information about the areas of study and in conveying understanding of the concepts/theories learned through the experiential components of the program.

4) Activities which measure the knowledge and understanding of the student through tasks such as tests, papers, oral presentations, laboratory experiments, mathematical computations. Learners should demonstrate their knowledge and understanding of the concepts and theories through the above mentioned activities, in addition to actual demonstrations of knowledge through practical applications.
5) An understood sense of "rigor" and systematic inquiry; a program which demands sufficient mental and physical effort on the part of the student to master the material covered. Learners should demonstrate the use of rigor by systematically experiencing and reviewing the relationships between the concepts and theories presented through classroom activities and those learned through the field-based portions of the program.

Programs which meet these five criteria should be eligible to award credit for learning both in and outside the classroom. The requirements ensure that classroom-based and field-based learning are treated with equal importance and that theory is based on practice. The purpose of these programs is to assist students in critically evaluating relationships between concepts and action; to apply empirical methods of data collection to development of theories and concepts.

The goal of academic, experiential learning programs is to develop student facility and skill in negotiating between the two cognitive worlds of in-school and out-of-school learning: symbolic/theoretical and functional thinking. Students must be able to freely move between learning through symbolic systems (language, mathematical representations) and learning through personal experience and observation. Demonstrations of understanding must also be rooted in both domains -- being able to explain (through language, formulae, media, etc.) and being able to show through doing. Integration of these two cognitive structures produces knowledge which is more complete than learning through only one mode.

CONCLUSION

Historically, academic learning has primarily been associated with mental processes. Such learning involves thinking in terms of relationships; in connecting ideas and concepts to develop theories and principles; in learning without concern for the outside world. In opposition, experiential learning has been conceived primarily as practical learning, rooted in functional thought, concerned with the world outside the academy.

Recent discoveries about cognition and learning suggest that neither approach by itself is complete. Mental processes are not separate from context and situation. Concepts and ideas are generated internally by people based on personal experiences and individual constructs. Theories are continuously refined through empirical methods which require integration between theory and application.

Thus, "complete learning", or "whole learning", embraces both academic and experiential methods. Such learning recognizes the
importance of mental and manual processes as necessary elements of general understanding and personal growth.

If "whole" or "complete learning" is not acceptable as a new name for effective learning, then at least a new definition of academic learning can be proffered: learning which focuses on the understanding of theories and principles, which is derived and refined from practical applications. Through this definition, experiential learning becomes an equal and active partner to academic learning -- and assumes its rightful role as an important component of any quality learning program.
Possible Links Between Community Service-Learning and Teacher Preparation

By Dr. Pamela and James Toole, National Youth Leadership Council, Barbara Gomez and Caroline Allam, Council of Chief State School Officers

How can community service-learning impact teacher preparation programs? There are at least two general approaches by which linkage could be developed. Each is listed below followed by several examples of how service-learning might impact teacher prep programs:

I. Integrate Service-Learning into Teacher Preparation Coursework

1. To Increase Teachers' Instructional Repertoires
   Teachers need to know a variety of instructional approaches in order to provide a rich instructional program, and to teach to different types of objectives. Community service-learning adds another alternative model of teaching to the repertoire of teachers, and can be easily included within existing courses, such as those covering general methods or specific subject matter curriculum and instruction.

2. To Help Teachers Understand the Community as a Extended Classroom
   Many educational reformers are concerned about the lack of opportunities for real-life application of classroom learning, and of the lack of student knowledge about the adult world. Community service-learning, by its very nature, encourages teachers to learn ways to extend classroom learning into the community. Pre-service teachers who are given structured opportunities to learn how to teach community service-learning lessons will enrich the pedagogy of their host school districts.

3. To Utilize Service as a Context to Test Educational Reform Initiatives
   Besides the notion of the extended classroom, community service-learning is extremely well-suited as a vehicle through which pre-service teachers (and teacher prep programs) can test and refine a whole host of educational reform initiatives, including authentic assessment, cooperative learning, critical thinking skills, interdisciplinary and thematic instruction, and outcome-based education.

4. To Build an Understanding of Teaching as a Moral Endeavor
   John Goodlad and others have noted the central role of mission and morality to the teaching profession (e.g. commitment to equity, professional standards, etc.). Service-learning underscores the notion that knowledge (and teaching) has a moral dimension.

5. To Increase Recruitment of Minority Teachers
   As an educational practice, community service-learning could have indirect impact on teacher preparation programs if a greater number of minority students, enthused by their involvement in community service, chose to become teachers. Community service-learning might increase the appeal of teaching to those most interested in making a difference in their communities.
II. Have Pre-Service Teachers Perform Community Service Themselves

A second possibility for linking community service-learning and teacher preparation is to require pre-service teachers to perform community service themselves as an integral part of their training program. Some of the possible advantages include:

6. **To Personally Demonstrate the Power of Service-learning to Pre-Service Teachers**

Teachers who themselves participate in service-learning instruction will more likely see the instructional benefits from using such an approach.

7. **To Increase Teachers' Knowledge of Where Children Grow Up**

If teachers are ignorant of the life conditions of their students (which is not uncommon for student teachers), performing service within the local community could give pre-service teachers a better sense of understanding how school and home are (or are not) working together for the education and development of children, and of what their students lives are like outside of the classroom.

8. **To Offer Cross-Training in Working with Youth**

Volunteering in a community agency, which serves specific needs of school-age children, offers pre-service teachers another context in which to learn, practice, and refine many of the interpersonal and problem-solving skills needed in all human services work. Agency personnel are trained differently than teachers and work with youth in a different context, meaning that they can potentially enrich teachers' abilities to work with youth.

9. **To Increase Knowledge about Community Resources/Networking**

Performing community service brings teachers into contact with community agencies which provide different services to the same youths who attend local schools. This contact opens up possibilities for future networking and collaboration, something which has been too often absent from school-community relations.

10. **To Integrate Teachers into Community Membership**

If teachers are not seen as a part of the neighborhood surrounding the school (or do not themselves feel connected), participation in community service-learning could link them in a meaningful fashion with the community in which they teach.


By Dr. Pamela and James Toole, National Youth Leadership Council
Barbara Gomez, Caroline Allam, CCSSO
Service Learning
Practicum Handbook
Math/Science/Social Studies Practicum - 1 credit
Elementary Education Program

The University of Iowa
Service Learning Practicum

Description

Service learning is the blending of community or school service activities with the academic curriculum. In completing the service learning practicum, you will work in a team of four methods students to assist a teacher and students in one Iowa City School District classroom to complete a service project which is integrated with the curriculum in one or more subject areas. For example, a class might visit a nursing home and conduct oral histories with the residents as part of a language arts unit on Aging. Service projects frequently require math skills (time management, budgeting, measurement), science skills (in association with environmental improvement projects) and social studies skills (decision making, group work, active citizenship).

The Service Learning Practicum has been developed in association with the Iowa City Community School District Service Learning Project. The ICCSD Service Learning Project is funded through a Phase III Growth the Collaboration grant, with assistance from the Iowa State Department of Education and the Grant Wood Area Education Agency. In February, 1993, fourteen Iowa City teachers will participate in a three day training on service learning and then design service projects with consultation from Dr. Rahima Wade. Support from the Service Learning Practicum teams and financial assistance will aid teachers in completing service projects with their classes. The Service Learning Practicum is an exciting opportunity for university students to learn how to integrate service in the curriculum and to provide a valuable contribution to teachers, public school students, and the community.
However, you are not expected to be an expert about service learning during this practicum. Your role is to assist the teacher and students, rather than to provide guidance in integrating service within the curriculum. If you have any problems with this practicum experience, please see Dr. Rahima Wade, LC N291, 335-5118.

Service Learning Practicum Assignment

Teacher_______________________________ Grade level__________
School_________________________________ School Phone__________
School Address__________________________________________________________________

Practicum Team Leader:___________________ Phone__________

Team members:
________________________________ Phone__________
________________________________ Phone__________
________________________________ Phone__________
Service Learning Practicum

Work Summary

Please record the date and amount of time you spend on each type of activity in conjunction with this practicum. List additional activities not provided here and time you spent on them on the back of this sheet.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>Time</th>
<th>Date</th>
<th>Time</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>gathering materials and supplies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>finding curricular resources and children's books</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>working with students in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>observing in the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>accompanying the class on a community field trip</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>clerical duties (stapling, duplicating, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>creating bulletin boards, learning centers, or other displays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total hours spent on this practicum: _________
Service Learning Practicum - Cooperating Teacher Evaluation  
The University of Iowa

Teacher ___________________ School ___________________ Grade __

Methods students ____________________________________________

Please evaluate the group of methods students and their work this semester in your classroom.

<table>
<thead>
<tr>
<th></th>
<th>excellent</th>
<th>satisfactory</th>
<th>needs improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>rapport with children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>awareness of children's needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>preparedness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>selection of activities and resources</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>management techniques</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ability to adapt while teaching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>poise and appearance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>responsibility</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>planning skills</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Would you be interested in having methods students help out with a service learning project during a future semester? _________

Please add any other comments on the practicum experience or the methods students' assistance on the back of this sheet.
Service Learning Belongs

By Allen Wutzdorff

The field of service learning is rapidly coming in from the margins of education as we move into the 1990s. Across the country, students and faculty alike are examining the learning potential of what is already a socially positive force. This growth is not unlike the growth of college internship programs in the 1970s and '80s, where increasing numbers of college students majoring in disciplines not traditionally associated with "experiential learning" were given the opportunity to test out and apply their knowledge and abilities in work settings. An important result of this move into the "real world" was, of course, the formulation and clarification of career goals.

Service learning is really a specialized form of internship, where students work in settings established primarily to meet some social and community need. But the opportunity to learn skills and gain new knowledge is as present in a service setting as it is in an internship. With appropriate goal setting, guided reflection, and challenge, students can gain important skills in problem solving, ethical decision-making, and communication, to name a few. Students can also learn to exercise their critical thinking about more-universal content-related areas (e.g., social problems, economic systems, cultural patterns) as they perform needed work in the service arena.

In addition, service learning adds an important dimension to a student's education. To be acquainted with community needs and to learn how to work in partnership with others to address those needs seems to me to be a necessary skill in today's society. Service learning is not equated with giving only, or with learning only. The practice includes reciprocity between all the parties involved (student, community members, agencies, colleges), and teaches students important skills in collaboration, leadership, planning, negotiating, and evaluating. If all of these skills happen to lead to career enhancement, whether in the profit or nonprofit sector, so much the better. More and more employers are looking more and more positively at applicants' community service records as they make hiring decisions.

A Meaningful Contribution

Service learning, then, can play an important and necessary role within any curriculum, both from a societal and pedagogical standpoint. A key question is the extent to which the students' work in the field is related to their own career and personal goals and to those that the institution has established for its experiential-learning program. No singular model has yet been developed for connecting service learning, nor is there a particular discipline that is always associated with service experiences. But we at the National Society for Experiential Education (NSEE) are continually struck by the variety of subject areas where faculty are making creative connections to the students' off-campus work. Many colleges, in fact, are setting up interdisciplinary programs that draw upon rich potential of field experiences for assisting students to break down the barriers between disciplines. Such programs can actually do what college catalogues typically promise: prepare students for meaningful professional and personal lives upon graduation.

Research on the effects of service learning, while not yet comprehensive, indicates that students do emerge from these experiences with qualities that do enhance major aspects of their lives. Students who have engaged in experiential and service-learning programs often show increases in self-esteem and confidence; they become better acquainted with careers and therefore of career options; and they show positive changes in the depth of their commitment to society and to the process of career selection. NSEE has plans to research more deeply into this subject [see "More Information" sidebar to accompanying article, Ed.].

Win With Service

The field of service learning has grown rapidly in the past few years and shows every sign of continuing to expand its role as an accepted and established part of higher education. NSEE itself is in the midst of an explosion in the number of inquiries we receive daily for information on the subject and about NSEE membership. As we manage and celebrate this growth, let's all of us as educators stay mindful of the many and rich possibilities inherent in service learning. There are many quality programs across the nation, each serving to bind a community, college, and students together in a win circle. Such circles belong.

Allen Wutzdorff is executive director of the National Society for Experiential Education (NSEE).
As you participate in this session, we hope that you will develop an appreciation for the different needs each stakeholder brings to a service-learning project. We also hope that you will begin to see the advantages and dilemmas associated with service-learning. Listed below are five roles you will be introduced to during this session.

* Student Role (Service Providers)
* College/University Administrator Role
* Faculty Role
* Agency Personnel
* Community Members (Service Recipients)
Section Bibliography


Campus Compact. "Faculty are the Keys to Linking Service and the Curriculum."


Win/Win/Win
With A Service-Learning Program

College programs that get students involved in working with and for the community are "win" situations all around.

By Judith S. Berson

“But for fate, we—the fortunate and the unfortunate—might have been each other.”
—President Bill Clinton, 1993 Inaugural Address

When education administrators make the commitment to start up an innovative new program, they face a Catch-22: To start the program, they need money; to get the money, they need proven results.

However, there is one large “plus” for the administrator wishing to start a service-learning program. On his or her side is the track record and experience of the many other institutions that have successfully implemented such programs. These solidly demonstrate the benefits of practical work experience for students, services received by the community, and improved public relations for the college, and should win over the upper brass. And the college itself can provide a wealth of talent and resources to assist in the development, implementation, and maintenance of the program.

Definitions

Service learning expands on previous internship programs by combining the traditional educational goals of intellectual and personal growth with the social values of community service. Experiential education refers to all forms of out-of-classroom learning, such as internships, leadership development, apprenticeships, and cooperative education. Students benefit professionally from the actual work experience they are able to include on their resumes. This is particularly important today, given the tight employment market. Students also grow personally through the intrinsic rewards of helping those in need.

The concept of service learning and widespread organized community service evolved during the 1960s. In his 1961 Inaugural Address, President Kennedy requested that we “Ask not what your country can do for you, but what you can do for your country.” His was a call-to-civic-arms that spurred many of the nation’s young to action.

Thousands of America’s youth began serving in the newly formed international Peace Corps, domestic VISTA program, and a host of grass-roots, community-based service programs. Although Kennedy’s goal was never fully realized, college and university leaders throughout the nation have been doing their parts, actively integrating student volunteerism, internships, and community service into their program offerings.

Today, more than 30 years after Kennedy’s initiative, the need for student volunteers is stronger than ever. Social ills such as homelessness, hunger, juvenile delinquency, environmental woes, and needs of populations such as the impoverished young and elderly are too frequently met with indifference. These problems demand attention. Activist students on campuses across the country are ready to respond. A campus-based volunteer coordination effort is the missing link between students eager to serve and the many agencies and individuals desperate for the services they can provide.

Where It Begins

There are many different departments that could administer a service-learning program, but the one that performs this function in any particular institutional organization is usually the department that initiates it. In some colleges it is a student affairs function; in others it’s a part of academic affairs. Cooperative
Barbara, and professional administrators at the college, and look for their advice at Fairleigh Dickinson University.

How It Could Work: A Plausible Scenario

The following scenario, an amalgam of several actual programs, illustrates how a service-learning program might be instituted.

Director Wood, a student affairs administrator, is interested in starting up Campus Reachout, a program that will involve a group of students who volunteer to assist local social service agencies. Wood has written an interesting paper. He has read up on service learning in professional journals and has contacted administrators from schools with successful programs. He was fortunate enough to attend a professional conference on the subject.

As part of his groundwork, Wood establishes goals that fit the needs of his institution and the students there. He knows he must start small and build from a strong base, so he targets 100 students for the first year. He has contacted local agencies and received an overwhelming response. The school

Education, student employment, or career services offices could also administer the program.

Of course, there is no one program that will satisfy the needs of all institutions, each with its own individual organizational structure. But to implement an effective service-learning program there is always a need for a strong coalition between all the departments in the college or university.

Before presenting the proposal to the dean of academic affairs, most of the faculty are skeptical, but Wood gets a commitment from seven members. These, in turn, promise to try to recruit other faculty and student volunteers.

Also on Wood’s agenda are visits to the career services and student employment offices. Wood presents his proposal to the directors and requests their help in recruiting students. Using a list of interested agencies, he works with the directors to come up with job descriptions to interest the students. Financial aid has allotted scholarship money for some of the positions. Career services will allot funds from the College Career Work Experience Program to compensate students who volunteer to work in the agencies.

With these essential contacts made, Wood is ready to target students. He makes presentations at the meetings of various student organizations, such as the student government, fraternities and sororities, and various student clubs. He starts with these groups because he feels he can count on their offering their leadership abilities and existing resources. Student government leaders have promised to explore the possibility of allocating funds from student activity fees (which finance student government activities) to Campus Outreach.

With the enthusiastic commitment Wood has received, he turns now to a full media campaign. He has found a journalism intern who will help him coordinate the public relations effort. Together they write press releases for distribution to the school newspaper and the campus public information office. They are also able to obtain a complimentary ad in the student newspaper. They draft a flyer and poster (which are printed at minimal cost, courtesy of the graphics department) for distribution throughout the campus.

Implementing the Program

Wood and his administrative assistant have created a data base to match student interests and fields of study with needed volunteer work. He will pair education majors and other students to various mentoring programs in local elementary, middle, and high schools. Accounting and business majors are needed to help local nonprofit social service agencies cut costs and operate...

JUDITH S. BERSON is special assistant to the vice president of student affairs at Broward Community College, having previously served as Broward’s director of student financial services, disability services, veterans affairs, and special programs. She is a frequent writer and speaker on educational issues allied with her expertise in special services.

Mrs. Berson has done doctoral work in public administration at Nova University. She earned her M.A. in personnel administration at Montclair State College, and took her B.A. at Fairleigh Dickinson University.

32/JOURNAL SUMMER 1993
more efficiently, to assist low-income persons with tax returns, and to assist in fundraising for community projects. Computer science majors are needed to help nonprofits set up manageable and user-friendly data bases and to conduct seminars on new technology. Students of foreign languages and those with bilingual skills are needed to teach ESL (English as a second language) to minorities and immigrants. Art and music students are needed to teach classes in housing projects and at low-income community centers. These are only some of the possibilities that Wood has come up with. He knows that the demand for services exceeds his supply of students, but he is counting on the growth of the program to accommodate most of the requests for assistance in the long term.

Wood now has a commitment from 15 faculty members of various disciplines to establish a service-learning component into their curricula. Psychology and sociology professors will establish class requirements of actual field experience, which may include volunteer hours at various shelters, drug rehabilitation centers, homes for the elderly, and schools for disabled children. Biology teachers agree to allow students the option of designing volunteer projects such as health awareness for low-income families or the use of environmental activities as class projects. English and journalism teachers will offer an option for students to work in literacy programs, to develop community newsletters, or to assist nonprofits with public relations. The students will submit a journal documenting their activities in lieu of a term paper. Other faculty members have drafted proposals for service-learning classes that will carry elective sociology credit.

Outcome

By the end of the first year, Wood has met his goal of placing 100 students in volunteer agencies through classroom opportunities, scholarship opportunities, and internships. Through the success of Campus Outreach and the publicity it has generated, Wood has increased his roster of available student volunteers to nearly 300. The success of the program has led to increased funding from within the school’s economic structure and from outside sources.

Wood has networked his program with national service-learning organizations, which helps with resource development, brings new solutions to community problems, and generates national publicity and support for the fledgling program. He and many of his student volunteers have been able to attend regional conferences sponsored by these national organizations.

Student response was the most encouraging outcome for Wood. Most students reported personal and professional growth from the experience. Many said that the experience helped them make a career choice. Some students had made contacts that resulted in employment opportunities after graduation. Others said they simply enjoyed the opportunity to make a difference and would continue to volunteer after college.

Real Programs

While Campus Reachout is a hypothetical program, it is a composite of several successful programs including Volunteers in Action (VIA), a service-learning program at Broward Community College (BCC), an urban institution based in Fort Lauderdale. Before developing VIA, Broward had a successful track record with a number of smaller student volunteer programs that are still in operation. Some of these:

- The Challenge to Youth program trained college students to mentor juvenile offenders.
- Transitional Insights was a program that paired academically successful BCC students with learning-disabled high school students who wanted to go to college. The program ran for two years, and more than half of the mentored students enrolled in college after high school.
- The HIV/AIDS Education and Prevention program uses persons with AIDS and BCC student peer counselors to educate the college’s students on AIDS-related issues.
- BCC obtained funding for Challenge to Youth and Transitional Insights from the U.S. Department of Education for the Improvement of Post-Secondary Education (FIPSE). When the Student Affairs staff conceived and proposed its most innovative program to date, Volunteers in Action, the previous successes resulted in a third FIPSE grant.
- Volunteers in Action, like the imaginary Campus Reachout, serves as a clearinghouse for social service agencies located in the community. In its first year, VIA placed more than 100 students in volunteer positions serving 34 community agencies. And like the imaginary Wood, BCC Student Affairs staff carefully researched the needs of the community, the students, and the college before planning its own service-learning program.

Nearby Role Model

Broward didn’t have to look far for a role model: Brevard Community College, in Cocoa, Florida, is home to one of the most successful service-learning programs in the nation. Established in 1988, Brevard’s Service Learning Center currently has 1,200 student volunteers, 75 courses with service-learning options, and 75 faculty participating in the program. Before planning their own program, Brevard administrators joined Campus Compact, a national organization for service-learning program administrators.

Brevard Compact now has more than 260 members. It provides its members with up-to-date legislative information, leads for development resources, regional and national workshops and conferences, and philosophical and professional guidance through its newsletter and numerous informative publications. There are many other support groups and agencies for fledgling programs (see sidebar: More Information on Service-Learning Programs).

A Case History

A new member of Campus Compact, Rollins College in Winter Park, Florida, has initiated its Center for Public Service which serves nearly 150 students each year. The center follows up on the student volunteers and reports that several of the students have gained permanent employment with the service agencies after graduation.

As noted by Kristin Zimmerman, the center’s program coordinator: “We had some students enrolled in a course called ‘Politics of Abortion.’ Students volunteered at the BETA agency (Birth, Education, Training, and Acceptance) where they helped single mothers learn about caring for their children, proper use of
birth control, and family-planning issues. Four of the students are now employed there.”

Zimmerman said that the students have had great success with projects such as one on environmental studies that will be used by the Division of Parks and Recreation. The city is giving an award to the student volunteers for their service to the community.

Zimmerman attributes the success of the program to the efforts of Wendy Brandon, director of the Academic Resource Center and project director of the center, noting “her skill in galvanizing the faculty to action” in particular.

WinWinWin

The benefits to the community are the most visible. Overburdened social service agencies are able to enhance services, and clientele receive more personal contact through the student volunteers. Early intervention has been highly successful all over the country, and young children who desperately need encouragement, scholastic assistance, and role models have a chance to attain higher goals. Publicized community involvement raises the awareness and morale of the community involved.

The benefits to the college are enormous. A successful service-learning program—if properly publicized—can greatly enhance the image of the institution in the eyes of the community. The program also allows the college wider opportunities for resource development and often leads to greater funding success.

The benefits to students, beyond the gratification of helping those in need, are both immediate and long term. Schools and potential employers are working together to reward student volunteers. Potential employers have always valued actual-on-the-job experience, often more than academic credentials. They are now placing value on community-service experience as well. And schools are making it easier for employers to identify students who have participated in service-learning areas.

In an effort to document the community involvement of students, some colleges and universities have instituted student development transcripts as addenda to the academic transcripts, thus providing students with a documented record of their experience outside the classroom. These records of co-curricular activities can be presented to indicate additional job skills acquired while performing community service. As public service gains in popularity, more employers will be asking job applicants about their social service and volunteer experience and requesting copies of community-service transcripts along with the academic records.

An integral aspect that differentiates service learning from traditional classroom education is the reflection process. Students keep their own journals detailing their service activities and their own reactions to their working relationship with the agency and the clients they are serving. The students must also evaluate their own performances to measure their progress against goals they have set for themselves. In many programs, small-group reflective sessions are common, and planned recreational activities allow students and leaders the opportunity to share their experiences in a group setting.

In addition to the value of the experience itself, student participants often receive service and requesting loans to reduce their need to borrow for tuition. Many private foundations and corporations are more inclined to contribute funds if there is a community-service commitment from the student. Government funding from agencies such as HIPSE and ACTION, which provide schools with seed money to establish service-learning programs, look favorably at proposals that include scholarship incentives for student volunteers. Perhaps the most exciting boost to student volunteerism will come with the new Clinton Administration. The president has expressed his desire for the establishment of a program that would allow students to work off college loans through community service.

It’s a win/win situation. The community gains, the college gains, the students gain. Funding opportunities exist for the development and implementation of service-learning programs. Several support systems are available to assist in the start-up process and to provide guidance throughout the duration of the program. With so many positive factors on the side of service learning, the real question is why every college and university doesn’t institutionalize a service-learning program.

More Information

On Service-Learning Programs

ACTION Agency, the federal domestic volunteer agency that provides help for volunteer activities and community projects through grants and technical assistance. 1100 Vermont Avenue NW, Suite 8100, Washington, DC 20525. 202/680-5108.

Campus Compact: The Project for Public Community Service, a coalition of college and university presidents. Member services: technical assistance, internships, awards, resource materials, legislative advocacy. Brown University, 25 George Street, Providence, RI 02912. 401/863-1119.

Campus Outreach Opportunity League (COOL), a student organization to support and promote student involvement in community service. Member services: site visits, training workshops, conferences, resource materials. 386 McNeale Hall, St. Paul, MN 55108-1011. 612/624-3018.

National Society for Experiential Education (NSEE), an association of individuals, institutions, and organizations that promotes service experience as an integral part of education. Member services: newsletter, publications, conferences, information clearinghouse. Special publications:

• Combining Service and Learning: A Resource Book for Community and Public Service.
• Research Agenda for Combining Service and Learning in the 1990s.

The Project for Public Community Service, a consortium of colleges, universities, service agencies, and religious organizations committed to developing service learning in American higher education. Offers technical assistance to colleges and service-learning programs for students and recent graduates. Holds an annual international conference. 815 Second Avenue, Suite 8100, Washington, DC 20525. 202/680-5108.

For more information, please contact the appropriate organization.
Faculty have a central role to play in ensuring that service experiences are continually challenging and educational as well as useful for the community on the receiving end. As interpreters of the college or university’s mission, faculty are in the critical position for supporting students’ interest and activities in public and community service. More importantly, they must assist students in reflecting critically about their public service experiences and in relating them both to the broader social issues into liberal arts disciplines. They must develop an “academics of human reality.”

1. To ensure that students serve effectively.

People perform best when they have opportunities to reflect regularly upon and analyze their experiences, and then practice or try out what they have learned in the next step of experiences. If students are to be of real service to their communities and if they are to gain knowledge and develop skills as a result, they need opportunities to reflect upon what they are doing. Faculty have the potential to become service learners’ best guides.

2. To ensure that students learn and develop as a result of their public service experiences.

Students continually comment on the benefits they receive from their community service, but often their learning is haphazard, accidental, and superficial. They speak about “how much I learned” of “how much I got out of my volunteer experience,” but they often draw a blank when asked to describe how “what they got” relates to their classroom education.

Higher education is founded at least in part on the premise that learning is deepest when it is sponsored and facilitated by instructors. As advocates and sponsors of student community involvement, these institutions have the unique responsibility to (1) facilitate, assess, and accredit service-based learning; and (2) relate that learning to our common intellectual, social, political, and multicultural heritage.
3. To reduce the personal and financial disincentives to student participation in public service.

When public service is viewed as an activity to be engaged in if students have extra time, money, self-discipline, good time management skills, or an ethic of self-sacrifice - i.e., as an activity that competes for students' attention and energy with the demands of a separate academic life - then it is not something for everyone. Commitment under these circumstances is hard to give and more difficult to keep. The utilization of public and community service-based learning as an effective pedagogical method for student achievement of academic goals makes public service accessible to all students.

4. To place civic education, civic participation, and social responsibility squarely within the academic mission of higher education.

If higher education is to take seriously the role of providing students with the knowledge, skills, beliefs, and confidence necessary for becoming committed and compassionate citizens, then contact with contemporary social problems and efforts to solve them must become an important element of a liberal arts education. Public and community service learning is a means both of connecting outcomes of liberal arts education to social action and of exploring profound human problems basic to the humanities and sciences as they arise in situations which have immediate meaning to students. Public and community service learning can affect students' aesthetic and ethical commitments. Grappling with real-life applications of theories learned in classrooms is effective education and an essential part of students' complete intellectual development.

Bringing Community Service Into the Curriculum

By Barbara Jacoby

When students engage in community service, tremendous benefits accrue to them, to the communities they serve, and to their colleges and universities. Those of us who have worked with students involved in community service repeatedly hear them say such things as: “It gave my life a purpose,” “It benefited me more than any classroom experience,” and “I don’t take life for granted anymore.”

Community also benefit both directly and indirectly from the work of student volunteers, for example, by gaining new assistance, broader delivery of existing services, and fresh approaches to solving problems. Of course, colleges also gain, through improved town-gown relationships, wider experiential learning for students, and opportunities to orient research to meet human needs, among other benefits.

Given these tremendous potential benefits, institutions should give priority to making opportunities to serve available to all students. Although students’ interest and participation in charitable activities are at a new high, a great many of them do not have the freedom to volunteer their time and energy. Since the 1970’s, college populations have changed dramatically: 85 per cent of today’s undergraduates commute to campus, nearly half are 25 years old or older, and more than half attend part time. In addition, two-thirds are employed, some working full time or at more than one job to pay their college expenses.

Although beginning this fall colleges must use at least 5 per cent of their federal work-study allotment to pay students working with community agencies, and although some institutions provide community-service scholarships, these programs can assist only a small number of students. Many others are still financially unable to volunteer, even with the stipends promised by the Clinton Administration’s new AmeriCorps, which will pay students (up to participants) for service before, during, or after college. Besides the students unable to volunteer for financial reasons, many more simply do not have the time to add volunteer work to their already crowded schedules of classes, work, family responsibilities, studying, and commuting.

To enable all students to participate in community service, colleges should make such activity an integral part of the curriculum. Research at Brevard Community College, which boasts an outstanding comprehensive “service learning” center, shows that 75 per cent of Brevard’s students initially participate in community service as part of a class.

Colleges can incorporate community service into the curriculum in a variety of ways. For example:

- Courses in fields such as English, sociology, biology, and psychology could add a community-service component. In writing classes, for example, students could produce a newsletter or brochure for a non-profit agency. Sociology students could study at first hand such social problems as homelessness and illiteracy by working with community agencies. Biology students could study local environmental issues and work in clean-up campaigns and other projects. During and after such service, students could be required to relate their experience to course readings and to discuss whether it has made them more socially responsible citizens.

- Students could be offered the chance to earn additional credit for a course—for example, in regular three-credit courses, a fourth credit could be earned—by performing at least 40 hours of community service and completing a project that links the course and the service. Examples of systems for a food bank, designing a community center, and teaching nutrition to elderly people. (Some institutions charge students choosing the fourth-credit option for only three credits of tuition.)

- Courses could be offered that include study of voluntarism, philanthropy, and social responsibility. Such classes would allow students to explore, in depth, issues such as the tension between individual desires and community needs, the differences between philanthropy and service, and the ethical responsibilities of citizenship.

Of course, to make such curricular changes, faculty members must be encouraged to integrate community-service activities into their courses. To make it possible for them to do so, institutions must be prepared to provide several types of support, including:

- Administrative assistance in locating community-service sites related to particular disciplines and courses.
- Faculty workshops designed to confront the conceptual, methodological, and logistical issues of integrating community service into courses.
- Small grants or release time for work on revamped courses to include service.
- Technical resources and assistance, such as sample syllabi for courses that include a community component and use of passenger vans to transport faculty members and students to community-service sites.
- Awards and other recognition for professors who develop innovative courses.

Several national organizations provide support and guidance to institutions in developing their service-learning programs. These include Campus Compact, the Corporation for National and Community Service, the National Society for Experiential Education, Partnerships for Service-Learning, and Youth Service America. These groups offer a wealth of publications, models of practice, conferences, consultation services, and grants.

Even after community service is integrated into the classroom, steps must be taken to assure that it will be sustained over time. If service is not fully integrated into the core educational program, it is likely to be considered peripheral and thus be in constant danger of being cut or ignored. Strategies to institutionalize community service on a campus include:

- Revising promotion and tenure systems to increase the emphasis on service and redefining faculty members’ service to include work in community agencies and projects.
- Finding a secure institutional niche for the service-learning program. The placement would depend on each institution’s organizational structure, but preferably should be as high as possible in the academic-affairs division.
- Convincing the president, vice-presidents, and other academic leaders of the pedagogical value and legitimacy of service. They should be encouraged to mention in their speeches other statements the importance of learning through service to the institution’s mission.
- Developing student leaders who are advocates of including community service in the curriculum.

The energies of responsible, socially committed citizens is clearly needed in towns and cities throughout the nation. It is incumbent upon colleges and universities to act now, while community service is the focus of attention in the Clinton Administration and in the media, to make opportunities for meaningful service—and thus for enlightened citizenship—available to all of our students.

Barbara Jacoby is director of community-service programs at the University of Maryland at College Park.
KEYS TO KERA: Mission and Objectives
Wendell Cave, Council on Higher Education

One of the most important steps of a successful service-learning program is goal setting. During this session you will work individually or as an institutional small group to formulate service-learning objectives and goals for your campus. By the end of the session, we hope you have an idea as to how service-learning will be implemented on your campus.

Following the individual/institutional small group time, we will reassemble into small groups to share ideas. We encourage representatives from the same institution to participate in separate small groups in order to gain maximum input for the programs you will implement on your campus.

MISSION

The KEYS (improving Kentucky Education through Youth Service) to KERA (the Kentucky Education Reform Act) program will institutionalize service-learning on the campuses of 28 colleges and universities through development of infrastructure building teams that will implement service-learning courses and serve as core groups for developing institutional service-learning plans.

OBJECTIVES

1. A one day project orientation session will be conducted for campus contacts from the 28 partnership colleges and universities.

2. A two-day service-learning faculty development workshop will be conducted to train three member faculty teams from the 28 participating colleges and universities.

3. Each of the 28 partnership colleges and universities participating in a two-day faculty development workshop will develop, under the leadership of its three-member workshop team, an institutional service-learning plan that emphasizes activities involving its students in serving needs of at-risk elementary and secondary school students.

4. 90 percent of faculty participating in a two-day faculty development workshop for three-member workshop teams from the 28 partnership institutions will incorporate service-learning into a minimum of one revised existing course during the 1994-95 spring semester.
5. 90 percent of the faculty workshop teams participating in a two-day faculty development workshop will participate in a two-day planning conference during which institutional service-learning plans will be merged into a single statewide higher education service-learning plan.

**INSTITUTIONAL WORK SESSION WORKSHEET**

1. Develop a list of courses to consider for second semester service-learning courses.

2. Develop a timeline for service-learning course implementation on your campus.
   
   A. Date for deciding on a minimum of 3 service-learning courses.
   B. Date for finalizing service-learning plan for the course(s).
   C. Date for finalizing service-learning course syllabus.
   D. Date for ordering needed course materials.
   E. **Must implement during the spring of 1995!**

3. Develop a timeline for an institutional service-learning plan for 1995-96
   
   A. Decide on needed participants for initial planning session.
   B. Decide on draft mission and objectives for the plan.
   C. Conduct initial planning session.
   D. Conduct additional planning sessions including additional participants.
   E. Complete draft of institutional service-learning plan.
   F. Finalize institutional service-learning plan.
   G. **Must hold state planning conference in early February of 1995 to meet proposal requirements of the Corporation for National Service.**

4. Develop a budget for expending the $2,000 subgrant to assist in accomplishing the mission and objectives of the state KEYS to KERA Project. **(Preliminary budget must accompany the subgrant contract).**
QUESTIONS FOR CONSIDERATION

1. What are your individual service-learning goals for your institution?
2. What is the first step you would take to implement service-learning at your institution?
3. What barriers might exist on your campus which will hamper efforts to implement a service-learning program?
4. What actions will you take to overcome those barriers?
5. On what factors at your institution can you capitalize to implement/develop a service-learning program?
6. What is your ideal budget for your institution's service-learning grant money? (Remember: Funds must be spent toward developing a service-learning program or incorporating service-learning into existing or future classes).
7. What if your institution was give $10,000. What would your budget be?
8. How would you work toward meeting your goals for service-learning?
9. Which departments at your institution do you feel will be supportive of service-learning? (Academic and Non-Academic)
10. Which faculty/administrators will be most supportive of service-learning?
11. Which faculty/administrators will be most negative of service-learning?
12. What approach/approaches will you use to advertise your service-learning training workshop?
13. What approach/approaches will you use to advertise your service-learning program?
14. What structure would you like to use for your institution's training workshop?
15. What structure would you like to use for your institution's service-learning program?
16. What do you think will convince colleagues to incorporate service-learning into their curriculum?
17. What is your ideal service-learning training workshop? (Excluding cooperative faculty.) That is, how do you propose to train your colleagues?
18. What is your ideal service-learning program?
QUESTIONS FOR CONSIDERATION

1. What are your individual service-learning goals for your institution?
2. What is the first step you would take to implement service-learning at your institution?
3. What barriers might exist on your campus which will hamper efforts to implement a service-learning program?
4. What actions will you take to overcome those barriers?
5. On what factors at your institution can you capitalize to implement/develop a service-learning program?
6. What is your ideal budget for your institution's service-learning grant money? (Remember: Funds must be spent toward developing a service-learning program or incorporating service-learning into existing or future classes).
7. What if your institution was given $10,000. What would your budget be?
8. How would you work toward meeting your goals for service-learning?
9. Which departments at your institution do you feel will be supportive of service-learning? (Academic and Non-Academic)
10. Which faculty/administrators will be most supportive of service-learning?
11. Which faculty/administrators will be most negative of service-learning?
12. What approach/approaches will you use to advertise your service-learning training workshop?
13. What approach/approaches will you use to advertise your service-learning program?
14. What structure would you like to use for your institution's training workshop?
15. What structure would you like to use for your institution's service-learning program?
16. What do you think will convince colleagues to incorporate service-learning into their curriculum?
17. What is your ideal service-learning training workshop? (Excluding cooperative faculty.) That is, how do you propose to train your colleagues?
18. What is your ideal service-learning program?
Professional Organizations and Resources

* **ACTION Agency** is a federal domestic volunteer agency that provides help for volunteer activities and community projects through grants and technical assistance. The address is 1100 Vermont Avenue NW, Suite 8100, Washington, D.C. 20525. *Action Agency* phone number is (202) 606-5108.


* **Campus Outreach Opportunity League (COOL)**, a student organization to support and promote student involvement in community service. Member services: Site visits, training workshops, conferences, resource materials. 386 McNeal Hall, St. Paul, MN 55108-1011. (612) 624-3018.

**National Service Learning Cooperative** provides leadership, knowledge, and technical assistance necessary to support and sustain service-learning programs within six primary audiences: Serve-America grantees and sub-grantees; K-12 teachers and administrators; community based organizations; colleges and universities; state and local officials; and the general public. The Cooperative also provides three different resource centers which are listed below. For more information call 800-808-SERVE or write to the Cooperative at the University of Minnesota, R-290 VoTech Ed. Building, St. Paul, Minnesota, 55418.

- **The Clearinghouse** provides a toll free information number, a national database of programs and resources, materials library (for research, curricula, articles, etc.) electronic bulletin board, referrals to training, peer consultants, and other resources.

- **Regional Technical Assistance Centers** provide training, consultation, networks of support in a geographic region as well as in areas of particular expertise, referrals to training, peer consultants, and other resources.

- **Regional Information Centers** provide material and data collection from their areas to provide up-to-date information.
Professional Organizations and Resources, continued

**National Society for Experiential Education (NSEE)** provides a wealth of materials and expertise on academically based service. In addition to printed resources, they offer consultation and information services. NSEE is located at 3509 Haworth Drive, Suite 207, Raleigh, NC 27609-7229, 919-787-3263.

*Partnership for Service Learning*, a consortium of colleges, universities, service agencies, and religious organizations committed to developing service learning in American Higher education. Offers technical assistance to colleges and service-learning programs for students and recent graduates. Holds an annual international conference. 815 Second Avenue, Suite 315, New York, NY 10017-4594. (212) 986-0989.


** Information was taken directly from brochures published by the institutions.

Professional Organizations with Membership Possibilities
Provided by the National Information Center for Service-Learning
University of Minnesota.

**Alliance for Service-Learning in Education Reform (ASLER)**, information regarding this organization can be obtained from Barbara Gomez at 202-336-7026.

**Association for Experiential Education**, is located at 2885 Aurora Avenue, Boulder, Colorado 80303-2252. The phone number is 303-440-8844.

**National Center for Service Learning in Early Adolescence**, is housed in the Center for Advanced Study in Education at the Graduate School and University Center of the City University of New York, 25 West 43rd Street, Suite 612, New York, New York 10036-8099. This organization can be reached by calling 212-642-2946.

**National Society for Experiential Education**, is located at 3509 Haworth Drive, Suite 207, Raleigh, North Carolina 27609-7229. The phone number is 919-787-3263.

**National Youth Leadership Council**, located at 1910 Count Road B, Roseville, Minnesota 55113. The phone number is 612-631-3672.
BIBLIOGRAPHY

I. Books and Papers


Galura, Joseph et al. (Ed.) *Praxis II: Service-Learning Resources for University Students, Staff and Faculty.* Ann Arbor, Michigan: OCSL Press, University of Michigan.
<table>
<thead>
<tr>
<th>Service-Learning</th>
<th>Resources</th>
<th>Page 29</th>
</tr>
</thead>
</table>


Jenks, L. and Murphy, C. *Integrating the Community and the Classroom: A Sampler of Post-Secondary Courses.* San Francisco: Far West Lab, 1981.


Koppi, Stefan Richard. *The Relationship Between Community Service Orientation, Gender, Sociopolitical Attitudes, and Demographic Characteristics of newly Enrolled Students.* Unpublished dissertation at the University of Maryland, College Park.

<table>
<thead>
<tr>
<th>Service-Learning Resources</th>
<th>Page 31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newmann, F.M. and Rutter, R.A. <em>The Effects of High School Community Service Programs on Students' Social Development.</em> Madison, WI: Wisconsin Center for Education Research, University of Wisconsin, 1983.</td>
<td></td>
</tr>
<tr>
<td>Northwest Regional Educational Laboratory. <em>Experience Based Education: How to Make the Community Your Classroom.</em> Portland, OR: Northwest Regional Educational Laboratory, 1977.</td>
<td></td>
</tr>
<tr>
<td>Service-Learning Resources</td>
<td>Page 32</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Tierney, Joseph P. and Branch, Alvia Y. <em>College Students as Mentors for At-Risk Youth: A Study of Six Campus Partners in Learning Programs.</em> December 1992.</td>
<td></td>
</tr>
</tbody>
</table>
II. Journals


Hamilton, Stephen F. and Hamilton, Mary Agnes. "Mentoring Programs: Promise and Paradox." 

Hedin, D. and Conrad D. "Service: A Pathway to Knowledge." 


Hursch, B.A. and Borzak, L. "Toward Cognitive Development Through Field Studies." 


Markus, Gregory, and Howard, Jeffrey P.F. "Integrating Community Service and Classroom Instruction Enhances Learning: Results from an Experiment." 


*Phi Delta Kappan,* 72(10), June 1991. 738-42.


Serow, Robert C. "Volunteering and Values: Analysis of Student's Participation in Community Service." 
*Journal of Research and Development in Education,* 23(4), Summer 1990. 198-203.


Stanley, Mary, "Integrating Service into the University Curriculum," The Syracuse Record, October 7, 1991.


Following are manual supplements which were distributed at the Faculty Development Workshop.

Service-Learning Preparation, Monitoring and Assessment Supplement . . . . 36-A
Service-Learning Course Syllabus Supplement . . . . . . . . . . . . . . . . . . . . . . . 36-L
Kentucky Community Service Commission Supplement . . . . . . . . . . . . . . . . 36-V
Imagine that the following assignment has been placed in your "in basket" at work.

Please handle the tour of the recycling plant for Mrs. Turner's fourth grade class. The event needs to take place week after next during the hours of 1 p.m. and 2:30 p.m. I would also like for you to plan an activity for the students after they return which will allow them to reflect upon what they have learned.

Now, answer the following:

1. What will you do first? Why?
2. What will you need to know?
3. How will you find out what you need to know?
4. What messages in this request seem unclear (if any) to you?
5. Can you describe an activity that you think will allow the students to reflect on their experience?
6. What will you do to let your supervisor know what you have done?
A Reflective Journal

1. Describe something that happened in your service-learning site.

2. What are some of your thoughts and feelings about this?

3. Describe something that you think may happen as a result of the experience or something you will do about it.

4. What resources would be needed to accomplish any goals you may have set for this?

5. Who would you talk to for action?

6. How will the knowledge you obtained from this experience help you?

7. What advice would you give to another person in this situation?

******************************************************************************

© Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
Discussion group questions

1. What happened?

2. So what?

3. Now what?

This style of group debriefing is used to keep the facilitation neutral. The facilitator can give subtle clues about right/wrong answers if the questions are not kept simple and open ended. Even if the learners catch on to the fact that the same three questions are being asked, the learner comes to know it is her responsibility to process the information without the filter of the facilitator's opinions.

*****************************************************************************

© Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
Examples of free-form response questions:

1. At my agency, I was surprised to find __________________________________________________________________________

2. I wish I knew more about __________________________________________________________________________

3. I was confused by __________________________________________________________________________

4. The staff who oriented me to the agency __________________________________________________________________________

5. The most frustrating thing about my assignment was __________________________________________________________________________

6. It was really fascinating to discover __________________________________________________________________________

7. I wish I could have __________________________________________________________________________

8. Most of the recipients of this service __________________________________________________________________________

9. A myth I had before going on this experience was __________________________________________________________________________

**********************************************************************************************************************************************
© Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
Site Visit Evaluation

Date: 
Student Observed
Agency/Organization

Activities observed

Staff interviewed (names and titles)

General overview

Evaluate the student in terms of: comments made by staff

Comments made by clients

Observed interactions

Projects viewed

Other

*************************************************************************************************
© 1994 Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
Self Assessment

Describe your responsibilities on this placement

__________________________________________________________________________________________________________________________________________________________

What did you do well?

__________________________________________________________________________________________________________________________________________________________

What do you wish you had done better?

__________________________________________________________________________________________________________________________________________________________

What resources could have helped you do a better job?

__________________________________________________________________________________________________________________________________________________________

How would you rate yourself on the following:

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Need to Improve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication with staff</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication with clients</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizational skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dependability (punctual, met deadlines)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplishments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

© 1994 Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
Pre-field Preparation, Reflection, and Assessment of Service Learners

To ensure that learning actually occurs and is measured, faculty must thoughtfully prepare students for the experiential learning, accurately guide students as they interpret the professional world, and carefully monitor and evaluate the learning which has transpired.

At the end of this course, participants will be able to:

- Understand the experiential learning theory
- Define basic workplace skills
- Review learning contracts
- Utilize various learning skills
- Identify assessment techniques
- Illustrate good practice in service-learning preparation and evaluation

This course will provide participants with a basic synopsis of good practice in pre-field preparation, reflection, and evaluation. All participants will need to further develop the basic framework of this instruction outline to fit the course(s) taught on her/his individual campus.
EXPERIENTIAL LEARNING THEORY

Concrete Experience

Active Experimentation

Reflective Observation

Abstract Conceptualization

<table>
<thead>
<tr>
<th>Stages of Learning</th>
<th>Preferred Learning Situations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concrete Experience</td>
<td>Learning from new experiences, games, role plays, discussion, peer feedback</td>
</tr>
<tr>
<td>Reflective Observation</td>
<td>Lectures, observation, seeing different perspectives (brain storming), objective tests</td>
</tr>
<tr>
<td>Abstract Conceptualization</td>
<td>Theory readings, study time alone, clear presentation of ideas</td>
</tr>
<tr>
<td>Active Experimentation</td>
<td>Small group discussion, projects, practice and feedback, self-paced activities</td>
</tr>
</tbody>
</table>
Learning Plan

Student's Name __________________________
Agency/Organization ______________________
Faculty Sponsor ___________________________
Date(s) of the assignment ___________________

************************************************************************
1. Describe the project on which you will be working?
   ___________________________________________________________________
   ___________________________________________________________________
2. What do you know about the purpose of this organization? How did you learn
   this?
   ___________________________________________________________________
   ___________________________________________________________________
3. To whom will you report? What is this person's role/title?
   ___________________________________________________________________
4. Who are the recipient's of this service? How do you know this?
   ___________________________________________________________________
5. What do you hope to accomplish during this assignment?
   ___________________________________________________________________
   ___________________________________________________________________
6. How will you know if you have accomplished your goal?
   ___________________________________________________________________
   ___________________________________________________________________
7. What resources have you used to gather information for this plan?
   ___________________________________________________________________
   ___________________________________________________________________

************************************************************************
© 1994 Permission granted for non-commercial reproduction of this material for
educational purposes with the following acknowledgement: Developed by Louise
Stone, Office for Experiential Education, University of Kentucky, 1994.
Learning Contract

Student's Name ___________________________ SS# ___________________________
Academic Major ___________________________ Class level ___________________________
Address ___________________________
Phone number ___________________________

Faculty Sponsor's Name ___________________________
Academic Area ___________________________
Campus Address ___________________________
Phone Number ___________________________

Learning Site
Name of Organization ___________________________
Name of Supervisor ___________________________
Title of Supervisor ___________________________
Address ___________________________
Phone number ___________________________

Dates of Assignment ___________________________ to ___________________________
Hours per week ___________________________
Amount of academic credit ___________________________ Semester ___________________________
Pass/fail or letter grade? ___________________________ Course number ___________________________

1. Describe what your responsibilities at this site will be:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

2. Explain what you expect to learn:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
A. State your learning objectives for this course (make sure that your objectives are succinct, measurable and achievable):

1.
2.
3.
4.
5.

3. Describe the arrangements you have made with your faculty sponsor to meet with you to monitor your learning (note - this should be at least once every other week at a minimum):

________________________________________________________________________

________________________________________________________________________

4. Explain what other methods your faculty sponsor will use to assess your learning (ie. readings, keeping a journal, making a class presentation of your findings, etc.):

________________________________________________________________________

________________________________________________________________________

Approved:

Faculty Sponsor  Service-Learning Center  Student  Dean/Dept.Chair

*******************************************************************************

© 1994 Permission granted for non-commercial reproduction of this material for educational purposes with the following acknowledgement: Developed by Louise Stone, Office for Experiential Education, University of Kentucky, 1994.
National Youth Leadership Council
Youth Service Connections to the Curriculum

Following is a list of ways students and teachers might connect classroom learning in specific subject areas to needs in the community. The aim of the list is to stimulate thinking. (It might best be used as part of a group brainstorming activity.) Young people have a knack for coming up with creative solutions to age-old problems. This is, in fact, a major social benefit of youth service programs. The possibilities for integrating youth service activities into existing subject areas are as limitless as the creativity and fresh ideas of the young. These examples are most relevant to secondary schools where a greater division of subjects occurs, but they could also be useful for elementary school units.

Please note that many activities are relevant to a number of subject areas. Note also that all of the examples below assume that an important part of service-learning is direct contact between those serving and the people or environment they serve. Activities such as fundraising or performing arts as described below attempt to bring about this contact.

For further information, contact: The National Youth Leadership Council
1910 W. County Rd. B
Roseville, MN 55113
(612) 631-3672

English
Writing:
- Study current issues and write stories about them to convey information to peers or to the wider community.
- Read works of literature related to service-related issues, then write essays relating the experience to the literary treatment of the subject. A couple of examples for different issues are: Flowers for Algernon and mental retardation or Silent Spring and environmental issues.
- After performing service, write stories, poems or plays using the experience as a starting point.
- Write letters to a senior citizen.
- Help disabled people to write letters and business correspondence.
- Respond to Santa letters.

Journalism:
- Write nonprofit organizations' press releases.
- Write stories for weekly neighborhood or small town papers.
- Write brochures or announcements for community events.
- Produce community newspapers.

Mathematics
- Tutor younger students in math skills.
- Help people in need of help to process tax returns.
- Conduct surveys on community needs and process and analyze the results.
- Count species of animals or measure and count trees and other plant life for the Department of Natural Resources or Agriculture.
- Calculate needs and measure building materials for construction projects such as installing wheelchair ramps.
- Interview local businesses about how they use math in their daily work and publish the results in a booklet for other math classes. Problems could be included which would show practical applications for a range of math concepts.
- Help food banks, food coops or local businesses with their monthly or quarterly inventories.
- Help disabled home bound people with check writing, budgeting, filling out forms etc.
- Assist small businesses or farms with basic bookkeeping such as cross checking journal entries or totaling columns.
**Industrial Arts**
- Build specialized equipment such as wheel chair ramps for disabled people.
- Repair small engines for senior citizens or low income people.
- Teach bicycle repair or other mechanical skills to younger students. This could include bicycle safety.
- Fix up senior citizens or disabled persons' homes so that they can remain independent.
- Help build low income housing.
- Design and build public facilities such as playground equipment.
- Examine local problems such as traffic congestion and research and develop creative solutions. The information and ideas could then be presented to local policy makers.

**Home Economics**
- Work with residents of public shelters or other institutions to redesign and fix up living rooms or other shared spaces.
- Collect and repair clothing and household goods to be sent to areas in need of disaster relief.
- Help establish immigrants in their apartments, painting, buying household goods, mattresses, etc.
- Help senior citizens or poor people with home budgeting and shopping.
- Convey nutrition information to low income people.
- Cook and deliver meals to senior citizens or disabled people.
- Provide teenaged mothers nutrition, child development, parenting and other information along with child care and help with household chores.
- Help-consumers to successfully resolve complaints.

**Health**
- Provide peers with information about sexuality, family life and other topics.
- Educate peers and the public about substance abuse, AIDS and other sexually transmitted diseases, and other issues.
- Take Emergency Medical Technician training and join the local volunteer ambulance crew.
- Help the Red Cross to collect blood.
- Teach first aid to younger students and to the public.
- Teach basic home emergency skills to young children who are home alone.
- Conduct blood pressure screenings.

**Arts**

**Visual Arts:**
- Paint public murals around community themes.
- Design public spaces such as parks, playgrounds or malls.
- Develop and present paintings, sculptures, etc. to homebound, hospitalized or institutionalized senior citizens, physically handicapped or others.
- Help display public art in galleries or as part of local craft shows.
- Teach arts to younger children or through Community Education or other classes.

**Performing Arts:**
- Teach any performing art to younger children, to people with disabilities or to interested peers or adults.
- Involving Learning Disabled students or others with disabilities in performances is also possible with any performing art.

**Music:**
- Sponsor and organize a community fair with local youth and adult musicians.
- Organize a community band.
- Work with community members to write organization or community theme songs.

**Theater:**
- Research and write plays around current events or community issues.
- Perform plays on current issues such as child abuse and then facilitate discussion around these topics.
- Use theater games to help their peers develop communications, listening and other important skills.

**Dance:**
- Engage people with physical disabilities in dance as a way of getting them to learn new ways of coping or of expressing themselves.
- Help others to learn to express their emotions and to feel good about their bodies.
Computers
- Train senior citizens in computer use.
- Assist disabled people to use their computers.
- Run computer programs with local farmers or non-profit organization staff.

Social Studies

Sociology and Psychology:
- There are many ways through service to engage students with people who are different from themselves as a means of helping the students to learn about different peoples and cultures. For example: older students studying child development can learn a great deal just by being around young children in day care or classroom settings, and students can learn much about aging through time spent doing home chores for senior citizens. Note: It is important to involve the people being "studied" in talking about their perceptions and needs, even to give them opportunities to talk with the volunteers about how they feel about young people and service.
- Counsel peers around common current issues.
- Interview recent immigrants or others from different cultures and then write about their perspectives.
- Research current events and present information on it to younger students.
- Produce maps for parks, libraries and local organizations.
- Using newspapers, government reports and other sources, research local issues of importance and develop ways of solving the problems.

History:
- Interview senior citizens about their experiences, then compile a community history booklet. This could be done for local events such as a flood, a local industry or a particular person. It could also be done around specific national or global events such as World War II, the Civil Rights Movement or the first Moon landing.
- Research local property use or other community history for community planning projects.
- Make presentations on important historical events to peers or younger students. These could take the form of reenactments, stories, plays, etc.
- Develop neighborhood walking tours or other neighborhood histories.
- Restore local historical or archeological sites such as farms, important people's homes, factories, Native American fishing or village sites, etc.

Political Science:
- Register voters and educate them about the democratic process.
- Conduct public issue or candidate forums.
- Survey youth or other groups about their needs and opinions and convey this information to policy makers.
- Work with local government or public institutions to help them solve problems such as graffiti, shoplifting, drug use, etc.
- Take on non-partisan public issues and educate the public about them.
- Assist government officials to make official forms and other documents attractive and readable.
- Assist immigrants with the process of becoming citizens.
- Become conflict mediators in the school and community.
- Educate peers about the social costs of substance abuse and other key issues.
- Write letters to the editor.
- Write letters to foreign governments to ask for humane treatment of prisoners or doing public education work for Amnesty International.

Economics/Business:
Young people can perform a number of key functions related to economic development planning. Their research could be coordinated and used by government or non-profit planners. Possibilities include:
- Inventory local resources.
- Research the economic history of an industry, a town or a region.
- Write letters or make phone calls to conduct local or broader market surveys.
- Contact neighboring communities to match up resources and needs.
Physical Education
• Coach sports for younger students.
• Work with physical therapists to assist recovering accident victims.
• Organize and run Special Olympics.
• Organize intercultural games and sporting events. For example, recent immigrants and long term American residents could teach each other their favorite games.
• Lay out and build a community exercise course.
• Help run walk, run and bike-a-thons to increase community awareness of the need for regular exercise and to raise funds for worthy groups.

Language Arts
• Teach English as a Second Language (ESL) to recent immigrants.
• Assist recent immigrants with basic tasks such as getting phones, learning to use mass transit, or filing immigration papers.
• Translate important government or other documents into languages used by local residents or by tourists.
• Plan and make trips to other countries where service is needed.
• Collect clothing or other goods and deliver them to the people in need.

Science
• Research a pest problem such as the invasion of a new aquatic weed and investigate possible solutions.
• Adopt a stream or other body of water. Through research and testing, determine its health and develop solutions such as trash pickups, public regulations for boat use and waste disposal, inform users of positive actions they can take, etc.
• Research local environment and plant trees and other plants to counteract global warming as well as to aid local ecosystems.
• Develop a botanical guide to local wildflowers or a field guide to local parks or other natural areas.
• Perform energy audits.
• Conduct research on local resource use and other environmental issues and convey the information to local policy makers.
• Educate the public about environmental concerns.
• Work with a local humane society, zoo or nature center to assist injured animals or feed and care for healthy ones.
• Hold star gazer astronomy tours for people who can't get to observatories or planetariums.
• Make presentations on a wide variety of science-related issues to younger students.
• Measure rain fall including acid content.
• Assist with the work of nature centers or museums.

(Many of these examples are adapted from Enriching Learning through Service by Kate McPherson of Project Service Leadership in Washington State.)
... the things we have to learn before we can do them, we learn by doing them, e.g., persons become builders by building and lyre-players by playing the lyre; so too we become just by doing just acts, temperate by doing temperate acts, brave by doing brave acts.


**Syllabus**

**Philosophy 3307** Social Justice and Community Service  
Winter Quarter 1992  
Four credits

**Time and place** Tuesdays and Thursdays from 9:45-11:00 AM  
120 Ford Hall

**Faculty**  
Instructor: John Wallace  
380 Ford Hall 625-2868  
Office hours: TuTh 12:40-2:00 and by appointment

Messages may be left at the Philosophy Department Office, 355 Ford Hall, 625-6563.

Other useful addresses and phone numbers:

- Office of Community Service Activities  
320 Walter Library 626-2044

- Office of Special Learning Opportunities (OSLO)  
220 Johnston Hall 624-7577

- Campus Outreach Opportunity League (COOL) Office  
Second Floor, North Hall, St. Paul Campus 624-3018

- University YMCA  
1901 University Avenue 625-3800

**Course Goals and Means** Participants in this class will explore social justice and community service in four ways: (i) through serving in partnerships with the community; (ii) through reading and discussion of work of philosophers, historians, and imaginative writers; (iii) through individual writing projects; (iv) through team projects which explore possibilities for new structures and new policies which could move our society toward greater justice. These team projects will issue in concrete, detailed proposals and plans. First drafts will be completed at the end of Winter Quarter. These drafts will be revised and expanded during Spring Quarter. At the end of Spring Quarter each team will present its plan to a panel of peers, teachers, and interested and knowledgeable persons from the wider community.
In terms of students' learning, this course (and the course which follows it next quarter, Philosophy 3308) has two basic objectives. One is for all participants to form a deeper understanding and appreciation of the diversity of American society. The second objective is to learn political philosophy by connecting it with the practical settings of the serving partnerships with the community.

An overarching question which will permeate all of the work of the course is how individuals' involvement in service can contribute to structural changes needed to move the society toward social justice. Indeed, one should say, not "how," but whether involvement in service can contribute to structural change, for a case can be made that service, by taking the edge off the worst suffering caused by current structures and by giving people a sense that "something is being done," delays or prevents structural change. It is hoped that students will emerge from the two courses with an informed position on this complex question.

Participants are required to be involved in community service. For those not already involved, placements can be arranged at the beginning of the course. Each student's team project will address a problem that is closely related to the area of the student's service.

This course is the first in a sequence of two courses (Philosophy 3307 and 3308). Students are of course not absolutely required to take both courses—there is no way of requiring this and it would be unreasonable to do so if it were possible—but it is hoped that most students who begin will find it rewarding to complete both courses. Each of these courses is a four-credit course and each contributes to fulfillment of the Group C3 distribution requirement. In addition, the second course in the sequence, Philosophy 3308, contributes to the Cultural Diversity requirement. During Spring Quarter students will also have the option of combining Philosophy 3308 with a linked upper division English Composition course which will be dedicated to work on the emerging draft plans.

Reading for the Course

I. Reading Package available at Copies on Campus in Coffman Union


II. Book available in xerox form at Copies on Campus in Coffman Union. This book is out of print.


III. Books available at Williamson Bookstore. Some of these books will not be used until Spring quarter. The Ellison, Langley, and Woolman books will be used this quarter.


Dorothy Langley, *Swamp Angel* (Chicago, Academy Chicago, 1982).

Tomás Rivera, *This Migrant Earth*, Rolando Hinojosa's rendition into English of Rivera's ... y no se lo tragó la tierra (Houston, Arte Publico Press, 1987).


**Required Work for the Course**

The work for the course is conceived against a background of three actions which students are engaged in doing. These actions are (i) finding out their own family history, (ii) developing a personal philosophy of service, (iii) and working in a team to develop a plan for structural change to address injustice. It is important part of the educational philosophy behind the course that students start with tremendous resources for carrying out these actions. The course—the readings and discussions and interactions with peers and with the instructor—provides resources for enriching and complicating the actions, making them more powerful and more subtle.

**Class discussion** Discussion, sometimes in the class as a whole and sometimes in smaller groups, will be a fundamental part of the course. The idea is that students will be involved in doing things—the "actions" sketched above—either individually or in teams and that the discussions will be an opportunity to compare notes on how the actions are going and to share suggestions for making the actions more effective. Sometimes the projects under discussion will tied to the papers described below; sometimes they will be tied to the reading for the course. Participation in these discussions is an essential part of the work for the course.

**Papers** There will be several one-page "think pieces" about the reading. These papers have the purpose of putting your thoughts about the reading in order in preparation for sharing them with the group.

There will be two more formal and longer papers, roughly five double-spaced pages in length, in which the student develops (i) his or her own family story and (ii) his or her personal philosophy of service.
Group Projects Each student will work in a team of 3 or 4 which develops a plan and proposal for structural change to address a social need. The area of the need will be the same area in which the students in the team are serving.

Grading Procedure Individual grading in the course will rest on participation in class discussion; on the "think piece" papers; on the two formal papers; on the individual's contribution to the group project; and, as an option which a student may wish to add, on a personal essay or journal. Students should keep all of his or her written work to place in a portfolio to be turned in at the end of the quarter.

University and College Policies

Students should note the following policies, some of which are general College of Liberal Arts or University of Minnesota policies, which apply to this course.

1. Departmental majors must take major courses on the ABCDF system.

2. A student may receive a grade of "Incomplete" in the course only if unavoidable and unforeseeable circumstances, such as illness or family emergency, make timely completion of the course impossible. In these cases, the instructor's permission to delay completion of the course, which will include a contract for completing all work before the middle of the next quarter, must be obtained by the time of the final examination.

3. A similar policy applies to late papers. They will be accepted only if unforeseeable circumstances, such as illness, make their timely completion impossible; permission from the instructor to turn in a paper late must be obtained in advance of the due date.

4. Inquiries regarding any changes of grade should be directed to the instructor of the course; you may wish to contact the Student Ombuds Service for assistance.

5. Students are responsible for all information disseminated in class and all course requirements, including deadlines and examinations. Attendance is counted in the grade for the class, in the way specified above.

6. A student in this course may not submit extra work in attempt to raise his or her grade.

7. The College of Liberal Arts has defined scholastic misconduct broadly as "any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. Scholastic dishonesty includes (but is not limited to) cheating on assignments or examinations; plagiarizing, which means misrepresenting as you own work any part of work done by another, submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all
ANNOUNCES

FUNDING OPPORTUNITY: IDEAS WANTED FOR AMERICORPS PROGRAMS

In anticipation of an increase of funding for AmeriCorps programs within the Commonwealth of Kentucky, we are writing to advise you that we will be soliciting proposals for new potential AmeriCorps programs. AmeriCorps is the new national service initiative whereby individuals provide a year of service in exchange for an educational award and small living allowance. The KCSC is responsible for the implementation of AmeriCorps in Kentucky.

Because the increase in funding is expected to be limited, allowing perhaps 1-3 new programs to be funded, we will initially be requesting that interested applicants submit a 5 page concept paper. The Commission will determine, on the basis of these papers, which applicants will be asked to develop a full proposal. The purpose of this process is to allow interested applicants to make an initial presentation without having to submit an entire proposal as well as enable the Commission to be aware of new and innovative program ideas.

It is important to be aware that successful AmeriCorps programs utilize AmeriCorps members in well-defined programs, focus on clear and measurable results, and demonstrate a potential to make a difference in the community. Significant matching funds are also required.

To assist in the preparation of these concept papers, Technical Assistance meetings have been scheduled for 9:30 a.m. to 12 noon local time on the following dates:

- November 7 - Frankfort - State Office Building, 1st Floor training room
- November 11 - Prestonsburg - Big Sandy ADD Office, 100 Resource Drive

During these meetings, Commission staff will review the guidelines for concept papers with interested applicants and answer questions about proposal criteria.

Guidelines will be mailed on October 28. The deadline for the concept papers will be December 5. Requests for a full proposal will be sent out on December 12 to those applicants selected by the Commission. Final proposals will be due on February 7, 1995.

If you would like to receive a copy of the guidelines for an AmeriCorps program concept paper please complete and return the form below to:

Kentucky Community Service Commission
State Office Building Suite 923
Frankfort, Kentucky 40622
(502)564-5195 FAX (502)564-3174

Name of Organization ____________________________
Address ____________________________
City ____________________________ State _______ Zip Code _______
Phone Number ____________________________ Contact Person ____________________________
I will attend the following TA meeting ____________________________
# KEYS TO KERA
SERVICE-LEARNING FACULTY DEVELOPMENT WORKSHOP

## Overall Conference Evaluation

Directions: Please check the appropriate blank.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of the conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of materials provided</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of opportunity for audience participation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overall rating of facilities, meals and breaks</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you glad you attended this workshop?</td>
<td></td>
</tr>
<tr>
<td>Do you feel prepared to initiate service-learning planning on your campus?</td>
<td></td>
</tr>
<tr>
<td>Do you feel prepared to begin development of a service-learning course?</td>
<td></td>
</tr>
<tr>
<td>Do you feel prepared to conduct a service-learning workshop on your campus?</td>
<td></td>
</tr>
</tbody>
</table>

## Feedback on Individual Workshop Sessions

### Introduction and Overview: Thursday 7:00 - 9:00

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of the session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Session's effect on attitude toward service-learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instruction: Friday 8:30 - 10:30

#### Principles of Good Practice

<table>
<thead>
<tr>
<th>Rating</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for audience participation and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Feedback on Individual Workshop Sessions

### Page Two

### Concurrent Sessions

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of concurrent sessions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for audience participation and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Involvement: Friday 10:45 - 11:45

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for audience participation and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenter</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Student Presentations: Friday 11:45 - 1:00

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Implementation: Friday 1:00 - 3:00

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall rating of session</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Material presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunity for audience participation and discussion</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Benefit to workshop participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenters</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>