APPLES
Service-Learning

Service-Learning Series: Guide to Service-Learning Pedagogy

Using the Guide to Service-Learning Pedagogy

This pedagogy offers foundational information about service-learning, its practice and implementation. It serves as both a reference document and a primer on the possibilities for service-learning inside and outside of the classroom. Additional companion guides are currently being designed as part of an overall Service-Learning Series.

Service-Learning Series
- Guide to Service-Learning Pedagogy
- A Guide to Community Partnerships
- Preparing Students for Service-Learning Toolkit
- Coming Soon! Assessment and Evaluation

Service-Learning Series – Guide to Service-Learning Pedagogy
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About the APPLES Service-Learning program

Founded in 1990 by a group of undergraduate students seeking to extend learning beyond the walls of the classroom, the APPLES Service-Learning program supports faculty in understanding and using service-learning pedagogy. The primary purpose of APPLES is to enhance and deepen learning through meaningful collaborations with community organizations. APPLES aims for service-learning to provide possibilities to rediscover learning, transform teaching and engage communities.

Funded by student fees, APPLES is a student organization with permanent staff available for administrative and programming responsibilities. In 2009, APPLES became a program housed in the Carolina Center for Public Service (CCPS). This collaboration and structure strengthens the organization as it offers more resources and support for faculty, students and community partners.

The APPLES staff is available to all faculty and instructors interested in service-learning pedagogy. This guide will assist with learning more about the basics of service-learning pedagogy and course development. Each semester, APPLES is working with more faculty, new disciplines and exciting courses. Faculty new to service-learning should contact the APPLES office to schedule a consultation with a staff member.

Course Support and Consultations
APPLES provides support by consulting with faculty and instructors on course design, providing resources to prepare students, conducting site visits and cultivating community partnerships.

Community Partnerships
APPLES has cultivated partnerships with over 350 non-profit and governmental organizations since its inception in 1990. APPLES assists faculty and instructors in identifying and developing relevant and valuable partnerships experiences for students.

Core Connections
Each semester APPLES offers opportunities to bring together faculty, instructors and community partners for an opportunity to cultivate meaningful service-learning partnerships and expreiences.

Funding for Courses
APPLES solicits proposals each spring for $8,000 and $1,500 Ueltschi Service-Learning Course Development for all course instructors teaching undergraduates. In addition, up to $500 of funding is available on a rolling basis to provide materials to enhance or support an existing one. Partnership grants are also available for students in service-learning courses to deepen their contributions to community partners. http://www.unc.edu/apples/faculty/teach/grant.html

Resource Library
APPLES offers a library of books and publications on topics including service-learning pedagogy, community partnerships, leadership, student development, reflection and assessment.

Although specific understandings of service-learning pedagogy vary as the field has grown, the range of definitions has begun to converge on several core characteristics of service-learning. Below is the adapted definition used by the APPLES Service-Learning program:

> Service-learning is a course-based educational experience in which students participate in an organized service activity that meets identified community needs and integrates the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline and an enhanced sense of personal values and civic responsibility.
>
> *~ Adapted from Bringle, R., Hatcher, J., & MacIntosh, R. Analyzing Morton's Typology of Service Paradigms and Integrity. Michigan Journal of Community Service Learning. In press. [cf. Bringle & Hatcher, A Service-Learning Curriculum for Faculty. The Michigan Journal of Community Service-Learning, Fall 1995, II pp. 112-122.]*

Service-learning is not simply another active learning strategy; it changes the experience of teaching and learning for both students and faculty. The service component and the learning component should complement each other; neither should be favored at the expense of the other. Service-learning courses should be as rigorous as non-service-learning sections of the same course.

Collaborative community partnerships are critical to a service-learning experience, as are well prepared students. Taking the time to invest in relationships with community partners and to prepare students will result in deeper learning and potential for ongoing connections.

Essential Components of Service-Learning
- Pedagogy embracing **experiential** and **reflective** education
- Intentionally **integrates** academic learning and relevant community service
- **Reciprocal** collaboration between campus and community partners
- Purpose is to **enhance** learning and never to compromise academic **rigor**
- Includes **structured** time for critical reflection

The APPLES program has dramatically transformed and improved my teaching. Every professor should teach an APPLES service-learning course.

Professor, Department of English and Comparative Literature

I get the chance to teach and help students think about how their coursework has some relevance in the real world. It's exciting when students make those connections.

Associate Professor, Department of Public Policy

Materials adapted from:
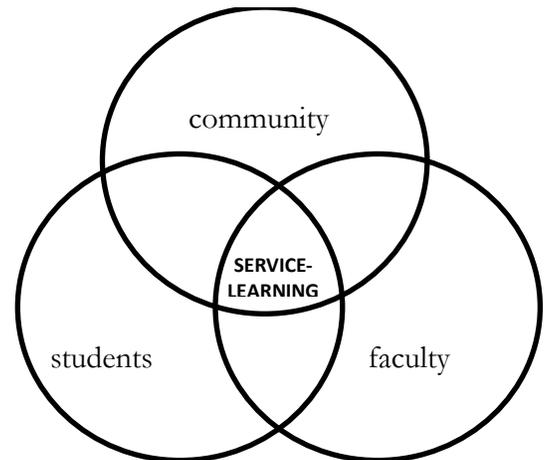*Center for Excellence in Curricular Engagement, NC State University*

Components of Service-Learning
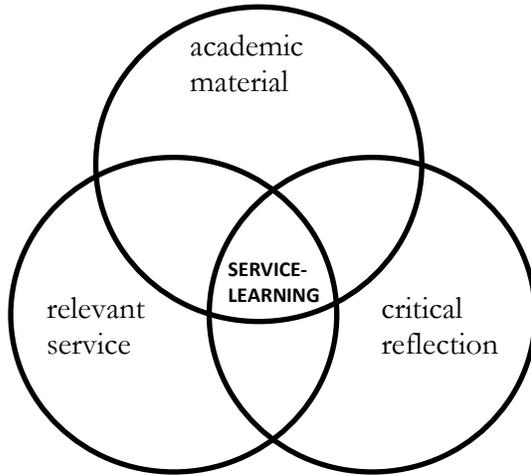
Service-learning is a collaborative teaching and learning strategy designed to promote academic enhancement, personal growth and civic engagement. Students render meaningful service in community settings that present them with experiences related to academic material. Through the course design which includes critical reflection, students examine their experiences critically and articulate specific learning outcomes, thus enhancing the quality of their learning and of their service.

As a pedagogy, service-learning challenges and broadens traditional notions of teaching and learning. Through service-learning courses, the role of teacher, learner and partner are exchanged among the students, faculty and community members involved in the course. Additional notions are also challenged regarding volunteering, serving and partnering in communities. All partners in service-learning courses must be flexible in their roles and expectations, willing to serve as both teacher and learner throughout the process.

Partners in Service-Learning

Materials adapted from:
Center for Excellence in Curricular Engagement, NC State University

Faculty and Instructor Expectations

Teaching and learning
Utilize service-learning as a pedagogy, not simply a learning tool.
As a pedagogy, service-learning transforms both the teaching and learning experience for faculty and students. Service-learning should not be considered a separate course component, but rather integrated throughout the structure of the syllabus and class activities with identified learning outcomes and assessment.

Partnerships
Create and maintain authentic partnerships with community organizations.
Meaningful partnerships are established through relationships, which begin with open and regular communication. This includes having conversations with community partners about how each of the course goals and needs can be aligned with one another. In addition, faculty and instructors are expected to send the course syllabi to all community partners and maintain ongoing contact throughout the semester. Faculty are encouraged to attend Core Connection events hosted by APPLES throughout the semester to cultivate and reinforce meaningful community partnerships. A discussion between faculty and community partners should determine if and how partners will evaluate students at the end of the semester.

Preparing students
Cultivate the value of service-learning in the course.
Including and integrating information about service-learning in the syllabus helps frame the experience for students and provide a better understanding of what to expect. Sending an email to enrolled students prior to the beginning of the semester can also help clarify information and expectations about service-learning and the course. APPLES offers information to include in syllabi or distribute through email. Time should be devoted during class to prepare students for serving and partnering with communities.

Course registration and designation
Notify APPLES when you are teaching an APPLES course.
Please notify APPLES each time an APPLES course will be taught one month before registration begins. Please submit the syllabus to APPLES to ensure the guidelines for service-learning designation are met. APPLES will then forward the syllabus to the Office of Undergraduate Curricula for consideration to fulfill the Experiential Education component.

Acknowledgement
Identify your course as an APPLES course.
In the event of any publication, presentation or media coverage relating to your course, we ask that the course is identified as an APPLES course and acknowledge APPLES for funding and/or course support.

Service-Learning Course Components

Each service-learning course is unique and is driven by the academic content and goals established for the course. However, there are several basic practices and approaches that are expected to be a part of every service-learning course, which are outlined below.

Relevance

The community experience relates to the academic content of the course and is specifically identified by the community as beneficial.

Purpose

The goals and objectives of the service-learning experience are articulated, describing anticipated outcomes for both students and community partners.

Partnership-building

Faculty and instructors are expected to communicate with community partners prior to the start of the semester and throughout the semester. Service should be in and with the community, responding to community identified needs and opportunities and offer an opportunity for recipients to be involved in the evaluation of the service.

Sustained service

Students in the class provide a service to individuals, organizations, schools or other entities in the community based on the terms set forth by a community organization. Student's commitment to a community organization should be for a minimum of 30 hours in the semester, ideally 3-5 hours a week over the course of 10 weeks.

Preparation

Service-learning experiences for students are described, including information about the community organization, their role as volunteers and best practices for working in collaboration with community members.

Integration

Academic content and service experiences are integrated in both the teaching and assessment of student learning. Integrated content and experiences provide students with opportunities for critical reflection, an essential component in deepening learning for students.

Discipline-centered

Knowledge from the discipline enhances the understanding of the service experience and the service experience enhances understanding of academic content.

Rigor and assessment

The integration of service-learning does not compromise the academic rigor of the course and it offers a method to assess the learning derived from the service. Students are evaluated based on the evidence they have provided of what they have learned through academic products and not for participation in the service alone.

Service-Learning Course Rubric

This document is intended to engage faculty and instructors in the process of building capacity from the beginning to the advanced stages of service-learning pedagogy. This rubric is intended to begin conversations around areas that can be further developed while also identifying those areas where faculty and instructors are fully engaged and operating at an advanced capacity. Faculty and instructors are invited to explore this rubric to identify one's current capacity in service-learning and potential areas for growth.

Service-Learning:	Weak	Moderate	Strong
Integrates with the academic curriculum	Service-learning is part of the course with loose connections to course content	Service-learning is a teaching technique used in the course but is not fully integrated with all course concepts	Service-learning is an instructional strategy throughout the course
Links to curricular content	Service indirectly and inconsistently links to the curriculum	Service has a clear and direct link to most of the curriculum	Service aligns with and enhances curricular content
Collaborates and partners with the community	Community members are informed of the course, but are minimally involved in the design	Community members act as consultants (rather than collaborators) as the service-learning course develops	Active and direct collaboration with the community by the instructor and student in the design of the course
Meets community identified needs and opportunities	Community needs are not central to the course; the community has been minimally contacted to discuss needs and opportunities	Community needs are somewhat central to the course; the community is consulted to discuss needs and opportunities but no further communication is involved	Community needs are central to the course; the community is involved throughout the course to identify and assess community needs and opportunities
Facilitates active and critical student reflection	Students do not engage in deeper or more critical learning throughout the course	Students engage in but do not demonstrate evidence of critical, reflective learning through products or assignments	Students think, share and create reflective products as evidence of learning

At a minimum, service-learning courses must meet the following criteria:
   a. the course has a formal, academic curriculum that is rooted in the discipline in which the course is being offered;
   b. the course contains a set of organized community-based learning activities through which students directly serve a constituency as a means to address an identified community need; and
   c. the course provides structured opportunities for students to critically connect their service activities to the course curriculum.

Course Planning and Design

Service-learning courses should be planned around student learning rather than teaching. In general, a helpful way to design a course is to proceed through the following phases in planning, moving from a semester overview to the daily work.

Start with desired outcomes and develop clear course goals and learning objectives. Find the endpoint and plan backwards from there: begin with desired learning outcomes; develop clearly articulated course goals; and plan the course around helping students meet those goals.
- Set clear, specific goals:
  - *Content goals*: What knowledge do you want students to attain?
  - *Skill goals*: What abilities do you want students to develop? What should students be able to do with their learning after your course? How can they apply their new knowledge?
- Talk to experienced faculty and instructors in your department to get an idea of what can be expected of incoming students.

Plan how to measure student progress throughout the semester: assessment and evaluation. Service-learning courses should have a strong, ongoing assessment component throughout the course.
- Plan assignments and tests that both *teach* and *test* the learning you value most. Be sure planned assignments fit the learning goals and assessments give students the opportunity to demonstrate knowledge or skills learned.
- Provide students with frequent, informal opportunities to re-think and revise. Learning from mistakes leads to ongoing improvement in understanding.
- Sum up a student's performance with a grade, after opportunities for feedback and revision, at the end of a particular effort.

Plan learning experiences and instruction. Plan learning activities that support the learning goals of the course and adapt your teaching strategies as needed.
- Be clear with your students about what you want them to learn.
- Plan problems, questions and activities carefully to develop your students' ability to meet your learning goals.

Key principles to remember in planning a coherent course:
- *Nothing is assessed that is not taught.*
- *Nothing is assigned that is not assessed.*
- *No learning objective is not assessed.*

Course Information Form
Faculty considering a service-learning course should complete the Course Information Form and submit to apples@unc.edu. The form is intended to prepare faculty for considerations relating to service-learning and can assist APPLES staff with consultations. Some items may be left blank as faculty are still flushing out the details for the course. http://www.unc.edu/apples/faculty/index.html

Materials adapted from:
http://www.vanderbilt.edu/cft/resources/teaching_resources/preparing/course_design.htm

Course Planning Timeline

Year before:

- Propose new course designation and title; identify course goals and objectives
- Research possible community partners; begin developing relationships
- Consult with APPLES for course design assistance, help with navigating administrative and structural challenges and funding ideas.

Semester before:

- Begin working with community partner(s)
- Draft syllabus, course goals, assignments and assessments
- Continue working with APPLES:
  - Meet guidelines for APPLES course designation
  - Deadlines for service-learning footnote in registration database: September 15 for spring courses, March 1 for fall courses
  - APPLES will work with Office of Undergraduate Curricula on your behalf to determine Experiential Education designation.

Month before:

- Send introductory email to students about the course and link to APPLES module.
- Finalize assignments, include a service-learning definition and APPLES information in the syllabus.
- Agree on scheduled contact dates to check in with community partner(s).
- Share syllabus with community partner and meet face-to-face to finalize plans (or attend Core Connections events if applicable).

During Semester:

- Week 1: Begin preparing students for service-learning and share service-learning opportunities; students complete APPLES module
- Week 2: Student/community partner matching; confirm student placements with community partner(s).
- Week 3-4: Students begin service, submit the service-learning agreement.
- Week 4-5, 8, 12: Faculty and instructors check in with community partner(s), mid-semester student assessment of course/partner, if not performing more frequent assessments.

End of semester:

- Assessment/evaluation of student from community partner
- End of semester faculty debriefing with community partner on the course/community partner relations.
- Thank your partner in some tangible way: a letter, a cup of coffee or lunch together are appreciated.

Service-Learning Syllabi

In order for students to fully understand the service-learning experience, we recommend or ask that faculty and instructors to include the following information in the syllabus. This will help students better prepare for the service and will assist in the integration of service into the course.

Service-learning
- A method by which students learn through active participation in thoughtfully organized service.
- A reciprocal collaboration between campus and community organizations in partnership to address identified needs or opportunities.
- A teaching method which combines community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility.

Expectations of students
- Students are expected to serve a minimum of 30 hours during the semester, ideally 3-5 hours a week for 10 weeks with a community partner listed with the course.
- Service-learning will not compromise the academic rigor of the course, but rather enhance the learning.
- Communicate any questions, concerns or challenges with site supervisor, instructor or the APPLES program.

Expectations of faculty
- Provide ongoing opportunities for students to participate in critical reflection to explore issues relating to course content and community service.
- Prepare students for serving in and partnering with communities during the service-learning experience.
- Respond to students' questions, concerns, or challenges.

Expectations of community partners
- Create active service experiences that relate to the course material.
- Promote personal and professional growth opportunities while providing constructive feedback for students.
- Respond to students' questions, concerns, or challenges relating to the service-learning experience.

APPLES information (to include on your syllabus)
Volunteer Description and Community Partner Information
> Contact information
> Mission
> Position description

APPLES
For more information on service-learning opportunities at UNC:
APPLES Service-Learning program
Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • www.unc.edu/apples

Course Goals and Objectives

Course Goals

Course goals are broad, general outcomes that students should be able to perform as a result of experiences they undergo in a course (and should appear as part of the overall course description in the syllabus). Goals should be written in such a way that evaluation of the outcomes is **implied** or can be **foreseen**.

Examples:

By the end of the course, students should be able to:

1. Critically analyze a work of art.
2. Perform and interpret microscopic urinalysis.
3. Use principles of behavioral psychology to interpret real-life events.
4. Evaluate the impact of stereotypes of non-Western cultures on American Society policies.
5. Develop an individualized nutrition plan and modify it if necessary.
6. Establish causal relationships between potential risk factors and disease in a community.

Objectives

Objectives are very **specific** outcomes that enable students to achieve the general course goals (and therefore are associated with particular units, lessons, or class meetings in the syllabus). Objectives should be written in terms of particular student behaviors so that the evaluation methods are **explicit.**

Examples:

1. Recall the appropriate terminology used to describe and critique oil paintings.
2. Classify examples of political events that determined historical outcomes.
3. Identify the assumptions underlying community interactions.
4. Write a logically organized essay against or in favor of euthanasia.
5. Use a sphygmomanometer and stethoscope to measure blood pressure.
6. Describe the difference between a sodium atom and sodium ion.

Bloom's Taxonomy Verb List

When developing course goals and objectives, it is important to consider appropriate language to convey the associated outcomes. Bloom's Taxonomy offers verbs which can be associated with various types of learning, which often can build on one another. Consider this list as you move students from understanding knowledge, to learning how to apply and synthesize the information. **NOTE:** Depending on context, use and intent, some verbs may apply at different levels. This list is simply intended to provide some ideas for stating goals and objectives.

1. Knowledge

arrange	name	
define	order	
duplicate	recognize	
identify	relate	
label	recall	
list	repeat	
memorize	reproduce	

2. Comprehension

classify	locate
describe	recognize
discuss	report
explain	restate
express	review
identify	select
indicate	translate

3. Application

apply	operate
choose	practice
demonstrate	relate
dramatize	schedule
employ	sketch
illustrate	solve
interpret	use

4. Analysis

analyze	differentiate
appraise	discriminate
calculate	distinguish
categorize	examine
compare	experiment
contrast	question
criticize	test

5. Synthesis

arrange	formulate
assemble	manage
collect	organize
compose	plan
construct	prepare
create	propose
design	set up

6. Evaluation

appraise	judge
argue	predict
assess	rate
attach	score
choose	select
compare	support
defend	value
estimate	evaluate

DO NOT USE: understanding, knowledgeable, appreciation, familiarize, aware, conscious, acquainted, familiar

Materials adapted from
Brian Rybarczyk, The Graduate School, UNC-Chapel Hill

Assessment and Evaluation

Assessment and evaluation are central to effective teaching and to service-learning pedagogy. It is the process of checking in with students throughout the semester to determine if they are learning what they need to learn in order to meet the course goals and objectives. Assessment is usually ungraded and is most useful as a feedback mechanism for both instructor and students.

Assessment also offers students multiple low- and no-stakes checks on their *own* learning; they can see where they currently are in their learning process and where they need to improve. Regular assessments, like short homework problem sets, quizzes, paragraph-long or shorter writing assignments and in-class practices, allow both instructors and students to catch misconceptions and errors early and correct them.

Basics of assessment:
All assessment and evaluation for the course should be directly tied to the course goals and objectives. You can't assess whether students are meeting course goals without clear goals to aim for. Assessment helps articulate your course goals very clearly; when planning assessments, you'll find it's difficult to create good, valid, helpful assessments for nebulous, broad, or non-measurable course goals.

In order to maximize assessment's potential in the classroom, instructors should be:
- Committed to listening to students' input on their learning and your teaching
- Flexible and ready change course in response to their feedback
- Have clear, measurable course objectives and goals

Basics of Evaluation and Grading
Assessment is taking stock of where your students are performing relative to course goals and objectives. Grading, or evaluation, is meant to be a summary of a student's progress, learning and/or mastery over the course of a semester.

Basics of Evaluation:
- Be clear with your students about what you will and will not be grading them on. Rubrics are an excellent way to be explicit about your expectations for a given assignment.
- Give clear grading schemes in your syllabus and assignment prompts and think through grading philosophies carefully.
- Consider your grading method.
- Choose what types of evaluative mechanisms you will use.

Materials adapted from:
Angelo, Thomas and Cross, Patricia. Classroom Assessment Techniques. 1993 (Jossey-Bass: San Francisco).

Purpose and Use of Critical Reflection

Reflection is another term for integrating learning, it's the formal act of integrating course content with the experiential learning from the service through writing, talking, or otherwise processing and making connections. It is a crucial part of the service-learning course and should be structured into the course.

Reflection should be:
- **Continuous**: Reflection should be an ongoing component in the learner's education, happening before, during and after an experience.
- **Connected**: Link the "service" in the community with the structured "learning" in the classroom. Without structured reflection, students may fail to bridge the gap between the concrete service experience and the abstract issues discussed in class.
- **Challenging**: Instructors should be prepared to pose questions and ideas that are unfamiliar or even uncomfortable for consideration by the learner in a respectful atmosphere.
- **Contextualized**: Ensures that the reflection activities or topics are appropriate and meaningful in relation to the experiences of the students.

A common guide for reflection is based on Kolb's Experiential Learning Cycle: **What? So What? Now What?** The reflection process begins with a defining of the "What" of the student's experience and follows towards "So What?" and "Now What?"

- **What?** Report the facts and events of an experience objectively.
  - What happened and what did you observe?
  - What issue is being addressed or population is being served?
- **So What?** Analyze the experience.
  - What is the relevant course content to your experience?
  - What surprised you about the experience?
  - How is your experience different from what you expected?
  - What impacts the way you view the situation/experience?
  - What did you like/dislike about the experience?
  - What did you learn about the people/community?
  - What are some of the pressing needs/issues in the community?
  - How does this project address those needs?
- **Now What?** Consider the implications of the experience.
  - What seem to be the root causes of the issue addressed?
  - What other work is currently happening to address the issue?
  - How can you apply what you learned from this experience?
  - What would you like to learn more about related to this issue?
  - What follow-up is needed to address any challenges or difficulties?
  - What information can you share with your peers or the community?
  - If you could do the project again, what would you do differently?

Written Reflections and the DEAL Model

Reflection is one of the most crucial pieces of the service-learning course, because it is the means by which students integrate the academic learning with the experiential learning. However, it is also one of the most difficult pieces of the course to get right. Students often struggle with reflecting in a meaningful, consistent way over the course of the semester.

While learning can also be articulated orally, through a drawing, through the creation of a concept map, through physical imagery, etc., writing is generally the best way to facilitate critical thinking in your students. The DEAL model of written critical reflection offers a structured template for students to use in their reflections.

Remember that learning is a process embedded in the act of reflection, not a prerequisite. Do not begin a reflection prompt by asking, "What did you learn?" The purpose of reflection is to *generate* learning and to help students to become *aware* of their learning. "What did you learn?" is a good last question for reflection, not a good first question.

Students often mistake description for analysis and this holds true in reflection activities as well. Remind your students that, while the act of reflection often begins with description, they are not the same things.

The DEAL Model for Written Critical Reflection:
- **D**ESCRIBE in fair detail and as objectively as possible the experience, the activity, the reading, etc.
- **E**XAMINE, in accordance with the learning objectives, through responding to prompts, engaging with a quote, playing games, etc.
- **A**RTICULATE **L**EARNING
  - What did I learn?
  - How did I learn it?
  - Why does it matter?
  - What will I do in the future, in light of it?

If you are going to use journals or other written reflections, give students specific prompt questions to follow. Students are generally not comfortable with or skilled at the activity of reflection in the early part of the course and will produce fairly shallow reflections. With continued instructor feedback, specific, probing prompt questions and successful models for students to learn from, students may find the reflection process more fruitful and generative.

The following page offers sample reflection questions, however, you will want to craft ones most appropriate for your learning goals and course content.

Sample Reflection Questions

- What is your role at the community site?
- What were your initial expectations? Have these expectations changed? How? Why?
- What about your community involvement has been an eye-opening experience?
- How has the course content informed your service with your community organization?
- Discuss any dissonance between the course content and your experience with the community.
- What specific skills have you used at your community site?
- Describe a person you've encountered in the community who made a strong impression on you, positive or negative.
- Do you see benefits of doing community work? Why or why not?
- Has your view of the population with whom you have been working changed? How?
- How has the environment and social conditions affected the people at your site?
- What institutional structures are in place at your site or in the community? How do they affect the people you work with?
- Has the experience affected your worldview? How?
- Have your career options been expanded by your service experience?
- Why does the organization you are working for exist?
- Did anything about your community involvement surprise you? If so, what?
- What did you do that seemed to be effective or ineffective in the community?
- How does your understanding of the community change as a result of your participation in this project?
- How can you continue your involvement with this group or social issue?
- How can you educate others or raise awareness about this group or social issue?
- What are the most difficult or satisfying parts of your work? Why?
- Talk about any disappointments or successes of your project. What did you learn from it?
- During your community work experience, have you dealt with being an "outsider" at your site? How does being an "outsider" differ from being an "insider"?
- How are your values expressed through your community work?
- What sorts of things make you feel uncomfortable when you are working in the community? Why?
- Complete this sentence: Because of my service-learning, I am....

Reflection through Writing Resources

The following is a list of possibilities for integrating and structuring reflective writing in a service-learning course. While any of these assignments work with traditional low-tech formats, they all also work in discussion forums, team site spaces, or blogs. Which higher tech options work best depends on the level of privacy deemed appropriate for the students' writing and the purpose and audience for the assignment.

Directed journals
Ask students to respond to a specific question relating their community experiences and course work on a weekly basis. Questions might be designed to build upon one another. Specify an audience for these entries.

Class journal
Ask students to post entries about their community experiences, respond or comment on one another's experiences, react to assigned readings and connect ideas or threads in the discussion. This writing can be highly student-directed or highly instructor-moderated depending on your course goals. Orchestrating and shifting roles (some write new posts, some respond to others' writing) can enrich the conversation. Clarifying the purpose and audience for the writing is important for success.

Reading/Service log
Assign students to summarize course readings and relate what they read to their community experience. You can assign this task to groups of students or half of the class at a time. (The whole class does not need to write every time.) Ask students to trade logs once a week and read others' entries. Make sure everyone writes and reads an equal amount.

One-page weekly papers
Assign students to write and post about some aspect of their service in one page/250 words. You can leave the topic open-ended or give them a topic or issue to address. Regularly select writing to read out loud at the opening or close of the class period as a point of further discussion or to provoke further thinking. You can distribute this assignment throughout the semester—one part of the class writes during the first third of the course, another group during the second third and so on.

Theory/Application writing
Like "problem/solution" writings described below, ask students to summarize a theory in the course and then discuss how it is or is not appearing in their service experience. Later in the semester, ask students to write again, either revising their initial thoughts (hopefully with more information or complex understanding from their experience) or ask them to apply a different theory to the same situation. Add rounds as described above.

Group writing
Create groups of three. Assign students to write a group report related to their community experiences using a team site space or email exchange. The topic of the report may be open-ended or focused as suits your course, but the students should be clear about the purpose and audience (as determined by you) of the report—why and to whom are they writing?

Five-minute in-class writings
At the beginning of class, ask students to respond to a question related to the day's topic and their community experiences. Let them write for five-minutes, then conduct a class discussion addressing the question.

In-class presentation
Ask students to give a five-minute presentation about their placement and their contributions and course-related observations periodically throughout the semester.

Problem/Solution writing
Early in their community experiences, ask students to describe, in a paragraph or a page, a problem that they have observed at their placement (this problem might be practical, conceptual, logistical, ethical, etc.) Later in the semester, ask them to propose solutions (or if that isn't possible, further articulate the complexities of the problem) in another similar length assignment. You can add another round by asking students to share the original problem with another student and have the other student propose their solution to the problem. A further exercise would ask the original writer to compare the two solutions and explore why the problem has not been solved in the actual situation. Eventually, students might compile their pieces into a case study.

Portfolios
Ask each student to compile a service-learning portfolio throughout the semester to submit for a grade at the end of the semester. In addition to you, students may want to think of this as material they may use in a job interview in the future or as a personal scrapbook of the experience.

Portfolios could include:
  -writing about site (description of site, history of the organization, mission statements, journal entries, case studies, personal statements about this experience, volunteer service in general, role of organization in the community, etc.)
  -evidence of completed projects or nature of service (photos, flyers, memos, chart of progress on project, quotes from participants at the site)
  -evaluations by supervisors
  -case study drawn from the site
  -list of skills gained at the site (initialed by supervisor, if appropriate)
  -list of completed projects
  -book/article reviews of related readings
  -annotated bibliography of related readings

In-class presentations
Ask students to give a five minute presentation about their community experiences and their contributions and course-related observations.

Note card questions
Ask students to submit questions on note cards once a week on the course material and their community experiences. Draw one or two out of the hat to add to class discussion each class period.

Observation paragraphs
Each class meeting, assign a few students to express something they have observed from their experience in one paragraph and make copies for the whole class (or distribute through a listserv). At some point in the semester, ask students to write another paragraph that responds to another person's observation and share their response with the original writer and with you. You might ask them to respond several times to a variety of people. For example, each student must write three observations during the semester and three responses during the semester.

Observation bullets (speaking variation on Observation Paragraphs above)
Each class period, ask a few students to prepare three "bullet points" or "talking points" about their community experiences. At the beginning or end of class, ask these students to stand up and present their three observations to the class.

Critical Incident Journal
This focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response?

Book/Article review
Mid-semester ask students to research and review a book or article related to the community experiences. Xerox the reviews and put them on reserve. Ask students to read one and then respond to the review in a one page paper.

Site survey
Ask students to investigate the context in which they are serving. Ask them to collect the organization's mission statement, published materials, organizational chart of the staff and history. Requiring an interview with staff members may be helpful when practical.

Politics of site
Ask students to research and write about the larger context of the organization they serve. Where, why, how did the organization come into being? Where does it receive its funding? What challenges does it face in the community?

Self-assessment
Ask students to assess their roles, effectiveness and impact in the organization during the semester. What did they bring to the organization? In what ways, (maybe unexpected ways) were they able to serve?

Materials adapted from:
Kimberly Abels, The Writing Center, UNC-Chapel Hill

Appendix

This is a form completed by service-learning students in collaboration with the supervisor guiding their service-learning experiences. Students, supervisors and faculty or instructors should all review the form, sign and receive a copy. All APPLES courses should use some form of agreement or understanding when planning service-learning experiences.

This form helps students keep track of their hours of service and also provides record to faculty or instructors of how many hours students have completed. Hours should be verified by supervisors.

This form may help faculty and instructors assign students to community partner opportunities.

Students: Service-Learning Agreement

Please complete the following sections in conjunction with your site supervisor. Students are responsible for ensuring community partners and faculty have a completed and signed agreement.

Contact Information		
Student name	Phone	Email
Course name	Professor name	Email
Community partner		
Supervisor name	Phone	Email
Service-Learning Position Information		
Start date End date Scheduled days and hours Best method of communication Frequency of communication		
Standard of dress and conduct		
Confidentiality issues		
Other requirements:		

The APPLES Service-Learning program is a student-led program at the University of North Carolina at Chapel Hill engaging students, faculty and community agencies in service-learning partnerships. Our goal is to foster socially aware and civically involved students through participation in an enriched curriculum and hands-on experiences that address the needs of North Carolina communities.

As an APPLES participant you are committing to the following:

- Commit to a regular schedule three to five hours of service per week for 10 weeks
- Seek to serve and learn in the community by being prepared, open and responsible
- Be sensitive to the populations you may be serving by understanding their experiences, strengths and challenges
- Exhibit professional behaviors at all times
- Respect organization confidentiality, rules and expectations
- Communicate with your APPLES supervisor, instructor or the APPLES program any questions or challenges

Expectations: Describe the expectations of performing the service throughout the semester.

Service Outcomes: Describe the service tasks planned for the semester.

Learning Outcomes:
1) List skills, knowledge or understanding to be developed through the semester.

2) How will you link your service to the course? How will you link your course to the service?

Student's signature _____ Date _____

Supervisor's signature _____ Date _____

Professor's signature _____ Date _____

Student name: _____

Things to Consider
When you are choosing your top three choices, please consider the following:
- What hours do you have free? Which weekdays give you a consistent period of time that you can devote to your placement?
- What special skills do you have? Do you speak Spanish? Are you a good writer? Do you have a talent for working with kids? Do you have strong computer or research skills?

Choose Your Top Three Placements
Consider which of the placements work best for you. In the space below, write the three placements that you are most interested in. For each, please explain your interest in that placement as well as skills you have (or want to develop) that apply to the specified project.

Choice #1: _____
Why are you interested in this placement?
_____
_____

What do you hope to get out of this placement?
_____
_____

Do you have special skills that you can offer this community partner?
_____

Choice #2: _____
Why are you interested in this placement?
_____
_____

What do you hope to get out of this placement?
_____
_____

Do you have special skills that you can offer this community partner?
_____

Choice #3: _____
Why are you interested in this placement?
_____
_____

What do you hope to get out of this placement?
_____
_____

Do you have special skills that you can offer this community partner?
_____
_____

APPLES Service-Learning

Service-Learning Time Log

Student Union suite 3514 • CB#5210 • (919) 962-0902 • fax (919) 843-9685 • www.unc.edu/apples

Student name	Phone #	Email
Course name	Professor's name	
Organization name		
Supervisor's name	Supervisor's phone #	ext.
Start date	End date	Scheduled days and hours

WEEK	MON	TUE	WED	THU	FRI	SAT	SUN	TOTAL	VERIFIED
1:									
2:									
3:									
4:									
5:									
6:									
7:									
8:									
9:									
10:									
						TOTAL SEMESTER HOURS			

I certify that the service hours indicated above are accurate.

Student's signature	Date
Supervisor's signature	Date
Professor's signature	Date

CAROLINA CENTER *for* PUBLIC SERVICE