Eastern Washington University

Office of Community Engagement

Service-Learning Faculty Guide

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What is Service-Learning?

Eastern Washington University identifies service-learning as a teaching strategy that integrates course content with relevant community service. Through assignments and class discussions, students critically reflect on the service in order to increase their understanding of course content, gain a broader appreciation of the discipline, and enhance their sense of civic responsibility[1]. This manual has been created by the Office of Community Engagement to provide as a resource for faculty who are interested in incorporating service-learning into their coursework.

Through Service-Learning at EWU:

➢ Seek to develop projects intentionally and in collaboration with community partners to meet a critical agency or community need.
➢ Provide students service-learning activities which are purposeful and support the academic outcomes of the course.
➢ Require ongoing, structured reflection throughout the course to deepen the connections between classroom learning and the service performed.
➢ Foster an environment in which students, faculty, and community partners are "co-learners and co-teachers in creating better communities"[2].

Service-Learning, or community-based learning, is an evolving and complex pedagogy that cannot be defined by one simple definition.

Bringle & Hatcher define service-learning as:

Service-learning is a credit-bearing, educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding or course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

Although there are many different definitions, the key features of service-learning include effective campus/community partnerships, clearly defined learning goals and opportunities for critical and meaningful reflection.

Benefits of Service-Learning

Service-Learning, as one application of experiential education, provides a wealth of benefits that some other experiential tools are lacking – students learn through real-world-based community experiences providing them with exposure to the rich diversity that typically exists outside of our university walls in terms of social, political, environmental, ethnic, and socio-economic dimensions.

Service-Learning courses are both beneficial to the students and to the community partners that the students serve. Students who actively and critically engage in service-learning courses gain experience and knowledge by being able to practice what they have learned in the classroom in a real world context. The hands-on learning techniques associated with service-learning allow for a deeper understanding of the learning process and course content.

Student benefits also include:

- Development of professional and interpersonal skills
- Understanding how their time & talents can be utilized to strengthen the community
- Ability to explore possible career paths without consequence
- Identifying strengths and weaknesses in the field
- Allows for critical reflections of the course, community, and the student's self-knowledge
- Increased understanding and compassion for diversity
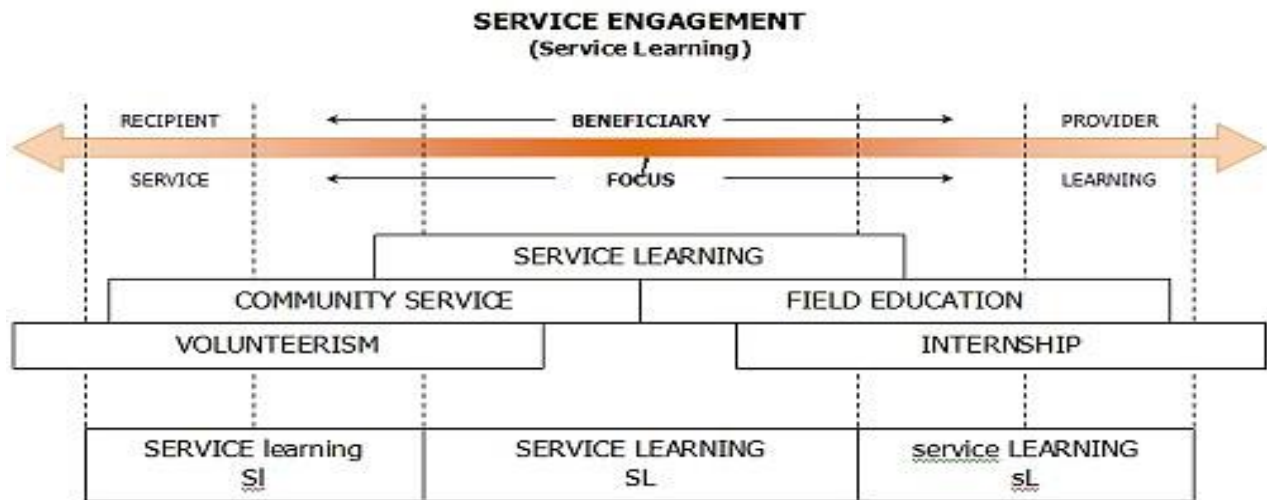
Faulty benefits include:

- Enhanced opportunities for research and publication
- More lively class discussions and increased student participation
- Greater student retention of course material
- Greater student awareness of community and "real world" issues
- More innovative approaches to classroom instruction
- Greater faculty awareness of community issues

Benefits to the Community:

What Service Learning is Not…

As discussed above, there are many different definitions of what service-learning is. However, the main point of service-learning is that it is equally beneficial to both the recipient (community partner) and the provider (student) and that the experience offers avenues for students to reflect and connect the service they are doing to their course work.

FURCO Diagram, by Andrew Furco

SERVICE ENGAGEMENT
(Service Learning)

RECIPIENT	BENEFICIARY	PROVIDER
SERVICE	FOCUS	LEARNING

SERVICE LEARNING		
COMMUNITY SERVICE	FIELD EDUCATION	
VOLUNTEERISM	INTERNSHIP	
SERVICE learning SI	SERVICE LEARNING SL	service LEARNING sL

Community Service/Volunteerism

Service-learning is a form of pedagogy and is thus more complex than the average volunteering experience. Students participating in SL courses are there to specifically engage in activities that relate to their coursework and not there to be "volunteers" and to do to random tasks among the organization. Volunteerism generally focuses on the benefits to the community and does not focus upon the student's learning, which is an essential key to service-learning. Lastly, general service and volunteerism does not engage in critical reflection. Assignments, discussion, and reflection are as important to service-learning as the actual service.

Internships/Practicum/Field Experience

Often service-learning courses are misinterpreted as traditional internships. Internships and other forms of pre-professional work often place students in professional environments and ask them to learn about that field. While important to student learning and the student development of professional skills, internships/practicums/field experience, do not allow for students to reflect upon the work they are doing in terms of service-learning. There is also no equal distribution of benefits between the recipient and the provider; all benefits are to the student. Internships and other practicum generally do not address community needs, nor do they integrate understanding and reflection of the course content into the internship.

Is Service-Learning Right for Your Course?

Before beginning your service-learning course, you should consider the following questions:

➢ Is service-learning consistent with your course goals & objectives?
➢ Can it be fully integrated into your course?
➢ Will it assist students in learning the course material?
➢ Am I comfortable with becoming a *Facilitator* of knowledge versus a *Deliverer* of knowledge?

If you believe that service-learning will integrate well with your course, then the next step is to identify which model of service-learning you would like to use for your course. There are six models of service-learning that best represent how service-learning courses are constructed.

The Six Models of Service-Learning:

➢ *Pure Service-Learning* – The core idea of Pure Service-Learning is the focus on community service. These types of courses are not typically defined by one discipline. Students who enroll in this type of course because they are interested in volunteerism, activism and civic engagement. Pure Service-Learning's academic purpose is to prepare students for active and informed civic engagement.

➢ *Discipline-Based Service-Learning-* The most common model of service-learning, discipline-based service-learning, allows students to provide service throughout the quarter/semester and reflect upon experiences using course content as a basis of analysis. These types of service-learning courses can be found in both major/minor and foundational studies courses.

➢ *Problem-Based Service-Learning-*Students serve as "consultants" for a community client. This model is based upon the presumption that students have an established base of knowledge and expertise. Individuals or teams of students work with a community organization to identify a specific need and then develop a solution for the need in the form of a final product to deliver to the community partner.

➢ *Capstone Courses-* Service-leaning capstone courses typically are discipline-based. The goal of the capstone model is to synthesize students' understanding of their discipline. Capstone courses are helpful in allowing students to transition from theory to practice.

➢ *Service Internships-* This type of course is also discipline-based and more intensive than other service-learning courses. Students typically serve 10-40 hours in the community

setting. Service internships differ from the traditional internship in the way that service internships require a reflection piece. Student's ae required to link their service experiences with discipline-based theory throughout the internship.

➢ *Community-Based Research*- This type of service-learning is appropriate for students with substantial experience in community service and adequate knowledge of the research methodology. This type of course requires that students work closely with faculty and community partners to develop a research project that addresses a specific community need.

Elements of Course Construction

Choosing a Model of Service Learning

When constructing your service-learning course, it is important to first choose one of the Six Models of Service-Learning. By choosing a model, it will assist you in developing the focus and objectives of your upcoming course. For detailed descriptions of each model, refer to the previous section, "Is Service-Learning Right for Your Course?"

➢ Pure Service-Learning
➢ Discipline-Based Service-Learning
➢ Problem-Based Service-Learning
➢ Capstone Course
➢ Service Internship
➢ Community-Based Research

Creating a Syllabus

Developing Goals & Objectives

➢ What educational outcomes do I want students to display upon completing this course?
➢ How can service-learning effectively help the students attain that mastery?
➢ What student behavior will serve as evidence that this mastery has been achieved?

Assignments & Reflection Activities

Structured reflection is a necessary element of the most successful service-learning experiences. To fully understand their experiences, students need the opportunity to reflect on the progression of their learning in a manner that is both self-critical and exploratory. Reflection should be an integral component in lectures and assignments.

The following is a list of suggestions on how to integrate reflection into your classroom activities:

- ➢ Journals
- ➢ Video, PowerPoint, or multimedia presentations
- ➢ Papers
- ➢ Discussion posts through Canvas
- ➢ Accumulating class projects that are presented to the community partners at the end of the quarter/project
- ➢ Directed readings and written responses/class discussions about the reading
- ➢ Projects created for the agency (website design, training, marketing, fundraising, etc.)
- ➢ Case study/history/ethnography

Reflection

Reflection in Service-Learning

"Reflection is the process designed to promote the examination and interpretation of experience and the promotion of cognitive learning. It is the proves of looking back on the implications of actions taken – good and bad – determining what has been gained, lost, or achieved, and connecting these conclusions to future actions and larger societal concerns. Reflection is an essential process for transforming experiences." – Colorado State Service-Learning Faculty Manual, 22

Through reflection students are able to analyze concepts, evaluate experiences, and form opinions. Critical reflection affords students the opportunity to explore and question their beliefs, opinions, and values. It involves students making observations, asking questions, and putting facts, ideas, and experiences together to derive new meaning.

This section will discuss further discuss techniques of how to integrate critical reflection into your service-learning course.

The DEAL Model
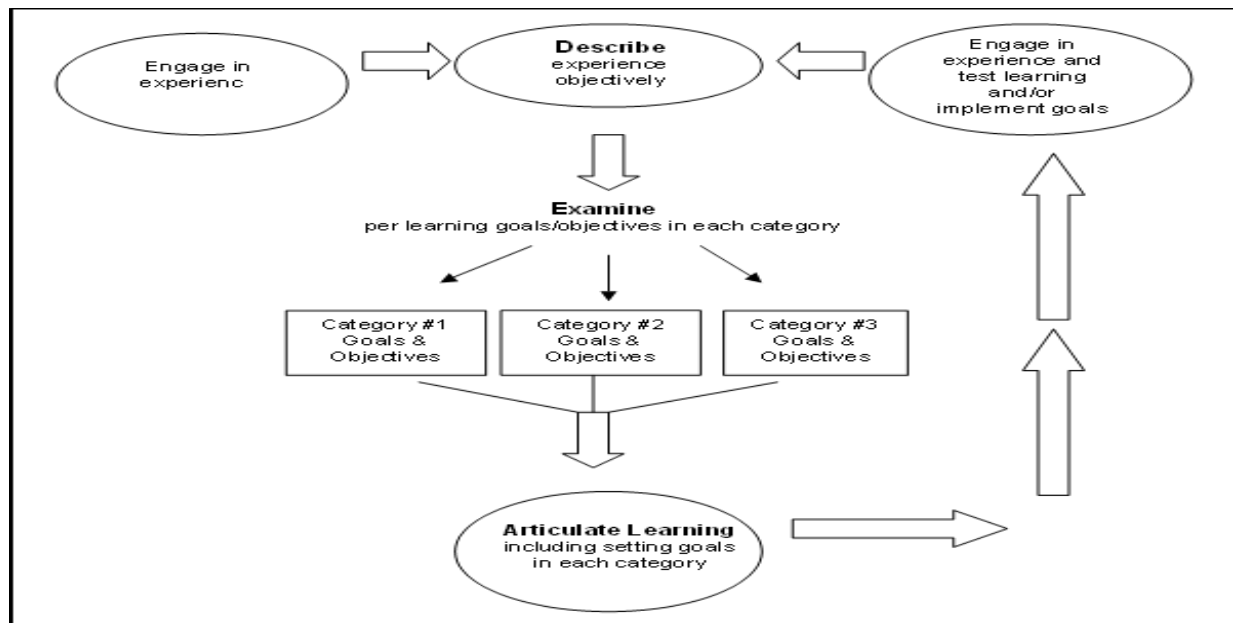
Describe a service-learning related experience (objectively and in some detail)

➢ When did this experience take place?
➢ Where did it take place?
➢ Who else was there? Who wasn't there?
➢ What did I do? What did others do? What actions did I/we take?
➢ What did I/we say or otherwise communicate?
➢ Etc.

Examine that experience

➢ What specific academic material is relevant to this experience? Explain the concept/theory clearly and concisely so that students who are unfamiliar with the concepts/theories will be able to understand them.
➢ How did the course material emerge in the service-learning experience? How did you use the class material? Where did you notice its absence?
➢ What academic skills did I use? Which skills were gained? Which skills do you wish you had learned/knew going into the project?
➢ How did the project impact your understanding of the course material? How did it impact your understanding of diverse populations? Did the project change your perspective? Positively? Negatively? What was the most successful/challenging part of the project?
➢ What was I/someone trying to accomplish? Was I/someone able to accomplish this? How or why not?

Articulate Learning

"I learned that…"

- Express an important learning experience, not just a statement of fact
- Provide a clear and correct explanation of the concept(s) in question so that someone not in the experience could understand it
- Explain your enhanced understanding of the concept(s), as a result of reflection
- Express your ideas in general terms, not just in terms related to the project/experience

"I learned this when…"

➢ Connect learning experiences to the specific activities that caused the learning. Make it clear what happened and how the experience impacted you/organization so that someone unfamiliar with the project could understand.

"This learning matters because…"

➢ Consider how the learning experience has value in the personal, professional and societal spheres. How does this learning affect me personally? How does it affect me professionally? How does it affect my larger community and how can I use my learning to impact my community?

"Because of this learning…"

➢ Set goals based upon the learning experience
  o "Now that I have experienced and reflected upon this learning, I will use my knowledge to…"

Bloom's Taxonomy

Dr. Benjamin Bloom created Bloom's taxonomy in 1956 to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures and principles. There are three dimensions to Bloom's Taxonomy: Cognitive, Affective and Psychomotor. For the purposes of Service-Learning, we will focus on the Cognitive (knowledge) Domain of Learning.

The Cognitive Domain involves knowledge and the development of intellectual skills. There are six major categories of cognitive processes: creating, evaluating, analyzing, applying, understanding, and remembering. Refer to Appendix "" for more detail on this model.

Creating – Building a structure or pattern from diverse elements.

Evaluating – Making judgements about the value of ideas and materials.

Analyzing – Separating material or concepts into component parts so that its organizational structure may be understood.

Applying – Using a concept in a new situation or unprompted use of an abstraction. Applying what was learned in the classroom into a real world situation.

Understanding – Comprehending the meaning, translation, interpolation, and interpretation of instructions and problems; is able to state a problem/concept in one's own words.

Remembering – Recalling or retrieving previously learned information.

Tips for Facilitating Reflection

➢ Prepare a framework for guiding the discussion
➢ Lead group discussion by actively engaging each student
➢ Set the tone of the discussion by establishing a class culture
   o For the most successful reflection/discussions, the class culture should be one where students feel included, respected, and safe
   o Create a set of discussion rules with the class
➢ Clarify student responsibilities and expectations
➢ Develop background information about the populations your students will be working with. The OCE staff will be able to help you with this tip.
➢ Leave some cognitive/topical issues open until the next session to give students the opportunity to think and reflect upon the topic in more depth.

Here are a few examples of reflective questions that you can ask your students which will assist them with their project and class assignments:

➢ What have you been doing? What population have you been serving?
➢ What issues does your population suffer from? How does this issue impact the population?
➢ What are organizations/activists doing to combat these issues? What more could be done?
➢ Do you see a connection between your service site/project and the course material? What is that connection?
➢ What excites you about your project? What scares you and/or challenges you about your project?
➢ Did you meet you learning objectives? How so?
➢ How did your service experience impact your understanding of the population you were serving? Did the experience change your perspective? If so, in what ways?
➢ How well did your coursework prepare you for your project?
➢ What is something you will personally take away from this project?
➢ How did your service experience influence your professional aspirations?
➢ What was the most meaningful aspect of your service project? What was the most challenging aspect of your service project?
➢ What skills did you gain from your service experience?

Assessment

    Students: Determine student progress and impact

        ➢ Require students to fill out a Record of Civic Engagement (ROCE) throughout the project. This can be done online through EagleSync or on a hard copy of the ROCE.
        ➢ Directly linking service and the leaning objectives creates the best outcomes for evaluations. Refer to Appendix "" for the Service-Learning Evaluation

    Community Partner:

        ➢ Check in with community partners to evaluate student performance and the effectiveness/usefulness of the service project
            o Mid-Term Review, refer to Appendix ""
            o Service-Learning Evaluation, refer to Appendix ""

Community Partnerships

Roles, Responsibilities & Expectations

Office of Community Engagement

➢ If requested, meet with faculty members to discuss the integration of service-learning into course outcomes
➢ Provide report templates for assessment of service-learning projects
➢ Supply paperwork needed for students to engage in a service-learning project (agreement contracts, liability forms, photo release forms, community agency contracts/service-learning placement lists, etc.)
➢ Provide resources to develop own evaluation, or to provide already established evaluation forms
➢ Identify other resources that may be useful to the service-learning project
➢ Consult on logistical, risk management, human issues (student issues with the agency and/or project), and troubleshooting issues
➢ Identify opportunities for project and faculty recognition
➢ Serve as a contact person for the community partners and check in periodically for feedback

Faculty

➢ Set rigorous learning objectives for the service-learning projects that are closely related to the course content
➢ Deign syllabus so that students are able to connect the learning objectives of the course to the service-learning project
➢ Structure and strategically plan time for students to reflect upon the project throughout the course
➢ Discuss service-learning and the service-learning project(s) with the students so that they may better understand the purpose, requirements and expectations for the project.
➢ Evaluate student learning in service-learning component, focusing on learning outcomes, not only time dedicated to the project
➢ Require students to complete the following forms on EagleSync:
   o Service-Learning Agreement Form
   o Acknowledgement of Hazards & Risks Form
   o Record of Civic Engagement (aka time sheets)
   o Service-Learning Evaluation Form

   *To make sure students complete the required forms for the class, you can make a small portion of their grade dependent upon completing these forms.

Community Partner

➢ Meet with student(s) to educate them about the agency and discuss possible projects
  o Discuss the agency purpose, policies, issues, the populations served and why
➢ Understand course content and learning objectives of the service-learning course
➢ Identify projects in collaboration with the service-learning student(s) that are significant and appropriate for the rigor level
➢ Provide/identify resources that are needed to conduct the project
➢ Ensure a safe work environment for the student(s)
➢ Maintain open communication with the student(s), faculty, and Office of Community Engagement staff

Students

➢ Contact community partner
➢ Meet with community partner and discuss organization and the course objectives. Use this time to discuss the service-learning project, as well as the days and times you will be serving with the agency.
➢ Fulfill all duties and responsibilities of the project
➢ Respect the rules, regulations and confidentiality of your community partner and their clients
➢ Maintain open communication with the community partner and faculty member
➢ Track hours or document project participation as required
➢ Participate in reflection activities and assignments
➢ Complete an evaluation at the end of the project
➢ Be flexible with changes to your project
➢ Demonstrate respect and positivity while at placement site

Risk Management

➢ All service-learning participants are required to fill out and turn in a liability and acknowledgment of risk form <u>BEFORE</u> they engage in service. This form must be returned to the Office of Community Engagement.