

A large, light gray, stylized graphic of an apple leaf or branch, with several curved, overlapping leaf shapes, serves as a background for the text.

APPLES

Service-Learning

SERVICE-LEARNING SERIES:
INTRODUCTION TO
SERVICE-LEARNING

Table of Contents

Service-Learning Series Overview.....	3
Defining Service-Learning.....	4
Service-Learning Components and Partners.....	5
Faculty and Instructor Expectations	6
Service-Learning Course Components	7
Service-Learning Course Rubric.....	8

Service-Learning Series Overview

This pedagogy guide offers foundational information about service-learning practice and implementation. It serves as both reference documents and a set of primers on the possibilities for service-learning inside and outside of the classroom. The series provides information on planning and designing service-learning courses, developing community partnerships, resources for service-learning written reflections and examples of forms that facilitate service-learning activities.

Introduction to Service-Learning

- Defining Service-Learning
- Faculty and Instructor Expectations
- Service-Learning Course Components
- Service-Learning Course Rubric

Course Planning and Design

- Course Planning Timeline
- Service-Learning Syllabi
- Course Goals and Objectives
- Bloom's Taxonomy Verb List
- Assessment and Evaluation

Community Partnerships

- How Does Service-Learning Differ from Volunteering?
- Community Partnership Models
- How APPLES Can Help You Get Started
- Best Practices of Service-Learning Partnerships
- Developing Community Partner Relationships
- Meeting with New Community Partners
- Community Partnership Agreement

Reflection Resources

- Written reflections and the DEAL model
- Reflection through writing resources

Service Learning Forms

- Student Service Learning Agreement
- Choosing a Community Partner
- Service Learning Time Log

Defining Service-Learning

Although specific understandings of service-learning pedagogy have varied 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 results in deeper learning and creates the 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**, and
- 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

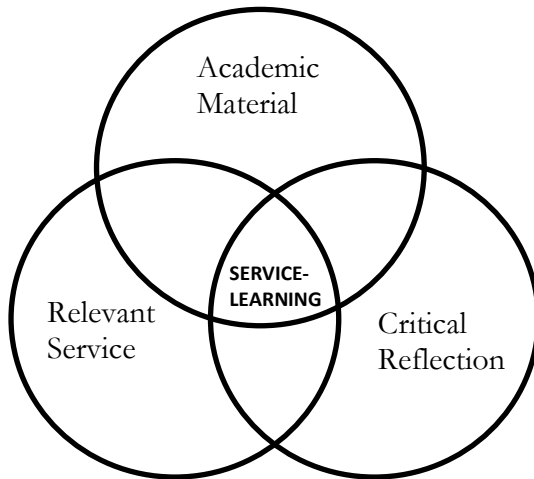
"I get the chance to teach and help students think about how their coursework has some relevance in the real world. It's exciting when students make those connections."

Associate Professor, Department of Public Policy

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

Service-Learning Components and Partners

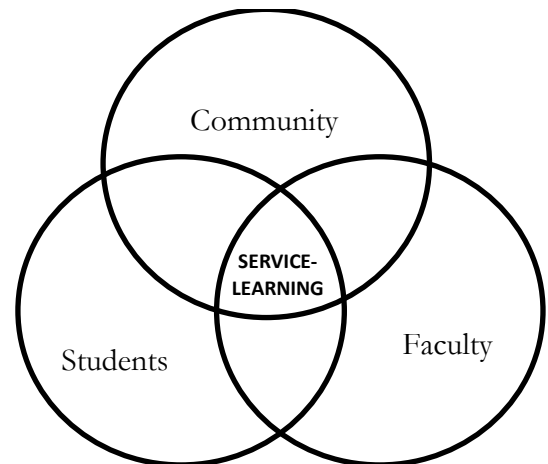
Components of Service-Learning



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 service and articulate specific learning outcomes, thus enhancing the quality of their learning and service experience.

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, North Carolina 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. 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 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 partner 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 three to five hours a week over the course of 10 weeks.

Preparation

Service-learning experiences for students are detailed. This includes 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.

*Materials adapted from:
Faculty Policy Committee on Service-Learning, Criteria for Service-Learning Course Review at UC Berkeley
Service-Learning Rubric #2, Servicelearning.cps.k12.il.us/slrburic2.html*